

PHILADELPHIA

Hebrew Public

CHARTER SCHOOL

PHILADELPHIA HEBREW PUBLIC CHARTER SCHOOL

CODE OF CONDUCT

A. OVERVIEW

Philadelphia Hebrew Public (PHP) works hard to ensure that the school is a place where all students can learn and teachers can teach in a safe, secure and orderly environment. We define “discipline” as helping children develop self-control and self-motivation in a safe school community. We have developed a framework that addresses student behavior and its causes, and the maintenance of order within the school and while people are engaged in school activities.

The discipline policy sets forth the policy of the school regarding how students are expected to behave when participating in school activities, on and off school grounds, and how PHP will respond when students fail to behave in accordance with these rules.

Responses to student behavior may include those focused on:

- **Reflection:** helping the student or students involved to reflect on the incident and on their behavior
- **Restoration:** restorative practices focused on repairing the harm caused to the school community, classroom, or individual student relationships
- **Exploration:** for example, exploring the potential causes of behavior and partnering with family and community resources to address them
- **Loss of privileges**
- **Exclusion:** for example, short-term or long-term suspension





In looking at the school’s Code of Conduct, parents and guardians will notice that there is a wide range of potential consequences for certain behaviors. **In determining the proper consequence, school personnel will keep in mind a student’s age and developmental level, the context in which the incident occurred, and any relevant extenuating or exacerbating circumstances.** We will also strive for an understanding of the causes of a student’s behavior, and where possible take steps to help the student to develop a more appropriate set of behaviors.

In all disciplinary matters requiring exclusion from school, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions.

B. POSITIVE BEHAVIOR SUPPORTS

PHP believes in promoting the values of global citizenship to create a culture of inclusion and respect for differences. Because of our focus on the world - and each of our roles in improving on it - we have selected OLAM (Hebrew for “World”) as a guiding acronym to share and express our shared values.



 Outstanding Problem Solvers	<p>We are optimistic and solutions-oriented. We believe that constructive disagreement and discourse are fundamental to the teaching and learning process.</p>
 Lifelong Learners	<p>We are raising students to fall in love with learning, so that they may continue on their journey for a lifetime.</p>
 Aware Communicators	<p>We know that listening deeply, taking others’ perspectives and learning about multiple languages and cultures are all fundamental characteristics of global citizens.</p>
 Making a Difference	<p>We use our problem solving, learning and communication skills to make big and small differences in the world. From the kindergarten student helping a friend tie his shoelaces, to the teams of adults committed to providing outstanding educational opportunities for our students, each of us plays a role in positively shaping the world we live in.</p>

These values are proactively taught to all students through daily routines such as morning meeting, and students actualize them through service-learning projects, kindness projects (6th and 7th grade), and daily reflection opportunities.

To assist a student’s ability to internalize these values, PHP has adopted core social and emotional learning (SEL) competencies that enhance a students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Following CASEL’s integrated framework, students are supported in developing in the areas of:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

In addition, through use of specific problem-solving templates, tools, and conference protocols, students take ownership of their own behavior and work with teachers to decide how to resolve problems.

Upper elementary and middle school students engage with teachers using the following steps: (1) Reaffirm rapport and trust; (2) Talk about the problem with the teacher; (3) Discuss possible causes; (4) Determine student goal in addressing the problem; (5) Map out possible solutions; and (6) Agree to try one or more solutions to bring peace to the school community.

C. CODE OF CONDUCT

PHP has adopted a Code of Conduct that is described in detail below. It includes four levels of violations, and a range of potential consequences for these different levels. Please note that while the list of violations is reasonably comprehensive, it is not exhaustive. In other words, PHP reserves the right to address under this code student misbehavior that is of a level of seriousness equivalent to those in the code, even where not specifically listed. **It is important to clarify that while persistent Level 1 offenses can lead to Level 2 consequences, they cannot be aggregated to lead to Level 3 or Level 4 consequences. It would not be possible for a Level 1 action to lead to a suspension or expulsion.**

A disciplinary violation can be addressed under the school's Code of Conduct while the student:

- is at school and/or on school grounds
- is participating in school-sponsored activities
- is walking to or from school or a school-sponsored activity
- is walking to or from or waiting for school transportation
- is riding on school transportation (for example, the school bus)
- is riding on public transportation while on the way to or from school or to or from a school-sponsored activity

The School may also impose consequences under this Code of Conduct for student behavior that, while occurring outside of school, has a substantial impact on other students or on staff or members of the school community.

Level 1 Behavior Violations

- a. Unexcused lateness to school
- b. Bringing prohibited equipment to school without authorization (for example, toys or electronic devices)
- c. Violating the School's student cell phone policy
- d. Failing to be in one's assigned place on school premises (for example, staying within your classroom or in your assigned spot)
- e. Disrupting the education process (for example, making excessive noise, singing when inappropriate, interruptions, calling-out, humming, in the classroom and in the hallway, etc.)
- f. Engaging in verbally rude or disrespectful behavior (to both teachers and peers: talking back when given a direction, name-calling, mimicking, harassing, teasing, taunting, etc.)
- g. Wearing clothing or other items that are unsafe or disruptive to the educational process.
- h. Posting or distributing material on school premises in violation of School rules
- i. Using school computers, faxes, telephones, or other equipment without permission
- j. Using or touching other people's property without permission (both teachers' and peers' property, belongings, equipment, supplies, etc.)

Level 2 Behavior Violations

- a. Harassment, bullying, put-downs, inappropriate behavior, inappropriate photos on cell phones, electronic devices, email, and social media
- b. Congregating in bathrooms with other students without permission
- c. Gambling

- d. Being insubordinate; defying or disobeying school personnel or school safety agents
- e. Using profane, obscene, vulgar, lewd, or abusive, language or gestures
- f. Lying, or giving false information to school personnel
- g. Misusing property belonging to others (including breaking, destroying, ripping, etc.)
- h. Engaging in or causing disruptive behavior on the school bus. (See bus policy)
- i. Leaving class or school premises without permission of supervising school personnel
- j. Engaging in inappropriate or unwanted physical contact of a minor nature, such as poking, pinching, tapping, and throwing of non-harmful objects
- k. Smoking
- l. Violating the School's Internet use policy, e.g., use of the school's system for no-educational purposes, security/privacy violations
- m. Engaging in scholastic dishonesty which includes: cheating, plagiarizing, colluding, copying, and related behaviors. For these purposes, plagiarizing refers to using someone else's work as one's own for credit without required citation and attribution. Colluding refers to partnering with another person in preparing written work for credit without permission from the teacher. Student grades and credit will also be affected by incidents of scholastic dishonesty
- n. Engaging in a pattern of persistent Level 1 behavior

Level 3 Behavior Violations

- a. Being seriously insubordinate: defying or disobeying school personnel or school safety agents in ways that potentially create danger or that seriously disrupt school instruction or operations
- b. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability
- c. Fighting or engaging in physically aggressive behavior
- d. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules
- e. Engaging in theft or knowingly possessing property belonging to another without permission
- f. Engaging in inappropriate or unwanted physical contact
- g. Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or any electronic means
- h. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm
- i. Engaging in vandalism or other intentional damage to school property, staff property, or others; including student bathrooms.
- j. Engaging in gang related behavior (e.g., wearing gang apparel, writing graffiti, making gang-related gestures or signs)
- k. Engaging in a pattern of persistent Level 2 behavior

Level 4 Behavior Violations

- a. Engaging in intimidation, coercion or extortion or threatening violence, injury, harm or retaliation to another or others
- b. Falsely activating a fire alarm or other disaster alarm or making a bomb threat

- c. Engaging in behavior that creates a substantial risk of serious injury or that results in serious injury
- d. Engaging in serious intimidating and bullying behavior such as threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability
- e. Engaging in sexual harassment (to peers or school staff)
- f. Possessing, using, or selling illegal drugs, alcohol or controlled substances
- g. Engaging in threatening, dangerous or violent behavior that is gang-related
- h. Participating in an incident of serious group violence
- i. Threatening to use any instrument that appears capable of causing physical injury
- j. Engaging in behavior on the school bus that creates a substantial risk of injury or results in injury
- k. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- l. Committing arson
- m. Inciting/causing a riot
- n. Possessing a weapon or an item intended to be used as a weapon (for example, a broken bottle)
- o. Using any weapon to attempt to inflict injury upon school personnel, students or others.
- p. Possessing or using a firearm
- q. Inflicting or attempting to inflict serious injury against another person
- r. Engaging in a pattern of persistent Level 3 behavior

Level 1 Violations Range of Consequences

- a. Restorative discussion with school staff
- b. Student/teacher conference
- c. Parent/guardian conference via telephone or in-person
- d. Exclusion from in-school activity (for example, from extracurricular activities, recess, or communal lunchtime) or loss of specific privileges
- e. Removal from the classroom by teacher

Level 2 Violations Range of Consequences

- a. Any of the consequences listed in Level 1, above
- b. Restitution
- c. Short-term out-of-school suspension (1-5 days in length)

Level 3 Violations Range of Consequences

- a. Any of the consequences listed in Levels 1 and 2, above
- b. Long-term out-of-school suspension (more than 5 days in length)

Level 4 Violations Range of Consequences

- a. Any of the consequences listed in Levels 1 through 3, above
- b. Expulsion

Please note that behavior violations in Levels 3 and 4 typically involve serious incidents of misbehavior on the part of students and are therefore much more likely to result in more severe consequences such as suspension. Level 4 violations are particularly serious and will typically result in long-term suspension or expulsion.

In addition, please note that school officials will report student behavior to law enforcement authorities wherever they are required to do so by law or to maintain the safety and security of the School and its students and staff.

D. WEAPONS VIOLATIONS

In accordance with Act 26, the Pennsylvania Safe Schools Act, PHP will report to the Office of Safe Schools all incidents involving acts of violence, possession of a weapon, or the possession, use or sale of a controlled substance, alcohol or tobacco by any person on school property; at school-sponsored events; and on school transportation to and from school.

PHP will maintain updated summary reports of all incidents of violence; incidents involving possession of a weapon; and convictions or adjudications of delinquency for acts committed on school property. A statistical summary of these records will be maintained at the school and made accessible to the public for examination during regular business hours. We intend to fulfill this reporting requirement by filing the Annual Report on School Violence and Weapon Possession (PDE 360) with the Pennsylvania Department of Education by July 31 each year. An individual incident report will also be filed for each incident involving acts of violence, possession of a weapon, or the possession, use or sale of a controlled substance, alcohol or tobacco by any person on school property; at school-sponsored events; and on school transportation to and from school.

Act 26 also requires the school to expel, for a period of not less than one year, any student who is determined to have brought onto, or is in possession of, any weapon on any school property; at a school-sponsored activity, or onto to any public conveyance providing transportation to a school or school sponsored activity, at the Head of School's discretion. A weapon is defined by Act 26 as "any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and [anything else] capable of inflicting serious bodily injury. For a student with a disability, this excludes pocket knives with blades of less than 2-1/2 inches. School officials will notify police whenever they discover any weapon covered under the Act. The Head of School will consult with the Executive Director whenever he/she is considering recommending discipline other than expulsion on an individual basis. Students with disabilities are entitled to additional protections explained in [Section F](#).

E. LEVELS OF SUSPENSION & DUE PROCESS PROCEDURES

Short-term Suspension

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of three or fewer days.

Note: Kindergarten and 1st grade students may not be suspended unless their actions result in serious bodily injury.

The Head of School may impose a short-term suspension and shall follow all due process procedures. Before imposing a short-term suspension, or other, less serious discipline, the Head of School shall provide notice to inform the student of the charges against him or her, and if the student denies the

charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Head of School shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Head of School. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian.

The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Head of School's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the School's complaint policy.

Long-Term Suspension & Expulsion

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of three and no more than ten days. Expulsion refers to any removal more than 10 days up to the permanent removal of a student from school for disciplinary reasons.

The Head of School may impose a long-term suspension. Upon determining that a student's action warrants a possible long-term suspension, the Head of School shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Head of School also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that an informal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). The hearing will be held within 5 days of the suspension and also be held in the dominant language. At the informal hearing, the student shall have the right to speak, question witnesses, and present evidence. The Head of School and all members of staff that were involved in witnessing the alleged discipline violation are required to participate in the informal hearing. A decision by the Head of School will stand as the final decision regarding the student's long-term suspension status.

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided. The following due process requirements shall be observed with regard to the informal hearing:

- i. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and;

- ii. Sufficient notice of the time and place of the informal hearing shall be given.
- iii. A student has the right to question any witnesses present at the hearing.
- iv. A student has the right to speak and produce witnesses on his own behalf.
- v. The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

Should the school leader recommend that an expulsion is required, he or she will follow the same procedures for the long-term suspension with the exception that a formal hearing shall be held. The following due process requirements shall be observed with regard to the formal hearing:

1. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
2. At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
3. The hearing shall be held in private unless the student or parent requests a public hearing.
4. The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
5. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
6. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
7. The student has the right to testify and present witnesses on his own behalf.
8. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
9. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - a. Laboratory reports are needed from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act (20 U.S.C.A. § § 1400—1482).
 - c. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Provision of Services during Removal

PHP will ensure that alternative educational services are provided to a student who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make

adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the School. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

F. STUDENT DISCIPLINARY RECORDS

The School will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The School will comply with the Pennsylvania Department of Education's data collection requirements for disciplinary data and submit that information to PDE by required deadlines.

Charter schools are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA) that requires a school to protect a student's privacy. The School will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 21 years of age, or a student 21 years of age or older, is entitled to access to the student's school records by submitting a written request to the Head of School. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and the school's FERPA policy.

G. DISCIPLINARY POLICIES FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, PHP shall implement the following disciplinary policy procedures with respect to students with disabilities.

Protected Students

Every regular education student who is subject to a disciplinary suspension or expulsion will be subject to a review by the Student Support team to determine whether the student is "thought to be eligible." This screening tool ensures that disciplinary action is not imposed on a student whom the school should have known was in need of an evaluation for a suspected disability before the prohibited conduct occurred. There are three (3) situations that are legal evidence that the school had knowledge that the student might have a disability:

1. The parent or guardian has requested an evaluation.
2. The parent or guardian has expressed concerns in writing to the student's teacher or school administration that the student needs special education.
3. The student's teacher or other school staff told a school leadership member of specific concerns about the child's academic or behavior difficulties.

During the review, the school should take all relevant information into consideration including school interventions, mental health evaluations from outside agencies in the school file, and other factors. The team must carefully consider the listed criteria and determine whether there is substantial evidence to conclude that the student should be evaluated for a suspected disability as an alternative to punishment. If the parent or guardian requests an evaluation for a suspected disability after the child is subject to an alternative or remedial disciplinary placement, the school must conduct an expedited evaluation at parental request. However, the student remains in the alternative/ remedial placement during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then

determine if the disability had a direct and substantial relationship to the offense. If so, the team needs to reconsider the student's placement in light of the new information.

If a student already has an IEP or a 504 plan, they are automatically entitled to all due process protections.

Due Process Procedure

If a student with a disability violates the school's Code of Conduct and is being considered for a suspension or removal, the school must consider if this is considered to be a "change in placement" and PHP must ensure all due process protections are provided. A change in placement is a legal term that applies in the following situations:

- Any suspension (even one day), expulsion, or transfer to another school of a student with intellectual disability.
- A suspension, expulsion, or disciplinary transfer to a remedial disciplinary school for either more than 10 consecutive school days or more than 15 cumulative school days in a school year is a change in placement. If a student has transportation on his IEP, then bus suspensions are also counted.
- Suspensions that may total less than 15 cumulative school days in a school year may be a change in placement if they appear as part of a pattern of suspensions. A pattern of suspensions (If a student has transportation on his IEP, then bus suspensions are also counted) may be found if the student is suspended for behavior that is "substantially similar" to behavior for which the child has previously been suspended. Factors may include same type of behavior, same victim, same class, same day of the week or same time of day.
- If the offense is not committed by a student with intellectual disability or if suspensions do not exceed 10 consecutive or 15 cumulative days nor constitute a pattern of suspensions, then it is not a change in placement and the student may be subject to the same consequence the school applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent) must hold a Manifestation Determination meeting. The parent must be invited to the Manifestation Determination in writing and provided with a copy of the Procedural Safeguards notice. The purpose of the Manifestation Determination meeting is to determine two issues:

1. Was the student's misconduct caused by or directly and substantially related to the student's disability. OR
2. Was the student's misconduct a direct result of the school's failure to follow the child's IEP?

If the team answers yes to either question, then the student's behavior is a manifestation of their disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue.

If all team members agree that the student's conduct was not a manifestation of their disability, then the student may be subject to the same consequences as all students. This decision must be communicated to the parent or guardian in writing via a Notice of Recommended Placement (NOREP). If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent may request a due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education

services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Special circumstances involving school safety: weapons, drugs, or serious bodily injury

If a student:

- possesses illegal drugs;
- is selling prescription drugs;
- carries a weapon; or
- causes serious bodily injury to another, (to comply with the law, serious bodily injury must be egregious (requiring medical treatment, significant and potentially permanent injury)

either at school or during school related activity, the school may immediately remove the student for up to 45 school days to an alternative or remedial disciplinary setting.

Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for (45) school days regardless of whether a child has intellectual disability or even if the team believes that the behavior is a manifestation of the student's disability. During the 45 school day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child reevaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45 day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

Notice to Parents or Guardians

Any time a student with an IEP or 504 plan is removed to an alternative or remedial disciplinary setting, the parent or guardian must be given a Notice of Recommended Placement (NOREP) stating this decision and a copy of procedural safeguards.

Provision of Services during Removal of a Student with a Disability

Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom instructional support. All IDEA mandates will be followed for student with disabilities.

H. PROHIBITION ON CORPORAL PUNISHMENT

No employee or agent of the School shall inflict corporal punishment upon a student as a penalty for unacceptable conduct. The term "corporal punishment" means any act of physical force upon a student for the purpose of punishing that student. The term does not mean the use of reasonable physical force by a teacher or staff member to protect himself or herself from physical injury; to protect another person from physical injury; to protect property; or to restrain or remove a student whose behavior is interfering with school functions, provided that alternative methods not involving the use of physical force cannot reasonably be employed.

I. SEARCHES

The school reserves the right to conduct occasional searches of school property (including desks, cubbies, and lockers), and students' personal possessions to protect the safety of students and staff and to enforce school rules and all applicable laws and regulations.

The Head of School or a designee may conduct searches of students and their belongings if there is a reasonable suspicion that the search will result in evidence that the student violated school policy or the Code of Conduct. Before conducting a search, the school will question the student regarding whether they possess physical evidence indicating that they violated school policy or the code; and attempt to obtain voluntary consent to the search from the student. If consent is not obtained, but reasonable suspicion exists, the search may proceed. Searches will be limited to the extent necessary to locate the evidence sought.

Students will be present when their possessions are searched, if possible.

J. BULLYING

PHP takes reports and incidents of bullying extremely seriously and strives to immediately address issues when reported.

For purposes of this code, "Bullying" shall mean an intentional electronic, written, verbal or physical act, or a series of acts, including any act of Cyberbullying:

- Directed at another student or students;
- Which occurs in a school setting;
- That is severe, persistent or pervasive; and
- That has the effect of doing any of the following:
 - Substantially interfering with a student's education;
 - Creating a threatening environment; or
 - Substantially disrupting the orderly operation of the school.

The term "school setting" includes "in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school."

The term "Cyberbullying" means "willful and repeated harm inflicted through the use of computers, cell phones, the internet or other electronic or mobile devices, including without limitation, sending or posting harmful or cruel text or images to bully, intimidate or embarrass others."

For the purposes of this policy, Bullying shall, at the discretion of PHP, include acts that occur outside a school setting if those acts cause a substantial disruption within the school setting.

If any of these incidents are reported or witnessed, teachers are instructed to immediately document what has occurred and collect written accounts from all participants and witnesses. This information is then transferred immediately to the designated staff member at the school. The staff member is to then conduct a formal and thorough investigation and inform all parents and guardians connected to the incident. If necessary, parents or guardians will be brought in for team meetings with the students and Head of School. Appropriate consequences will be determined by the teachers and administrators.

Students will be referred to the school's discipline system to determine whether suspension and/or expulsion is warranted. The Head of School will determine whether the student will be suspended and after conducting an informal hearing, recommended for expulsion.