



## **STUDENT & FAMILY HANDBOOK 2022-2023**

### **Welcome to Philadelphia Hebrew Public Charter School!**

Dear Families,

Welcome to Philadelphia Hebrew Public Charter School, a diverse, dual-language school rooted in the community! As the Head of school, it is my pleasure to welcome you. This handbook outlines the school's policies and procedures that we will follow throughout the year. Please take some time to review them.

Our goal is to provide an education that prepares your children for an ever-expanding world. As such, we not only provide high-quality instruction, but we aim to develop values such as empathy, social and civic responsibility, and global citizenship. Our robust program includes English, Math, Science, Social Studies (including Israel Studies), Modern Hebrew, Music, Art, Physical Education, and Social and Emotional Learning. We hold our students to a high level of academic expectation, rooted in the belief "Success for Every Student." We differentiate our instruction and employ best practices in education to meet each child's needs.

While the teachers, students, and staff work together each day, it is our families that round out our school community and continue to make Philadelphia Hebrew Public a special place for all. We encourage you to be active participants in the school's life. Participating in our Neighborhood Networks, being a trip chaperone, or volunteering at some of our many events are just a few ways you can contribute. We are committed to engaging you and sharing the education experience with all of our families.

As part of our special global citizenship mission, we also help students become global citizens who learn important values. OLAM is the Hebrew word for “world,” and we use it as an acronym to describe these values, which include:

- **Outstanding Problem-Solvers**
- **Lifelong Learners**
- **Aware Communicators**
- **Making a Difference**

We believe that children who develop these values will be able to succeed in high school, college, the workplace, and their communities, while making the world a better place!



We encourage you to reach out to teachers, staff, and administration at any time. Our goal is to work with you to create the best opportunities for all. We are looking forward to a year full of exciting lessons, memorable experiences, and a shared love for learning by our entire school community. We can accomplish great things as partners in our journey with your children.

Sincerely,  
Elyssa Yuen  
Head of School

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## Part I: About Our School

### A. School Overview, Mission & Values

PHP is a public charter school located at 3300 Henry Ave, Philadelphia, PA 19129. Founded in 2019, PHP serves students in grades K-4 during the 2022-23 school year and will grow to be a full K-8 by 2026-27. PHP is a “diverse-by-design” school and is committed to serving students from a wide range of racial, economic, and cultural backgrounds. We are also committed to serving students with special needs and those whose first language is other than English.

*Mission:* Philadelphia Hebrew Public Charter School's mission is to inspire and prepare its diverse student body for advanced studies through a rigorous K-8 curriculum, instruction in Modern Hebrew, and the integration of global citizenship competencies.

*Vision:* Philadelphia Hebrew Public Charter School will serve as a model of how meaningful integration in public schools can boost academic outcomes and positively develop student skills and values. Students will emerge as highly educated, globally aware, ethical citizens who are prepared with a foundation for success in high school, college, the workplace, and society.

Our School is part of the Hebrew Public network of schools. Hebrew Public's mission is to lead a national movement of exceptional, diverse, public charter schools that teach Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens. “Global citizenship” education includes the development of students' skills in communication (including learning a foreign language), collaboration, and critical thinking. It also includes an emphasis on empathy and emotional intelligence.

Hebrew Public serves as the School's Charter Management Organization (CMO), and is responsible for providing a wide range of services to the School under the oversight of the school's Board of Trustees.

## Our Values

We believe that active citizens of the world approach life as lifelong learners, problem-solvers and aware communicators who can make big and small differences through their actions. This is what we value for our students, and for all adults in the organization working to support them. 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.

<p><b>O</b>utstanding Problem Solvers</p>	<p>We are optimistic and solutions-oriented. We believe that constructive disagreement and discourse are fundamental to the teaching and learning process.</p>
<p><b>L</b>ifelong Learners</p>	<p>We are raising students to fall in love with learning, so that they may continue on their journey for a lifetime. As adults, we welcome and embrace feedback, and we know that the key to student improvement is our own growth and development.</p>
<p><b>A</b>ware Communicators</p>	<p>We know that listening deeply, taking others’ perspectives and learning about multiple languages and cultures are all fundamental characteristics of global citizens.</p>
<p><b>M</b>aking a Difference</p>	<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>



## B. School Contacts & Leadership Team

Address: 3300 Henry Ave. Philadelphia, P 19129

Main Office Phone: (267) 225-1511

Main Office Fax: (215) 689-2887

Website: <http://philadelphiahebrewpublic.org>

Name	Title	Email
Elyssa Yuen	Head of School	eyuen@philadelphiahebrewpublic.org
Emily Hurst	Executive Director	ehurst@philadelphiahebrewpublic.org
Nikki Pullin	Dean of Culture	npullin@philadelphiahebrewpublic.org
Veronica Williams	Dean of Academics	vwilliams@philadelphiahebrewpublic.org
Phill Smith	Director of Specialized Services	psmith@philadelphiahebrewpublic.org
Aleshia Kellman	Director of Operations	akellman@philadelphiahebrewpublic.org

## C. Board of Trustees

The School is governed by its Board of Trustees, which provides the School with strategic and fiduciary oversight, and helps to ensure the School's adherence to its mission and its charter. All meetings of the school's board of trustees and all committees of the boards are open to the general public. A calendar of all scheduled board meetings is posted at the school and on the website as soon as it is available.

The Board is currently comprised of the following members:

1. Klissa Thomas, Chair
2. Maria Pajil Battle, Vice-Chair
3. Hedra Packman, Treasurer
4. Max Weisman, Secretary
5. Daniel Bell
6. Fernando Treviño-Martinez
7. Jon Rosenberg

## D. 2022-23 Calendar

### Hours of Operation

Main Office Hours: 8:00 am to 3:30 pm

Student Arrival: 8:00 am to 8:15 am

Learning Begins: 8:20 am

Student Dismissal: 3:30 pm Monday, Tuesday, Wednesday, Thursday; 1:00 pm Friday



## ACADEMIC CALENDAR 2022-2023 לוח שנת הלימודים

### AUGUST 22

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
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28	29	30	31			

### SEPTEMBER 22

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### OCTOBER 22

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### NOVEMBER 22

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### DECEMBER 22

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### JANUARY 23

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### FEBRUARY 23

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### MARCH 23

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### APRIL 23

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### MAY 23

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### JUNE 23

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25	26	27	28	29	30	

### Key

	First Day/Last Day (students)
	Assessments
	Half Day
	Family Conferences (Early Dismissal)
	Staff PD (No School)
	No School

## Important Dates

**All Fridays:** 1 PM Dismissal for Professional Development (unless school is closed)

**Important Dates:**

- 8/12/22: First Day Staff
- 8/24/22: First Day 1st - 4th Grade
- 8/31/22: First Day Kindergarten
- 6/15/23: Last Day Students
- 6/16/23: Last Day Staff

**School Closures:**

- 9/5/22: Labor Day
- 9/26-27/22: Rosh Hashanah
- 10/5, 2022: Yom Kippur
- 10/10/22: Indigenous Peoples Day
- 11/8/22: Election Day (Professional Development Day)
- 11/21-25/22: Thanksgiving Break
- 12/26/22-1/2/23: Winter Break
- 1/16/23: MLK Day
- 1/27/23: Professional Development Day
- 2/20-24/23: Mid-Winter Break
- 3/24/23: Professional Development Day
- 4/3-7/23: Spring Break
- 4/21/23: Eid al-Fitr
- 5/29/23: Memorial Day

**Academic Dates:**

- 11/7/22: Marking Period 1 Ends
- 11/17-18/22: Marking Period 1 Report Card Conferences
- 1/26/23: Marking Period 2 Ends
- 2/9-10/23: Marking Period 2 Report Card Conferences
- 3/23/23: Marking Period 3 Ends
- 3/30-31/23: Marking Period 3 Report Card Conferences

**Preliminary Assessment Windows:**

- MAP #1 9/19-30/22 (all students, K-4)
- MAP #2 6/5-16/23 (all students, K-4)
- PSSA - English Language Arts: 4/24-28/23
- PSSA - Mathematics, Science, and Make-ups: 5/1-12/23

## E. School Closings

### **Closing due to inclement weather**

The regular school schedule must be suspended during severe weather because of hazardous conditions. When there is an authorized school closing or delayed school opening, all field trips, after-school programs, and bus transportation will be canceled. The School will follow School District of Philadelphia's policy for school closings and school delays.

### **Automated Message**

The School will send an automated message regarding any school closings. The School will also use automated phone messages to contact parents/guardians regarding important school events such as workshops, class trips, or delays in bussing. Please take the time to listen to these messages as they are directly related to your child's learning experience at the School.

### **Local Media**

Our school closures will be announced on all local television and radio news stations. Our KYW school closing system number is 1529

## F. Dress Code: Uniform

The school has adopted a uniform that encourages a sense of community, respect, professionalism, and inclusion. All PHP students are required to wear the uniform daily, unless given special permission to dress down.

**Bottoms:** Students will wear navy blue or tan bottoms (no denim or jeans). Bottoms that are permitted are: Pants, uniform style shorts or skirts/skort. Students will wear solid color socks/tights. All bottoms should sit at waist. Shorts must be worn under skirts, including on gym days. Shorts must be no shorter than mid-thigh when standing.

**Tops:** Students will wear a Philadelphia Hebrew Public Charter School (PHPCS) polo shirt or t-shirt, which can be purchased from the school's uniform vendor. In cold weather, students can wear a long sleeved, solid color shirt under their Philadelphia Hebrew Public Charter School uniform shirt, or a Philadelphia Hebrew Public sweatshirt.

- Kinder, First, and Second graders will wear a navy PHPCS polo shirt or t-shirt
- Third and Fourth graders will wear a red PHPCS polo shirt or t-shirt

**Foot Apparel:** We request that your child wear rubber-soled, closed toe shoes. Please DO NOT send your child to school in flip flops or strapless/backless sandals. Your child will use the staircase daily and flip flops and strapless/backless sandals pose a danger for your child on the

stairs. Additionally, shoes that light up are a distraction and are not permitted. During inclement weather (rain, snow), please be sure that your child has a change of shoes so that they do not need to wear boots throughout the day.

***Jackets/Coats:*** All jackets/coats are to be placed in each student's classroom hook. No jackets/coats are permitted to be worn during instructional time.

### **Change of Clothes**

Children in grades K and I are expected to have an extra set of clothes in school that are in accordance with the dress code. Please label each item of clothing with your child's name.

**How to Purchase:** Visit the Shop! page on the Philadelphia Hebrew Public website for access to our uniform vendor.

**Uniform Bank:** If your family has gently used uniforms you would like to donate to PHPCS's uniform bank, they may be dropped off at our main office. PHPCS will launder all donated uniforms.

## **G. Grading Policy**

PHP's grading policy may vary by grade level in order to be developmentally appropriate. Students who qualify as English Learners (ELs) will receive the same grades in content courses as other students (e.g. pass/fail is inappropriate for ELs if other students receive a letter grade). For English Language Development (ELD) courses or instructional periods taught by a licensed ESL teacher in all-EL setting, PHP will use a grading system that meaningfully conveys information about progress and/or achievement.

Students with disabilities may receive a modified grade for a course if it is agreed on by the IEP or 504 team and documented in the student's IEP or 504.

## **H. Promotion and Retention**

All students are held to promotional criteria. In making determinations about a student's academic readiness for promotion, school staff look at a wide range of sources, including work samples, anecdotal records, teacher assessments and observations, attendance, social development, state assessments, and benchmark assessments.

Students who are struggling academically as measured by our internal and standardized assessments may be not on a path to meeting promotion standards (Promotion in Doubt), at

which time families are notified in writing of possible retention and students are strongly encouraged to attend summer school. A school team consisting of teachers, school leaders, and a social worker will meet to help plan support for these students. If students do not demonstrate improvement by the end of the school year as demonstrated on the spring and end of year assessments, the school team will review the student's progress to determine possible retention for the following school year. Students with an Individualized Education Plan (IEP) who have modified promotion criteria in their IEP will have this included as part of the team's student-by-student review. Parents or Guardians will be notified of retention decisions in June.

## Part II: Attendance & Transportation

### A. School Attendance

PHP requires that students enrolled in the School attend School regularly in accordance with State law. PHP's educational program is predicated upon the regular attendance and presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Doors will open to students at 8:00 am each day. School staff will not be available to monitor children prior to 8:00 am due to morning duties. The school day hours are from 8:20am to 3:30pm. Students are marked tardy beginning at 8:21 am.

It is very important that your child come to school every day and on time. Coming to school every day and on time raises self-esteem and results in your child succeeding both academically and socially. Research studies show that there is a direct correlation between good attendance, being on time, and good grades. ***PHP has a target of at least 95% attendance for each student.***

The PHP Board directs the Executive Director or his, her, or their designee to enforce student attendance and respond to issues surrounding student attendance, including truancy, in accordance with the law.

### B. Lateness and Short-Term Absences

A record is kept of all lateness and absence. Student attendance records will reflect all tardy and absence codes used. In the event of multiple incidents of lateness, a parent/guardian conference will be requested by the School. In persistent cases of lateness, additional intervention may be sought by the School.

To report a late arrival, please notify the school of your child's absence by calling 267-225-1511 or emailing [info@philadelphiahebrewpublic.org](mailto:info@philadelphiahebrewpublic.org) by 8:00am to report the late arrival.

Parents/Guardians are asked to include the following information in email communication:

1. Student(s) Name
2. Grade
3. Homeroom or Homeroom Teacher
4. Reason for Late Arrival
5. Parent/Guardian preferred phone number

\*\*\*Parents are **NOT** required to contact the school if the reason for lateness is due to busing provided by the School District of Philadelphia.

If your child does not attend school for any reason, parents or guardians should notify the school to ensure that the school can communicate the absence to your child's teachers. Absences can be reported by calling 267-225-1511 or emailing the Operations Team by 8:00 am to report the absence. **In order for an absence to be updated or corrected, the school must be notified in writing (see below).**

Parents/Guardians are asked to include the information below. A template is provided on our website [here](#). If not using the template, please include the following information:

- Student(s) name
  - Grade
  - Homeroom or Homeroom Teacher
  - Reason for Absence
  - If absences are expected to be longer than one (1) school day, provide the dates the student will be absent
  - Parent/Guardian preferred phone number
- \*\*\* For absences longer than three (3) days, the school may request a doctor's note if the absence was due to illness.

If your child was recorded as having an "Unexcused Absence" and you wish to change this to an "Excused Absence" you may contact the school requesting a change to attendance. **The school determines the correct absence category at its sole discretion. Making a request does not automatically result in a change in the type of absence reported.**

Notify the Main Office of your child's absence in writing (email or handwritten note). Parents/Guardians are required to include the following information in order to update attendance:

- Student(s) Name
- Grade
- Homeroom or Homeroom Teacher
- Date(s) student was absent from
- Reason for Absence
- Parent/Guardian preferred phone number

- \*\*\*For absences longer than three (3) days, the school may request a doctor's note if the absence was due to illness.

The School has put in place procedures for the recording of attendance data so that we can ensure that all of our students are fully accounted for and receiving the support that they need to be successful. Teachers take attendance once per day by 8:35 am. If/when your child is absent, the school will then take the following outreach to guardians:

1. On the first day of absence, phone calls are made to parent/guardian to determine the reason for the absence;
2. On the second day of absence, if there is still no response from the parent/guardian, the school will request a phone conference concerning the child's attendance;
3. The parent/guardian is contacted every day of the child's absence if necessary; and
4. All documentation of outreach efforts are kept in the main school office. Our goal with this process is to ensure the safety, well-being, and academic growth of all of our students.

A student absence is considered "excused" under the following circumstances:

- A death in the family.
- Student illness or injury with a doctor's note to the school within 24 hours.
- Student medical appointments. Parents should do their best to schedule medical appointments outside of school time. If an appointment must be scheduled during the school day, the student should not be absent for the entire day. It is expected that the student will come to school before and/or after the appointment.
- Religious observance.
- Educational opportunities with prior approval from the Head of School.
- Attendance at Court proceedings.
- If the student is dismissed from school during school hours for health-related reasons by the School Nurse or PHP Administrator.
- For the purpose of obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
- If a student whose parent or legal guardian has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with regard to school attendance, tests, and extra-curricular or co-curricular activities, at the discretion of the Head of School or his or her designee, no penalties shall be imposed for absences of up to five (5) days. Teachers shall assist students in making up work caused by such absences.
- If the student is participating in an event in conjunction with a national veterans' organization or incorporated unit. The national veterans' organization or incorporated

unit must provide the student with a notice in advance of the absence indicating the date, location, and time of the event.

- If the student is absent due to participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act.

Absences for any other reason will generally be considered to be unexcused absences.

Vacations during instructional time are not an excused absence. Scholars are considered absent if they do not report to their assigned location for alternative instruction in the event of an out-of-school suspension.

All absences shall be considered unexcused absences until the appropriate PHP personnel receives written notice documenting a valid reason for the absence. However, the fact that a parent/guardian has written an excuse does not mean that the absence is deemed excused. Written notices of absences are subject to review by PHP Administration.

## C. Truancy

### Three (3) Unexcused Absences

If your child has three (3) or more unexcused absences in the current school year, they are considered *truant*. The school will send a letter home notifying you of the three (3) or more unexcused absences within 10 days. The school will make a report to the Pennsylvania Department of Education. The letter notifying you of the three (3) or more unexcused absences:

- Shall include a description of the consequences that will follow if the child becomes habitually truant as that term is understood by law;
- Shall be in the mode and language of communication preferred by the parent;
- **May** include the offer of a school attendance improvement conference.

When the aforementioned notice is transmitted to a person who is not the biological or adoptive parent, such notice shall also be provided to the child's biological or adoptive parent if the parent's mailing address is on file with PHP and the parent is not precluded from receiving the information by Court Order.

In accordance with the law, PHP will not expel or impose out-of-school suspension, disciplinary reassignment, or transfer for truant behavior.



### **Six (6) Unexcused Absences**

If your child has six (6) or more unexcused absences in the current school year, they are considered to be *habitually truant*. When this occurs, PHP shall refer the child to either of the following:

- The SAP (Student Assistance Program) team whereby a school employee will contact you to schedule a phone or in-person conference. In collaboration with you, the school team will complete a School Attendance Improvement Plan (SAIP) in order to attempt interventions to prevent further absences; or
- A community-based attendance improvement program; or
- A county child and youth agency for services

In addition, PHP may file a citation in the office of the appropriate judge against the person in parental relation who resides in the same household as the child.

### **Eight (8) Unexcused Absences**

If your child has eight (8) or more unexcused absences in the current school year, he/she is very close to the ten unexcused absences that would warrant even more intensive intervention. At this threshold, you will receive a letter providing notice that you are close to reaching 10 unexcused absences.

### **Ten (10) Unexcused Absences**

If your child has ten (10) or more unexcused absences in the current school year, the school's SAP team will review the existing SAIP and will make a determination about the appropriate next step, which could include:

- Mandatory in-person student/family conference to review SAIP. Plan could include accessing academic and social/health supports from the school and community organizations, an outline of the family and student responsibilities, and levels of performance monitoring that include rewards and consequences.
- Conducting a Functional Behavior Assessment for truancy (with parent/guardian written permission)
- Referral to the District Attorney's office for services, which may include addressing family issues that may be responsible for the child's truant behavior, or possible adjudication as a "dependent" child under the Juvenile Act. PHPCS manages attendance improvement conferences and other truancy items through participation in Project Go! with the Philadelphia District Attorney's office." More information is available upon guardian request.
- Sending a citation to the appropriate magisterial judge

## Ten Consecutive Absences

If a student is absent 10 consecutive days, PHP must drop the student from active membership unless a legal excuse is provided or if the school is pursuing compulsory attendance prosecution. In the event the student returns to PHP, he or she is not guaranteed placement in the same classroom previously attended before the withdrawal from attendance. According to the above timeline, the family would have received at least two written notifications by mail that their child is close to reaching this total.

## D. Early Pick Up

The School discourages early pick up, as it takes away instructional time for students. In cases where an early dismissal is unavoidable, the cutoff for early dismissal is at 2:45PM on Mondays - Thursdays and 12:30 on Friday. Parents must inform the office in advance if they must pick their children up early. Only parents or other adults designated on the emergency card may sign a student out of school early. The adult must present proper identification and sign in with security and at the Main Office. The adult or parent must sign the “sign out” book. **No parent or adult is authorized to go to a classroom to pick up a child without approval from a school staff member.**

### Requesting an Early Dismissal:

1. Inform the office in advance to pick their child/children up early by contacting the school via phone at 267-225-1511 or emailing the Operations Team at [info@philadelphiahebrewpublic.org](mailto:info@philadelphiahebrewpublic.org). Parents/Guardians are asked to include the following information:
  - a. Student(s) Name
  - b. Grade
  - c. Homeroom or Homeroom Teacher
  - d. Reason for Late Arrival
  - e. Parent/Guardian preferred phone number
2. Parents, guardians or other adults designated on the emergency card arrives to sign a student out of school early.
  - a. The adult must present proper identification and sign in with security and at the Main Office.
  - b. The adult or guardian must sign the “sign out” book.
  - c. No guardian or adult is authorized to go to a classroom to pick up a child without approval from a school staff member.

## E. Late Pick Up

Dismissal is at 3:30pm on Monday, Tuesday, Wednesdays and Thursdays, and 1pm on Fridays. On a scheduled half-day of school, the school will have a 1:00 pm dismissal. In the event of multiple incidents of late pickup, a guardian conference will be requested by the school. In persistent cases of late pickup, additional intervention may be sought by the school. If your child will be picked up late, parents are asked to take the following steps to communicate with the school.

Parents or guardians must inform the office in advance to pick their child/children up early by contacting the school. 267-225-1511 or emailing [info@philadelphiahebrewpublic.org](mailto:info@philadelphiahebrewpublic.org).

Parents/Guardians are asked to include the following information:

- Student(s) Name
- Grade
- Homeroom or Homeroom Teacher
- Reason for Late Arrival
- Parent/Guardian preferred phone number

## F. Transportation

### **Busing Eligibility**

Kindergarten families are responsible for dropping off their child and picking up their child in accordance with the school's daily schedule.

Starting in 1<sup>st</sup> grade, busing services will be provided to all families who live more than 1.5 miles in distance from the school. Busing is provided by the School District of Philadelphia. PHP will provide parents with information regarding bus stop, pick-up/drop-off times, and bus number.

### **Bus Behavior Expectations**

Riding the school bus is a privilege, not a right. For the safety of all students, children are expected to follow the below rules for safety on the bus:

- Sit down in your seat and buckle up.
- Keep your voice low.
- Keep your hands to yourself.
- Demonstrate self-respect, respect for others, and use kind words always.

We take student conduct on the bus very seriously given that bus transportation is a time of high risk for student safety. Accordingly, consequences may include a short-term suspension from the bus (e.g. two-days to two weeks). Upon return of student bus privileges, PHP

leadership may recommend restorative activities aiming to restore bus safety including connecting with the bus driver, assigning seats, or requiring a family member to ride the bus with a student. Should unsafe or inappropriate conduct on the bus be repeated or egregious, we will remove a student from their bus for the remainder of the school year in order to protect their safety and the safety of other students. Please note that student behavior on the bus may also lead to consequences under the School's Code of Conduct and discipline procedures.

Transportation is provided to our students by the School District of Philadelphia which maintains control over the times of pick-up and drop-off. The School District of Philadelphia is also responsible for the employment of the bus driver and any bus aides (unless part of a student's Section 504 or IEP). The School District of Philadelphia, based on student behavior on the bus, may also decline to transport a student after documented violations of the Code or disruptive behavior.

All of our students deserve to have a pleasant and peaceful ride to and from school. We appreciate our families' partnership in communicating this to their children!

Exceptions to the above consequences apply in situations where the student has an IEP or 504 plans. The school understands its responsibility for ensuring that students with IEPs and 504 plans are able to access school at no charge to the family.

### **Bus Evacuations**

Bus evacuation drills are held twice a year as practice for emergency conditions on a school bus. Children are instructed in safety procedures for the bus and while waiting at bus stops.

### **Transportation for Students with Special Needs**

PHP is responsible for ensuring that any Special Transportation needs required by a child's IEP or 504 plan are implemented, and will cover any costs required. PHP coordinates these services through the School District of Philadelphia.

## Part IV: Community & Parent Relations

### A. Communication

Communication between home and school is essential to support and encourage your child's success. We encourage parents and guardians to be actively engaged as partners with teachers in their child's learning. Among the specific ways PHP communicates with parents and guardians are:

- Summer community visits to all incoming families
- Scheduled meetings with teachers or other School staff
- Email and/or ParentSquare communication with teachers or other School staff
- "Backpack" parent notifications
- Newsletter email blasts
- Automated Message service to inform about events and school closings, etc.
- School website: [philadelphiahebrewpublic.org](http://philadelphiahebrewpublic.org)
- Individual parent/guardian conferences with teachers to review your child's progress three times per year

### B. Student Cell Phones

We understand that cell phones have become a near-constant feature of 21<sup>st</sup> Century existence. At the same time, their use during school and school activities and on the school bus can be significantly disruptive. Because of this, the School has the following policy on student cell phones:

1. Students may bring cellphones to school, but elementary school students must keep them powered off (not just on silent) and in their backpacks at all times, unless permission to remove them is specifically granted by a school staff member.
2. Students needing to contact family members during school hours should notify their teacher, who will help determine the necessity for the contact and the best means to do so. Family members needing to contact their student during school hours should contact the main office.
3. On the bus, students should only use cell phones for the purpose of contacting family members.
4. Students who use cell phones during the day in violation of this policy are subject to having the cell phone confiscated and held in the school office. If confiscated, the school will require that the parent come to the school office to retrieve and sign-out the cell phone.

5. The school is not responsible for breakage, loss, or theft of such personal belongings in school or on the school bus.

### C. Visitors to the School

To maintain safety and security, only authorized visitors are allowed in the School. All visitors must be announced, sign in at the security desk and show valid identification. All visitors must enter the Main Office and explain the purpose of their visit for approval by the Head of School or the Head of School's designee. All visitors must sign in with the appropriate registry book once the purpose of their visit is identified. Unless staff has planned visits in their schedules, the presence of visitors may cause unwarranted disruption in student learning and school activities. The School will inform parents from time to time throughout the year of special classroom and school-wide events where we will invite families to visit.

### D. School Safety

The maintenance of safety and good order is the collective responsibility of all School staff, parents, students, and local agencies. To help ensure safety, the School has the following policies and practices:

#### Emergency Contacts

Please notify the Main Office of any change of address or telephone number immediately. The Emergency contact persons are authorized by the parent/guardian to pick up your child from school. ***We will not release your child to any person who is NOT on the Emergency Contacts list under any circumstance.*** If you need to add or delete someone from your child's Emergency Contacts list, you must come to the Main Office in person. We will not accept oral communication over the phone or via email to add or delete persons on the Emergency Contact. If you have a court document barring any person from having contact with your child, a copy of said document must be provided to the Main Office. A copy of the document will be attached to the Emergency Contact list..

#### Personal Belongings

In the interest of safety and security, the School reserves the right to search all bags and containers brought onto the School premises, at any time. No child is permitted to use toys or electronic games during the school day, unless given special permission. Students who bring these items to school are subject to the teacher taking them to return directly to a parent or guardian. Repeated behavior of bringing these items to school will result in disciplinary action

for students. The school is not responsible for breakage, loss, or theft of such personal belongings in school or on the school bus.

### **Fire Drill/Evacuation Procedures**

The School conducts fire and other emergency drills in accordance with applicable state and local laws. All staff and students are expected to participate in such drills, as building and safety personnel require. Fire Drills are held eight (8) times during the school year. Security drills are held two (2) times during the school year.

### **No Smoking**

There is no smoking on School property in accordance with State Law.

### **Safety Plan**

The School has a Safety Plan document that explains all procedures and roles and responsibilities for staff in the building.

## **E. Stewarding School Resources**

As a public charter school, school resources such as books, technology, and classroom tools are public resources and should be stewarded as such. We ask that families partner with us to protect these essential resources so they can continue to meet the needs of all students. Examples could include taking extra care with school-issued books or technology that travels with a student. Families are financially responsible up to the replacement value of any damaged or lost school resources and property.

## **F. Parent Satisfaction**

We encourage regular and frequent feedback from parents and families so that we can make ongoing enhancements to the School's learning environment. Your eyes may "see" something we cannot see and we are enhanced by your input and support of our learning environment. You may contact the main office at any time to discuss any of your concerns. If you would like to meet with the Head of School, please contact (267) 225-1511 or email [eyuen@philadelphiahebrewpublic.org](mailto:eyuen@philadelphiahebrewpublic.org) to schedule a meeting. Please communicate directly with your child's teacher about his or her instructional program.

## **G. Complaints**

Charter schools are publicly-funded schools that are open to all students through a non-discriminatory admissions lottery. Each charter school is governed by a not-for-profit board

of trustees that may include educators, community members, and leaders from the private sector.

Any parent or individual who believes that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief. If you believe that our School has violated a term of its charter or has violated applicable law, please follow the steps below.

**Step 1: Review the school’s guidelines and policies.**

Begin by reviewing the school's policies, guidelines, and reference materials. Such items include, but are not limited to, the school handbook and school-issued memorandums. Determine whether or not the school’s actions related to the complaint fall within the school’s policies.

**Step 2: Reach out to the child’s classroom teacher.**

If the concern can be addressed by the classroom teacher, this is the first step in resolving a complaint. Contact information for all school staff members is sent home at the beginning of the school year and is available in the school’s main office.

**Step 3: Reach out to the appropriate leadership team member(s).**

If the concern is not sufficiently addressed by the teacher, reach out to the leadership team member that oversees the area of concern by visiting the staff directory on the school’s website. If it is unclear which leadership team member to contact, proceed to step 4.

**Step 4: Reach out to the Head of School**

If the concern is not addressed adequately by the leadership team member mentioned above, the parent or individual should reach out to the Head of School, to address the issue.

**Step 5: Reach out to the Executive Director**

If the parent or individual disagrees or is not satisfied with the Head of School’s decision or handling of a situation, reach out to the Executive Director.

**Step 6: Appeal to the school’s Board of Trustees.**

If after contacting the Executive Director, the parent or individual is still not satisfied with the outcome or decision pertaining to the complaint, he/she may appeal to the school's Board of Trustees in writing. The Board meets publicly on a regular basis and will respond in a timely fashion to acknowledge the receipt of the complaint and next steps in their addressing of the concern.

## **H. Notice of Special Education Services and Programs**



Philadelphia Hebrew Public provides a free, appropriate public education to students with disabilities according to state and federal rules. In accordance with Chapter 711 of Title 22 of the Pennsylvania Code, the Head of School or his/her designee shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are enrolled at the charter school and are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. This is known as Child Find.

The Child Find process includes children who are suspected of having a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children and homeless youth, as appropriate.

To be eligible, the child must:

- Be of school age.
- Have a disability and be in need of specially designed instruction.
- Meet eligibility criteria for one or more of the following physical or mental disabilities as set forth in state and federal law:
  - autism
  - deaf-blindness
  - deafness
  - emotional disturbance
  - hearing impairment
  - intellectual disability
  - multiple disabilities
  - orthopedic impairment
  - other health impairment due to chronic or acute health problems
  - specific learning disabilities
  - speech or language
  - traumatic brain injury
  - visual impairment including blindness
  - developmental delay (in the case of a child that is of preschool age child)

PHP shall publish annually a written notice (attached hereto), in means accessible to our families. Such notice must be included in the Philadelphia Hebrew Public Charter School Handbook and on the website. The Notice may also be made available in means accessible to the public, such as: at the Charter School's main office, in the Charter School's special

education office, through local Intermediate Units and/or through other generally accessible print and electronic media deemed appropriate, and with the Board meeting minutes a description of: child identification activities, of the Charter School's special education services and programs, of the manner in which to request services and programs, and of the procedures followed by the Charter School to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

*Identification activities* are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called *screening* activities. The activities include review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior and determining the student's response to attempted remediation. Input from parents/guardians is also an information source for *identification*. After a child is identified as being thought to be eligible for special education services, he or she will be referred to Philadelphia Hebrew Public Charter School's multidisciplinary team. If the multi-disciplinary team recommends/requests that a student be evaluated, written consent from a parent/guardian must be obtained. Philadelphia Hebrew Public Charter School engages in the following activities and procedures to identify students who are thought to be eligible for special education services:

1. At the start of each new school year, students will be administered assessments that gather information about their current levels of academic functioning. Assessments and data will continue to be obtained throughout the year to measure growth and to assess each students' response to instruction.
2. Teachers will receive and be trained on academic and behavioral checklists designed to identify areas of concern.
3. All students identified as a concern will be referred for regular education intervention and/or review by an Intervention Team (e.g. SAP Team).
4. All student data will be reviewed by the Student Support Team who will determine regular education interventions or referral for a full special education evaluation.
5. Anyone can make a referral if there is a concern regarding a student. This includes students, staff, and parent/guardians.

### **Outreach Activities**

The Executive Director or Head of School or his/her designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend PHP:

- Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parent input is to be sought to determine what parent trainings are needed/desired;
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through PHP and information regarding the manner in which parents can request and access those services.
- Provide or obtain periodic training for the PHP's regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.
- PHP shall conduct child find activities to inform the parents of its special education services and programs and the manner in which to request them.
- PHP's child find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

## **Screening**

PHP maintains a system of screening that can include but is not limited to the following activities:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.

- Maintain the confidentiality of information in accordance with applicable state and federal regulations.

### **Pre-Evaluation Screening**

The pre-evaluation screening process includes:

- For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty ("FBA" or functional behavior assessment);
- An intervention based on the results of the assessments conducted;
- An assessment of the student's response to the intervention, if applicable;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;
- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, PHP may initiate a multidisciplinary team reevaluation without completion of the screening process in accordance with Chapter 711. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

### **Description of Special Education Services**

Philadelphia Hebrew Public is a public school and is responsible for providing appropriate special education programs and related services that are:

- provided at no cost to parents;
- provided under the authority of PHP;
- individualized to meet the educational needs of the child;

- reasonably calculated to yield meaningful educational benefit and progress and designed to conform to the Individual Education Program (IEP).

Special education is designed to meet the needs of each eligible student, including specifically designed instruction conducted in the least restrictive environment to the maximum extent possible using supplementary aids and services. Related services available to students include transportation, corrective and other supportive services that help an eligible student benefit from special education. Examples include speech pathology and audiology, psychological services, physical and occupational therapy, social work services, school health services, and assistive technology services.

## **Rights and Protections**

**Prior Written Notice.** PHP must notify the parent/guardian in writing whenever it proposes to initiate or change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected.

**Consent.** PHP cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parent/guardian. PHP may not seek a hearing to override the refusal of a parent consent to an initial placement in special education. PHP may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer or judge following a hearing. If a parent/guardian fails to respond to a written request for permission to reevaluate, however, PHP may proceed with the proposed reevaluation without consent.

Protection in Evaluation Procedure: Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

## **I. McKinney-Vento Education for Homeless Children and Youth**

The McKinney-Vento Act defines children and youth who are homeless (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
- sharing the housing of other persons due to loss of housing, economic hardship or a similar reason (sometimes referred to as double-up);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living emergency or transitional shelters; abandoned in hospitals; or
- awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

If you are personally aware of or are acquainted with any children who may qualify according to the above criteria, PHP provides the following assurances to parents of homeless children:

- The liaison for homeless children is the school's Social Worker.
- There shall be immediate enrollment and school participation, even if educational and medical records and proof of residency are not available.
- All educational opportunities and related opportunities for homeless students (preschool to age 21), including unaccompanied youth, shall be the same as for the general student population.
- Enrollment and transportation rights, including transportation to the school of origin. "School of origin" is defined as the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- Written explanation of a child or youth's school placement, other than school of origin or the school requested by the parent, with the right to appeal within the local dispute resolution process.
- Meaningful opportunities for parents to participate in the education of their children.
- These shall include: special notices of events, parent-teacher conferences, newsletters, and access to student records.

Please contact the school's HOS or Social Worker for more information.

## Part V: Discipline Policies & Code of Conduct

### A. Overview

Philadelphia Hebrew Public 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:** for example, the privilege of transitioning or working independently.
- **Exclusion:** for example, take a break, 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.

<p><b>O</b>utstanding Problem Solvers</p>	<p>We are optimistic and solutions-oriented. We believe that constructive disagreement and discourse are fundamental to the teaching and learning process.</p>
<p><b>L</b>ifelong Learners</p>	<p>We are raising students to fall in love with learning, so that they may continue on their journey for a lifetime.</p>
<p><b>A</b>ware Communicators</p>	<p>We know that listening deeply, taking others’ perspectives and learning about multiple languages and cultures are all fundamental characteristics of global citizens.</p>
<p><b>M</b>aking a Difference</p>	<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 (1-3 school 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 3 school 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 may 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.**

**In cases involving students who have been convicted of or adjudicated delinquent for committing acts of sexual assault on other students at PHPCS, PHPCS will comply with the requirements of Act 110 of 2020.**

#### **D. Parent/Guardian Behavior**

PHPCS requires parents/guardians to interact with students, staff, and one another in alignment with our school values. As such, in situations where those values are violated, disciplinary action will be taken.

Such situations include:

- Verbal or physical threats to another parent, student, staff member, or the school at large
- Verbal or physical altercation on campus or at a school bus stop
- Ignoring staff safety directions during arrival and dismissal, including pulling car past physical barricades
- Entering the facility by means other than outlined in the school visitor policy (page 60)
- Other situations deemed as threats by the school's Threat Assessment Team

If a parent or guardian violates PHPCS's school values as mentioned above, the parent or guardian will be temporarily banned from the PHPCS facility for a period of one to four weeks as determined by School Leadership and the Threat Assessment Team. During the ban, the parent or guardian will not be permitted on campus or to interact in person with students, staff, or other families. The PHPCS team will work with the parent to make alternative arrival and dismissal arrangements to limit interaction with students, staff, and other families.

Parents or guardians will be notified of the consequences of violating school values as determined by the Threat Assessment Team via phone and letter.

#### **E. Title IX Policy**

PHPCS complies with Title IX regulations and does not discriminate on the basis of sex in its education programs and activities. All questions regarding Title IX and its implementation at PHPCS may be directed to the school's Title IX Coordinator. A copy of the school's full policy, complaint procedures, and other materials may be found here: <https://philadelphiahebrewpublic.org/public-documents/>.

Contact: Title IX Coordinator -- Emily Hurst (Executive Director), 3300 Henry Avenue, Philadelphia 19129, (267) 838-3712, [ehurst@philadelphiahebrewpublic.org](mailto:ehurst@philadelphiahebrewpublic.org)

## **E. 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 they are considering recommending discipline other than expulsion on an individual basis. Students with disabilities are entitled to additional protections explained in [Section F](#).

## **F. 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.

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 more than three schooldays. Expulsion refers to any removal for more than 10 days, and may include 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:

- I. 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.

## **G. 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.

## **H. 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 the 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.

## I. 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.

## J. 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.

## K. Bullying

PHP takes reports and incidents of bullying extremely seriously and will immediately address issues when reported in accordance with School Policy and the law.

“Bullying” is any gesture or written, oral, graphic, or physical act (including electronically transmitted act commonly referred to as “cyberbullying<sup>1</sup>”) that is directed at another student or students, that takes place in a school setting, on school property, at any school sponsored activity, or in a school vehicle, is severe, persistent, or pervasive that has the effect of any of the following: (1) substantially interfering with a student’s education; (2) creating a threatening environment; (3) substantially disrupts the orderly operation of the school and is reasonably

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<sup>1</sup> 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.”

perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Bullying may also include any gesture or written, oral, graphic, or physical act (including electronically transmitted act) that takes place off school property if such act causes a hostile environment on school grounds.

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.”

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.

“Harassment” is defined as conduct that meets all of the following criteria:

- Is directed at one or more students;
- Substantially interferes with educational opportunities, benefits, or programs of one or more students;
- Adversely affects the ability of a pupil to participate in or benefit from PHP’s educational programs or activities because the conduct, as reasonably perceived by the student, is so severe, pervasive, and objectively offensive as to have this effect; and,
- Is based on a student’s actual or perceived distinguishing characteristic, or is based on an association with another person who has or is perceived to have a distinguishing characteristic, such as race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, marital status, pregnancy, genetic history, or disability.

PHP encourages students who have been subject to bullying or harassment to promptly report such incidents to any School Staff Member who shall then report such incidents to PHP’s Head of School. All complaints of harassment or bullying shall be investigated promptly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained to the extent possible, consistent with PHP’s legal and investigative obligations.

PHP prohibits (a) retaliation against anyone who in good faith reports behavior prohibited by this policy; or (b) intimidation of any witness or party who participates in an investigation related to this policy

The PHP's Head of School is responsible for receiving complaints alleging violations to this policy. All school employees are required to report alleged violations of this policy to the Head of School. A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident. All other members of the school community, including students, parents, volunteers, and visitors are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Students suspected of bullying and harassing behaviors 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.

PHP's Head of School or his/her designee is PHP's Compliance Officer for purposes of this anti-bullying policy. The Compliance Officer shall publish and disseminate this policy and complaint procedure at least annually to students, parents/guardians, employees and the public. Such communications to students, parents/guardians and the public shall include the position, office address and telephone number of the Compliance Officer. This policy, its complaint procedures and the Compliance Officer's contact information shall be available on the PHP website.

The Head of School shall develop an annual process for discussing the policy on harassment and bullying with students and staff.

Examples of bullying, intimidation and retaliation when such actions (or any other actions) are based on the target's race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, marital status, pregnancy, genetic history, or disability prohibited by this policy include but are not limited to

1. Name calling or insults
2. Inappropriate jokes
3. Inappropriate pictures, cartoons, drawings or other depictions
4. Isolation or exclusion



The list above is not all inclusive. Any action that marginalizes, isolates or harasses a student due to his/her race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, marital status, pregnancy, genetic history, or disability to the extent that such action creates a hostile environment is prohibited by this policy. PHP expects students to conduct themselves in a manner keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school personnel.

To prevent harassment and bullying, PHP staff shall use disciplinary situations as opportunities for helping students to learn to assume responsibility and consequences for their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline. PHP prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts.

PHP staff shall attempt to stop bystander support or encouragement of harassment or bullying. In serious cases of bystander support or encouragement of harassment or bullying staff shall report such actions to the HOS. Bystander support or encouragement of harassment or bullying shall be punishable as harassment or bullying.

Administrators shall develop and implement procedures that ensure both the appropriate consequences and remedial responses to student harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators for determining appropriate consequences and remedial measures harassment or bullying.

- Parties' ages, development, and maturity
- Harm, if any
- Surrounding circumstances
- Severity
- Prior incidents
- Parties' relationship
- Context
- Life skill competencies
- Experiential deficiencies
- Social relationships
- School culture
- School climate
- Social-emotional and behavioral supports
- Neighborhood culture

- Family situation

Consequences and appropriate remedial actions may range from positive behavioral interventions up to and including suspension or expulsion. Consequences shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, but consequences must be consistent with PHP's Code of Student Conduct. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

The consequences may include, but are not limited to, the examples listed below

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension
- Out of school suspension
- Legal action
- Expulsion

Remedial measures may include:

- Problem solving advice
- Restitution and restoration
- Peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation in peer mediation, or similar services
- Behavioral assessment or evaluation, including, but not limited to, a referral to the Behavior Support Coach
- Positive Behavioral Support Management Plan
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy Environmental (Classroom, School building)
- Modifications of schedules Date
- Adjustment in hallway traffic
- Modifications student routes or patterns traveling to and from school

- Targeted use of monitors
- Law enforcement involvement
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School culture change
- School climate improvement
- Adoption of research-based, systemic bullying prevention programs
- General professional development programs for certificated and non-certificated staff
- Involvement of parent-teacher organizations

This policy applies to students, employees and third-parties (such as vendors, independent contractors and members of the general public) and covers incidents that result in the bullying or harassment of PHP students regardless of whether the incidents themselves occur on school property.

## **Part VI: Additional School Policies**

### **A. Internet Usage, Email, and Social Media**

#### **Internet usage**

Philadelphia Hebrew Public is not liable for the actions of anyone connecting to the Internet; all users shall assume full liability, legal, financial or otherwise, for their actions. Further, the school takes no responsibility for any information or materials transferred through the Internet and makes no guarantees, implied or otherwise, regarding the reliability of the data connection. The school is not liable for any loss or corruption of data while users are on the Internet. The school reserves the right to examine all data stored in the computers with Internet capability to ensure that all users are in compliance with all applicable rules and regulations.

If you do not wish for your child to access the Internet as an educational resource, please speak with your child's teacher directly.

#### **Inappropriate Internet Use**

The following uses of the Internet are unacceptable:

- Use for activities unrelated to the school
- Use in violation of federal, state, or local laws, including sending or receiving copyrighted material without permission
- Commercial use
- Sending patently harassing, intimidating, abusive, or offensive material to or about others, in messages public or private
- Sending chain letters or pyramid schemes, "broadcasting" inappropriate messages to lists or individuals, and any other use that would congest the Internet or otherwise interfere with the work of others
- Sending or receiving pornographic material, inappropriate text files, or files dangerous to the integrity of the network
- Vandalizing, defined as any deliberate attempt to change files not belonging to the user or to harm or destroy the work, systems, or data of another user, including uploading or creating computer viruses
- Engaging in the illegal distribution of software ("pirating")
- Knowingly using another person's password, misrepresenting one's identity, or giving one's own password to others
- Failing, when downloading information, to comply with any associated terms or conditions specified by the supplier of that information
- Expressing personal views or opinions and failing to identify them as one's own and not those of the school

- Circumventing security measures on school or remote computers or networks

### **E-mail**

Over time, students may access their school's e-mail system through a universal school password; however, the system belongs to the school and all e-mail messages are school records. No student should have any expectation of privacy relative to his or her use of the Internet or e-mail. The school reserves the right, for legitimate school purposes, to access and disclose the contents of students' electronic communications without regard to content, and to conduct periodic, unannounced inspections of e-mail communications.

### **Social Media**

Social networking has become an integral part of many lives, and we recognize and respect the value of such outlets for receiving and sharing information and developing personal and professional connections. Whether to permit a child to access social media is a family decision, but most social media sites prohibit those younger than 13 from participating and students may not connect with any such sites at school.

Should your student engage in social networking outside of school, he or she should espouse the same values and behaviors online as offline in the school building:

- Be a friend not a bully, and keep things positive
- Be honest
- Accept responsibility for mistakes and try to make them right
- Remember that quality matters and it is difficult if not impossible to erase an online footprint fully
- Think about the consequences of your actions, including your posts

All members of the School community are asked to abide by the following guidelines in the use of social media:

- Be clear that you are speaking for yourself, and not on behalf of the School
- Respect copyright, fair use, and other disclosure laws
- Use respectful language, and be careful to avoid language that could be viewed as insulting by readers
- Do not share confidential or proprietary information of the School
- Do not share any information about students, including photographs, contact information, names of family members, or anything else specific to any student enrolled in the network
- Do not disparage the School or the school community

## **General protections**

Staff members are not permitted to “friend” or “follow” students, parents, or guardians via social media. This policy also applies to students and their families who withdraw from PHP. Students should bear in mind the risks of the online realm, never share secrets online, and keep passwords and all personal information private.

There are two important federal laws designed to protect children online. The Children’s Online Privacy Protection Act (COPPA) was enacted in 1998 to protect students under 13 from having their personal information collected without the consent of a parent or guardian. COPPA is the reason many social networking sites require participants to be 13 or older. The Children’s Internet Protection Act (CIPA) was enacted in 2000, and it requires that schools provide Internet filtering to prevent student access to offensive content. The school has a filter, and a CIPA-compliant Internet safety policy. For a copy of the policy, please contact the school office.

## **B. Harassment Policy**

The School, its Board, and Hebrew Public are committed to providing a safe and productive learning environment within the charter school. The School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students’ ability to learn. This includes bullying, taunting, or intimidation in all their myriad forms.

**Student Rights.** No student shall be subjected to harassment by employees or students on school property or at a school function, nor shall any student be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity, or sex, by school employees or students on school property or at a school function.

In addition, the School reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of the School’s students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of the School’s students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

**Reporting and Investigating.** Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the Head of School. A staff member who witnesses harassment or who receives a report of harassment shall inform the Head of School. The Head of School shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority (e.g. Executive Director and the Board of Trustees) and/or other official designated by the Board to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

**No Retaliation.** The School prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

## C. Health Policies and Procedures

### Services Provided

The School will provide the following services for our students:

- School Nurse Services (See Personnel section below)
- Maintenance of Health Records
- Immunization Assessments
- Medical Examinations (completed in grades K and 6)
- Dental Examinations (completed in grades K, 3, and 7)
- Growth Screens (completed annually)
- Hearing Screens (completed in grades K, 1, 2, 3, and 7)
- Vision Screens (completed annually)
  - Near and Far Visual Acuity Test
  - Convex Lens Tests
  - Color Vision Test
  - Stereo/Depth Perception Test
- Scoliosis (completed in grades 6 and 7)

In 2019, the Board of Trustees of Philadelphia Hebrew Public Charter School approved a modified program for physical and dental examinations as well as a waiver from the TB program and incorporated the changes into our school health program. This decision was made to help our parents with meeting all the mandated requirements for the State of Pennsylvania School Health Program.

We have approved the following modifications:

- Physical examinations are valid for one year before the start of the school year
- Dental examinations are valid for six months before the start of the school year
- TB screening is waived for all students
- The 7<sup>th</sup> grade hearing screening has been moved to 6<sup>th</sup> grade to correlate with the mandated 6<sup>th</sup> grade physical

Dental examinations will continue to be required for entry, 3<sup>rd</sup> and 7<sup>th</sup> grade. **Personnel**

The School will not provide a school physician onsite, but has partnered with MACCS Health Services to provide standing orders for emergency medical care and physical examinations as necessary.

The School will have a contracted Certified School Nurse on site to administer authorized skilled nursing services to School students, including:



- Ensure that all screenings are performed in accordance with state mandates
- Assist in interpreting health needs
- Assist in budget preparation
- Provide information related to health issues
- Prepare and direct healthcare related staff development presentations if necessary
- Develop and maintain student health records
- Maintain and update student immunization records
- Plan and coordinate mandated health screenings
- Assist in health program and student examinations
- Provide first aid service
- Advise pupils, teachers, and parents on health related issues
- Assist in planning for environmental needs

**Children in ALL grades (K-12) need the following vaccines:**

- Four (4) doses of tetanus, diphtheria, and acellular pertussis\* (1 dose on or after 4<sup>th</sup> birthday)
- Four (4) doses of polio (4<sup>th</sup> dose on or after 4<sup>th</sup> birthday, and at least 6 months after previous dose given)\*\*
- Two (2) doses of measles, mumps, and rubella\*\*\* (given after 12 months of age)
- Three (3) doses of hepatitis B
- Two (2) doses of varicella (chickenpox), or evidence of immunity

\*Usually given as DTaP, DTP, DT, Td. Pertussis for all grade levels is new.

\*\*4<sup>th</sup> dose not necessary if 3<sup>rd</sup> dose administered at age 4 or older, and at least 6 months after previous dose.

\*\*\*Usually given as MMR

**Additional immunization requirements for attendance for children in 7<sup>th</sup> grade:**

One (1) dose of tetanus, diphtheria, acellular pertussis (Tdap)

- Two (2) doses of meningococcal conjugate vaccine (MCV)
  - 1<sup>st</sup> dose given at 11-15 years of age; 2<sup>nd</sup> dose required at age 16, or entry into 12<sup>th</sup> grade
  - If the dose was given at 16 or older, only one dose is required.

## Types of Exemptions:

1. **Medical:** Students are exempt from immunization if a physician provides a written statement that immunization may be detrimental to the health of the student.
2. **Religious:** Students are exempt from immunization if the parent, guardian or emancipated student objects in writing to the immunization based on contradiction to their religious beliefs.
3. **Philosophical/Strong Moral Ethical Conviction:** Students are exempt from immunization if the parent, guardian or emancipated student objects in writing to the immunization based on personal beliefs.

If a child is not vaccinated, he or she may be removed from school during an outbreak/health emergency.

Exemption from medical or dental examinations will not be granted if the Department of Health finds that facts exist under which the exemption constitutes a present substantial menace to the health of other persons exposed to contact with the unexamined person.

Only licensed health care professionals and designated Health Department personnel can sign for medical exemptions. Chiropractors' certifications for medical exemptions are not acceptable. A medical exemption for a specific antigen(s) should be documented in the statement of exemption. All other immunizations are still required. If a physician provides written documentation that the student is adequately immunized when there are inappropriate intervals or any other spacing issues, the instance should be considered a medical exemption. In the event of a disease outbreak, the Division of Immunizations will recommend exclusion of the student or may make other recommendations based on the disease outbreak and the immunity history.

**Foreign exchange students or those visiting Pennsylvania schools:** Foreign exchange students or foreign students visiting Pennsylvania schools need at least one dose of each antigen and are then granted a provisional enrollment, same as any student enrolling in a Pennsylvania schools.

**Homeless students:** PHP shall immediately enroll the student in school, even if the student lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation.

## **Medication Administration:**

Students are not permitted to self-medicate, and Hebrew Public charter schools do not issue any form of medication to students, including over-the-counter drugs such as aspirin or Tylenol, except at the direction of a doctor.

The School Nurse must administer all medication and only when the following requirements are met:

- The school has received written authorization from the parent or legal guardian for each medication in the form.
- The school has received a doctor's written permission to administer prescribed medication.
- The medication label states all of the following: the student's name, directions for use, the name of the drug, the physician's name, the prescribed dosage, and the expiration date.
- Medication is stored in its original container in the Nurse's office with the corresponding written permission.

Controlled substances will be brought to school by a parent or guardian and will be counted and logged by the School Nurse.

## **Diabetes Care in School**

A parent or guardian of a student with diabetes who desires that the student receive diabetes-related care and treatment at school shall provide PHP with written authorization for the care and instructions from the student's health care practitioner, consistent with PHP's policies regarding the provision of school health services. The required authorizations may be submitted as part of a diabetes medical management plan.

All diabetes-related care provided to students shall be consistent with the school health program established by PHP and any accommodations outlined in a student's service agreement.

(c) A student's service agreement may require that PHP provide the driver of a school bus or school vehicle, who provides transportation to a student with diabetes, with an information sheet that: (1) Identifies the student with diabetes. (2) Identifies potential emergencies that may occur as a result of the student's diabetes and the appropriate responses to such emergencies. (3) Provides the telephone number of a contact person in case of an emergency involving the student with diabetes.

## **Possession and Use of Diabetes Medication and Monitoring Equipment**

PHP shall require the parent or guardian of a student with diabetes who requests that the student possess and self-administer diabetes medication and operate monitoring equipment in a school setting to provide the following:

1. A written statement from the student's health care practitioner that provides the name of the drug, the dose, the times when the medication is to be taken or the monitoring equipment to be used, the specified time period for which the medication or monitoring equipment is authorized to be used and the diagnosis or reason the medicine or monitoring equipment is needed. The student's health care practitioner shall indicate the potential of any serious reaction to the medication that may occur, as well as any necessary emergency response. The student's health care practitioner shall state whether the student is competent to self-administer the medication or monitoring equipment and whether the student is able to practice proper safety precautions for the handling and disposal of the medication and monitoring equipment.
2. A written request from the parent or guardian that PHP comply with the instructions of the student's health care practitioner. The parent's request shall include a statement relieving PHP or any school employee of any responsibility for the prescribed medication or monitoring equipment and acknowledging that PHP bears no responsibility for ensuring that the medication is taken by the student and the monitoring equipment is used.
3. A written acknowledgment by the school nurse that the student has demonstrated that the student is capable of self-administration of the medication and use of the monitoring equipment.
4. A written acknowledgement by the student that the student has received instruction from the student's health care practitioner on proper safety precautions for the handling and disposal of the medications and monitoring equipment. The written acknowledgment shall also contain a provision stating that the student will not allow other students to have access to the medication and monitoring equipment and that the student understands appropriate safeguards.

PHP may revoke or restrict a student's privileges to possess and self-administer diabetes medication and operate monitoring equipment due to noncompliance with school rules and provisions of a student's service agreement, IEP or due to demonstrated unwillingness or inability of the student to safeguard the medication and monitoring equipment from access by other students.

If PHP prohibits a student from possessing and self-administering diabetes medication and operating monitoring equipment under subsection (b) shall ensure that the diabetes medication or monitoring equipment is appropriately stored in a readily accessible place in the school

building. PHP shall notify the school nurse and other identified school employees regarding the location of the diabetes medication and monitoring equipment and means to access them.

### **Illness and exclusion policy**

If a student shows any symptoms of illness, such as a temperature over 100°, nausea, diarrhea, sore throat, or rashes, he or she should not come to school until the symptoms have been gone for 24 hours. Such precaution hastens the student's recovery and helps reduce the spread of infections at school.

The school removes any student who shows such symptoms from the regular program, and contacts the parent or guardian to make arrangements for the student to be picked-up as soon as possible. If the parent or guardian cannot be reached, the school would call the person(s) designated as the emergency contact(s). It is essential that you list people as emergency contacts who are able to pick-up your student if we cannot reach you. It is also critically important that we have accurate phone numbers of parents and guardians and all secondary contacts. **An ill or injured student must be picked up within one hour of our call.**

If a student's condition warrants immediate medical attention, the school will contact the student's healthcare provider or our local emergency resource.

### **Communicable Diseases**

The parent or guardian must notify the school immediately if a student has contracted a communicable disease (i.e. COVID-19, strep throat, or pink eye) so the school may take action to protect other students by notifying families of those potentially at risk. If more than one case of a communicable disease occurs in a single homeroom, the school would contact our consultant from the local health department to seek advice and ensure that appropriate actions are taken. In the event of an epidemic, special precautions or exclusion policies may be necessary.

Contact your doctor about when it is appropriate to return to school if your student has a communicable disease. The doctor's note returning the student to school should identify when the student is allowed to come back.

### **Reporting Suspected Child Abuse or Neglect**

Act 126 makes it mandatory for school employees to report suspected cases of child abuse, neglect, and/or sexual abuse directly to ChildLine of the Department of Human Services and the local police. The Head of School is the designated person for maintaining records on such cases and is to be notified immediately following the report to authorities. Other than the Head of School, an employee who makes a report is forbidden from discussing or

communicating in any way with any other person about the report or any of the information related to the case.

## **D. Emergency Procedures**

### **Emergency Contacts**

Parents or guardians of all students are required to complete an emergency form that contains a medical release statement giving the school permission to seek medical attention for the student in case of an emergency. This information is kept with the Operations Associate, the school nurse, and the homeroom teacher. In the event of an emergency, the School uses ParentSquare to notify families of any emergencies via phone or text. It is essential that parents or guardians notify the school immediately if their addresses or phone numbers change.

### **Accidents**

The School notifies parents or guardians immediately of any accidents involving more than minor bruises or scrapes. Such accidents are recorded in an accident report form and filed in the school office for future reference. For minor injuries, a certified staff member administers first aid on site as appropriate. If it appears the accident is more serious, first aid would be administered immediately; and a school official would contact the student's parent, guardian, or designated emergency contact to pick-up the student for medical care. In cases where the parents or guardians of the designated emergency persons cannot be reached and immediate medical attention is needed, a school official would call 911 for treatment and/or transportation to a hospital. A staff person would accompany the student and stay until the parent or guardian arrives. In some emergency situations, the staff may contact 911 before calling the parent or guardian.

## **E. Distribution of Materials Unrelated to School**

PHP recognizes that students and employees have the right to express themselves on school property, which includes the right to distribute, at a reasonable time and place and in a reasonable manner, material that is not sponsored by the school. To protect these individual rights, while preserving the integrity of the educational objectives and responsibilities of the school, all parents and guardians, students, and employees must adhere to the following regulations and procedures regarding distribution of non-school-sponsored material on school property and at school activities:

- The School administration reviews requests for distribution of materials that are not sponsored by the school on a case-by-case basis

- Distribution of materials deemed inappropriate by the School is prohibited
- The School administration determines the time, place, and manner of the distribution of materials not sponsored by the School, and such materials may not be distributed during a normal school activity.

## **F. Solicitation on School Property**

Staff members of PHP and the families of our students should not feel compelled to donate money or participate in unwanted solicitation. Therefore, we do not allow solicitation on school property without the permission of the Executive Director. Non-employees, including parents, guardians, and other family members, may not solicit on school property at any time.

## **G. Confidentiality**

The records and documents that are part of the evaluation and screening process are confidential and protected under the Family Educational Rights and Privacy Act (FERPA). A written record of the results is called an education record, which is directly related to your child and is maintained by PHP. All records are maintained with the strictest confidentiality. These records are personally identifiable to your child. Personally identifiable information includes the child's name, the name of the child's parent/guardian or other family member, the address of the child or their family, a personal identifier such as social security number, a list of characteristics that would make the child's identity easily traceable or other information that would make the child's identity easily traceable. PHP will gather information regarding your child's physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to PHP through your physician or other providers of services such as day care agencies.

PHP protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employees' names and positions who may have access to the information. PHP will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at the request of the parent/guardian, except general information such as your child's name, address, phone number, grades, attendance record, classes attended, and grade level completed may be maintained without time limitation.

As the parent/guardian of the child you have a number of rights regarding the confidentiality of your child's records. The right to inspect and review any education records related to your child that are collected, maintained, or used by PHP. PHP will comply with a request for you to

review the records without unnecessary delay and before any meeting regarding planning for your child's special education program (called an IEP meeting), and before a hearing should you and PHP disagree about how to educate your child who needs special education, and in no case, take more than 45 days to furnish you the opportunity to inspect and review your child's records.

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. Upon your request, PHP will provide you a list of the types and the location of education records collected, maintained, or used by the agency.

You have the right to request in writing amendments on your child's education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. PHP will decide whether to amend the records within a reasonable time of receipt of your request. If PHP refuses to amend the records, you will be notified of the refusal and your right to a hearing. You will be given at that time additional information regarding the hearing procedures, and upon request, PHP will provide you with a records hearing to challenge information in your child's educational files.

Parent/guardian consent is required before personally identifiable information contained in your child's education records is disclosed to anyone other than officials of PHP collecting or using the information for purposes of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, PHP, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll.

When a child reaches age 18, the age of majority, the rights of the parent/guardian with regard to confidentiality of personally identifiable information is transferred to the student.

A parent/guardian may file a written complaint alleging that the rights described in this notice were not provided. The complaint should be addressed to:

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



The Department of Education will investigate the matter and issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of PHP with regard to confidentiality of personally identifiable information may also be filed with:

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

For further information, please refer to PHP's Student Records Policy which can be found on the PHP website at <http://philadelphiahebrewpublic.org/public-documents/>.

## H. Special Events

### Celebrations

We delight in celebrating your child's birthday at school with his or her friends and teachers! If you are interested in celebrating your child's birthday, we ask that you connect with your child's teacher at least one week in advance, to ensure that there is minimal impact to the instructional day. **The School requests that parents do not provide any cakes, cupcakes, edible items, or gift bags for birthday celebrations. We have students with severe allergies and bringing in items that could potentially put a student's life in danger is prohibited for this purpose.** In the event that food items are brought to school, the parent or guardian will be required to distribute them at dismissal only to students whose parents have given explicit permission. We ask that parents and relatives not visit the class for birthday celebrations.

Please note also that under most circumstances, birthday party invitations may not be distributed in school facilities. In the event a request to distribute invitations is made, if resources allow the school will distribute electronically. All students in a classroom must be invited in order for the school to distribute information. Guardian information will not be provided to families for direct contact.

We need your full cooperation in this matter and we appreciate your understanding of the nutrition guidelines we adhere to in the best interest of all PHP students.

## Field Trips

Field trips are off-campus activities that extend and enhance classroom learning. All students are expected to participate in field trips since they are curriculum-based. These trips occur during the school day. General requirements for field trips:

- Written permission is required for all field trips to sites other than the School property.
- Generally, the Walking Trip Parent Permission form is signed at the beginning of the school year and covers all walking trips.
- Permission Slips for trips throughout the year will be issued for each trip. Parents must be informed as to the activities involved in the trip.
- No child will leave school premises on a trip without the School having obtained expressive written permission from the parent.
- Vehicular seatbelts must be worn on all field trips.
- Your child's teacher will send home advance notice of planned field trips. These notices will give you more detailed information about these trips. If you plan to volunteer as a chaperone for a field trip, it is expected that you adhere to the following:
  - a) You may not bring your other children with you.
  - b) You assist the teacher in charge on the trip.
  - c) You supervise a small group of students.
  - d) You adhere to our 'no sharing' policy (food, candy, liquids).

The School reserves the right to select chaperone volunteers at its discretion.

## I. Photography & Video Permission Policy

From time to time, photographs or videos may be taken of students for public relations publications, professional development of staff, or other school-related purposes. Additionally, students' school-related work may be displayed in a school building in conjunction with displays of other students' work. These photographs, videos, and school-related work (which are not considered student records) will be used/displayed in a manner designed to ensure that confidential information about the child's educational program will not be revealed.

Parents/guardians provide consent in the enrollment and re-enrollment packets.

Parents/guardians who had provided consent in this packet and currently object to the use of their child's photograph, the videotaping of their child for our professional development program, the posting of their child's name or image on our school website, and/or the display of their child's work in any manner should contact the Executive Director.

## J. School Meals

### Daily Meals

The School serves breakfast and lunch daily. The menu will be sent home monthly. You may also choose to send your child to school with his/her own meals. Parents and guardians are required to complete a Family School Meals Application. These forms are a way for the School to claim Federal and State reimbursements for meals served and a basis for claiming other school funding sources. If you have any questions, please contact the Operations Coordinator.

### No Sharing Policy

For the safety of all students, The School does not allow students to share any food items during breakfast or lunch.

### Promotion of Healthy Foods

We believe students need healthy foods to nourish their growing bodies and give them energy to support their learning. Accordingly, we aim to promote healthy foods and the forming of healthy nutritional habits. For families who send their children to school with a homemade breakfast or lunch, we encourage including balanced and healthy options that minimize added sugar and other ingredients that could hinder growth. Given our commitment to healthy nutritional habits, the school does not distribute such food items like soda, gum, or candy in school. We hope that parents who send their children food will partner with us to encourage healthy foods.

## K. Building Visitation Policy

Upon entering the building, please stop in the office and secure a visitor's pass. Please bring a photo ID as this will need to be scanned as a security measure.

**Family Visitation.** The administration and faculty of PHP wish to support home/school cooperation. In order to make your visit to school more productive to you and to us, and safe for all students, we ask:

1. Please schedule your visit in advance. A phone call to the Main Office will help coordinate scheduling with administration and alert necessary staff of your presence.
2. Classroom visits are scheduled through the respective teachers.

3. If you desire a conference with a teacher, make an appointment through the office. Classes will not be interrupted for this purpose.
4. All visitors must register in the office and obtain a visitor's ID.

## L. Schoolwide Title I: Parent & Family Engagement Policy

Philadelphia Hebrew Public Charter School (PHP) receives Title I funds in support of its schoolwide program. As part of this program, we are proud to have a Title I Parent and Family Engagement Policy. This policy will be updated annually, with input from parents and students, distributed at parent meetings, shared on our website, and posted on family communication platforms. The policy describes the means for carrying out Title I Parent and Family Engagement Requirements [Section 1116 of the Every Student Succeeds Act (ESSA)].

### Parent & Family Engagement in Philadelphia Hebrew Public's Schoolwide Program

- 1) PHP convenes at least an annual meeting to inform parents of Title I School wide program designation, requirements, and parent rights to be involved in the program.
  - a. The annual meeting is held in fall and/or spring. Parent Meetings are conducted via Zoom and/or in person.
  - b. PHP offers meetings multiple times to accommodate parent schedules. We also record meetings and share out through our schoolwide communication platforms.
- 2) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and with the Title I Parent Involvement Policy.
  - a) PHP solicits input through our regular parent survey (fall and spring survey via ParentSquare), meetings, town halls, and workshops.
  - b) PHP launched Vaad Mishpacha (Family Committee) to support in organizing family events such as curriculum night. These families provide both formal and informal input into these programs and policies. Families who have volunteered to serve as leaders are also able to give additional input in the crafting of a School-Family Compact and the development and refinement of the school and comprehensive plans
  - c) PHP launched "Neighborhood Networks" to form groups of affinity by community in a school that builds community across lines of difference. . Engaging families through Neighborhood Networks aim to ensure a diversity of family voices shape our school policies and practices.
- 3) PHP provides regular and timely information to parents and families including on Title I, II and IV programs.

- a. Families receive school-wide newsletters featuring important updates and inviting families to offer input, ask questions, or join various meetings and events.
- b. Families also receive communications directly from teachers and via school-wide announcements on ParentSquare.
- c. PHP uses ParentSquare to streamline communication and make it as accessible as possible. Families can sign up for their preferred mode of communication such as receiving phone calls, text messages, emails, or smartphone app alerts. Further, families can select their language to receive all communication translated into their preferred home language.

4) PHP partners with families to review our curriculum, assessments, and student growth goals.

- a. All families are invited to participate in an orientation in the first weeks of joining our school to provide an overview and make sure both students and families are set up for success. Detailed information is provided in our Student & Family Handbook as well as on our website.
- b. Families have additional opportunities to understand the academic program and support their student in Back to School Night, quarterly Family Conferences, and through a series of family workshops focus on specific topics like English Language Arts, math, or Responsive Classroom.
- c. Teachers frequently communicate progress and are available for questions through ParentSquare communication platforms, by phone, or by email.

5) PHP dedicates resources to parent and family engagement, including training of research-grounded strategies for leadership, staff, and family members, including:

- a. Vaad Mishpacha (Family Committee). PHP launched the Vaad Mishpacha welcoming over 40 families to volunteer regularly to support student programming, field trips, family events, and building community. To support this work, one teacher and one staff member serve as Family Liaisons to support in organizing these efforts.
- b. Summer Family Visits. As a diverse-by-design school, we have intentionally recruited students across difference from across the city. Accordingly, we have a responsibility to ensure that regardless of distance, all of our students and families feel a part of our growing community. Family visits can serve as a platform for information gathering and to engage and build positive relationships with families. When we build effective and authentic lines of communication with parents and make the effort to get to know them, we become more effective partners and educators for their
- c. children. That's why we are committed to visiting all registered families in the summer to get our school year off to a strong start. Teams of two staff members travel to a family's home or preferred community location to connect for 30 minutes,

understand their hopes and dreams for their student, and share a welcome packet. Debrief notes are then compiled and shared with each student's teacher.

d. **Neighborhood Networks.** To build community and affinity within neighborhoods, PHP connects families living in the same or adjacent zip codes. We are proud to have 11 Neighborhood Networks across the city where families can form social connections and support systems in their PHP community.

6) Finally, PHP provides a host of additional meeting opportunities that are optional, requested by a family member, or by the school. Meetings include:

- a. Special Education "shadow days" and family workshop evenings to learn how to best support learners.
- b. IEP review and 504 planning meetings
- c. Connections with the Dean of Culture and student support services team
- d. Sessions with our Lead Social Worker
- e. Opportunities to connect with school leadership including Head of School

## **M. School-Family Compact**

In accordance with the Elementary and Secondary Education Act (ESEA), the School-Family Compact outlines agreed-upon responsibilities of Philadelphia Hebrew Public Charter School team, and families, participating in activities, services, and programs funded by Title I, Part A (a federal grant), that will help children achieve academic success.

Philadelphia Hebrew Public values each parent and family member as an integral partner for students to reach and exceed the Pennsylvania State Department of Education's high academic standards. Collaboratively, families and school staff build, maintain, and work within a vital partnership to provide an exceptional student learning experience.

### **School's Responsibilities**

Philadelphia Hebrew Public Charter School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
  - The curriculum is reviewed and revised for alignment on an ongoing basis
  - Instruction is based on best practices to meet the needs of all learners.

- Teacher training and professional development opportunities are provided for and offered to instructional staff including a robust Induction Program for new teacher and teachers who are new to the school.
- Provide opportunities for ongoing communication between families and teachers.
  - Reasonable access to staff through phone calls, virtual meetings, office hours and ParentSquare communications.
  - Family conferences are held at the end of each marking period and on-demand, as needs arise.
  - Written communication - ParentSquare messages and announcements, newsletters, email, texts.
  - Frequent reporting of student academic progress, homework feedback, report cards.
- Provide assistance in understanding academic achievement standards, assessments, and how to monitor your child's progress.
  - Family informational and planning meetings, Back to School Night, open house.
  - Family training sessions and posted parent resources
- Provide activities that interest and engage students to be more involved in the learning community.

### **Family's Responsibilities**

We, as families, will support our children's learning in the following ways:

- Provide a safe and secure home and learning environment.
- Partner with the school to ensure your student has the resources needed to attend school on time each day and participate actively in classes.
- Regularly review your child's schoolwork. Check to make sure assignments are completed and submitted on time in all courses.
- Attend family conferences and participate in family informational meetings.