



STUDENT & FAMILY HANDBOOK

2026-2027

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

Philadelphia Hebrew Public is a public charter school located at 3300 Henry Ave, Philadelphia, PA 19129. Founded in 2019, PHP serves students in grades K-8 during the 2026-2027 school year. 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 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 of 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.

 Outstanding Problem Solvers	We are optimistic and solutions-oriented. We believe that constructive disagreement and discourse are fundamental to the teaching and learning process.
 Lifelong Learners	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.
 Aware Communicators	We know that listening deeply, taking others' perspectives and learning about multiple languages and cultures are all fundamental characteristics of global citizens
 Making a Difference.	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



B. School Contacts & Leadership Team

Address: 3300 Henry Ave. Philadelphia,

PA 19129 Main Office Phone: (267)

225-1511

Main Office Fax: (215) 689-2887

Website: <http://philadelphiahebrewpublic.org>

Hours of Operation

Main Office Hours: 8:00 am to 4:00 pm

Closed for Dismissal: 2:45 pm - 3:45 pm

Student Arrival: 8:00 am to 8:30 am

Learning Begins: 8:30 am

Student Dismissal: 3:30 pm Monday- Friday

Name	Title	Email
Elyssa Yuen	Head of School	eyuen@philadelphiahebrewpublic.org
Nikki Pullin	Director of Culture	npullin@philadelphiahebrewpublic.org
Sarah Hanrahan	Dean of Academics K-2	shanrahan@philadelphiahebrewpublic.org
Denisha Wilson	Dean of Academics 3-5	dwilson@philadelphiahebrewpublic.org

Stefanie Jordan	Associate Dean of Academics 6-7	sjordan1@philadelphiahebrewpublic.org
Julie Nichols	Director of Specialized Services	jnichols@philadelphiahebrewpublic.org
Alex Lara	Director of Operations	alara@philadelphiahebrewpublic.org
Justin Moody	Director of Global Citizenship	jmoody@philadelphiahebrewpublic.org
Jen Johnson	Assistant Head of School	jjohnson@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. Katy Tipson, Vice Chair
3. Hedra Packman, Secretary
4. Keli McLoyd, Trustee

2026-2027 School Calendar

לוח שנה אקדמי

August 24: First Day of School 1st-8th
September 2: First Day of School (Kindergarten)
June 10: Last Day of School (half day)

School Closings

September 7: Labor Day
September 21: Yom Kippur
October 12: Indigenous People's Day
November 3: Election Day, Professional Development (no students, staff attend)
November 11: Veterans' Day
November 26 - 27: Thanksgiving Break
December 23 - January 1: Winter Break
January 4: Professional Development (no students, staff attend)
January 18: MLK Day
February 15: Presidents' Day
March 10: Eid-al-Fitr
March 22 - 26: Spring Break
April 5: Professional Development (no students, staff attend)
May 17: Eid-al-Adha
May 31: Memorial Day
June 11: Professional Development (no students, staff attend)

Half Days

September 11: Rosh Hashannah
November 12-13 : Family Conferences, Half Day for Students (in-person)
November 25: Thanksgiving Break
January 28 - 29 : Family Conferences, Half Day for Students (in-person)
February 19: Professional Development, Half Day for Students (in-person)
April 15-16 : Family Conferences, Half Day for Students (in-person)
May 7: Professional Development, Half Day for Students (in-person)
June 9: Half Day for Students (in-person)
June 10: Last Day of School (in-person)

Family Conferences (half day for students)

Q1 Family Conferences: November 12-13
Q2 Family Conferences: January 28-29
Q3 Family Conferences: April 15-16

Marking Periods

Marking Period 1: August 24 - October 30

Marking Period 2: November 2 - January 15

Marking Period 3: January 19 - April 2

Marking Period 4: April 6 - June 4

State Testing

PSSA: April 26-May 7

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. 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, black, or tan bottoms (no denim or jeans). Bottoms that are permitted are: pants, uniform style shorts or skirts/skorts. All bottoms should sit at the waist. Shorts must be worn under skirts, including on gym days. Shorts/skirts must be no shorter than knee length when standing. Stockings/tights/socks must be appropriate for school and must not have inappropriate pictures, logos, or words on them.

Tops: Students will wear a Philadelphia Hebrew Public Charter School (PHPCS) polo shirt or

tshirt, 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. Sweatshirts must be a solid color (Navy blue, black, grey) and cannot have any words or pictures on them. Students are not permitted to tie the front or back of their uniform shirt or sweatshirt.

- Kinder, First, and Second graders will wear a navy PHPCS polo shirt or t-shirt
- Third, Fourth, and Fifth graders will wear a red PHPCS polo shirt or t-shirt
- Sixth, seventh, and eighth graders will wear a grey PHPCS polo shirt or t-shirt

Foot Apparel: Students will 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.

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 or throughout the building. Students will be permitted to wear their jackets when transitioning outside.

Hoodies/Hats: Students are not permitted to wear hoodies or hats throughout the building. Any staff member who sees a student wearing a hoodie or hat will tell the student to remove it. If the student refuses, the staff member will follow PHPCS' Code of Conduct.

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.

Monthly Dress Down Days: Students are only permitted to dress out of uniform on prescheduled dress down days. Students are not allowed to wear translucent material, no crop tops or belly shirts. Shorts or skirts must be knee length.

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.

All students are expected to abide by PHPCS's uniform policy. If a student does not adhere to the policy, you can expect the following logical consequences:

Grade Band	Logical Consequence		
	First Infraction	Second Infraction	Third Infraction

Kindergarten Second Grade	Communication Home & Loaner Uniform	Communication Home & Loaner Uniform	Collaborative Problem Solving Meeting & Loaner Uniform
Third-Fifth Grade	Communication Home & Loaner Uniform	In School Consequence & Loaner Uniform	In School Consequence & Loaner Uniform
Sixth-Eighth Grade	Communication Home & Loaner Uniform	Lunch & Recess Detention & Loaner Uniform	After School Detention & Loaner Uniform

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, grades and benchmark assessments.

Elementary School

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.

Students who are struggling with attendance will also be considered for retention. Specifically, once a student has missed 20 or more days of school in a single school year the administration will consider whether or not retention and the opportunity to catch up on missed instruction is an appropriate intervention for that child.

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.

Middle School

In middle school, if a student is absent more than 20% of the school year, which is equivalent to 36 days or more they will be retained with limited exceptions pending student specific criteria. This includes excused or unexcused absences. Additionally, if a student fails more than 3 classes in the school year they will be retained with limited exceptions pending student specific criteria. Students who fail 1 or 2 classes are required to attend summer school. During the summer session, students cannot miss more than 2 days. Missing more than 2 days of summer school would cause the child to be retained with limited exceptions pending student specific criteria.

Students who are struggling academically as measured by our internal and standardized assessments and overall grades may be not on a path to meeting promotion standards (Promotion in Doubt), at which time families are notified in writing of possible retention. A school team consisting of teachers, school leaders, and a social worker will meet to help plan support for these students. 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.

I. Homework Practices

Homework is a partnership between teachers, parents/guardians, and students. We strive to create assignments that are meaningful to the students' daily activities, and offer an opportunity to practice and deepen understanding. Your child will understand why they are completing certain tasks, as they will relate to the instruction they have already received. The amount of homework and expectations for submission differs by grade. In middle school, homework is mandatory. Teachers will share specific

homework practices with students and families at the beginning of each school year.

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 8:30 am to 3:30 pm. Students are marked tardy beginning at 8:31 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.** In middle school, if a student is absent more than 20% of the school year, which is equivalent to 36 days or more they will be retained, this includes excused or unexcused absences.

The PHP Board directs the Head of School 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. This may require additional conferences to address the reasons for lateness, provide the student with resources, and provide updates on progress.

To report a late arrival, please notify the school of your child's absence by calling 267-225-1511 or emailing 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 (info@philadelphiahebrewpublic.org) 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 to be 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 2:30PM. 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 email at 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 arrive 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.

Students will not be permitted to leave the building if...

1. The adult present for early dismissal is not listed as a parent, guardian, or emergency contact in our student information system
2. The adult present for early dismissal not 18 years of age or older and listed as a parent, guardian, or emergency contact in our student information system
3. The adult present for dismissal does not follow the steps outlined above, including presenting proper identification and signing in with school security or other designated school personnel

E. Late Pick Up

Dismissal is at 3:30pm. 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. 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

We ask that families partner with us to ensure all students are picked up on time. Dismissal ends at 3:50 PM, and staff are not contracted to supervise students beyond that time. Late pick-ups place a strain on school resources and can create an unsafe environment for students.

If a student is not picked up by 4:30 PM and the school is unable to reach a parent or emergency contact, we may be required to contact the Philadelphia Police Department to ensure the student's safety.

We appreciate your cooperation in ensuring a safe and respectful dismissal process.

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 1st 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.

G. Transfer Plan

Our school is a public school of choice, for both application and withdrawal. At any time, a guardian may wish to transfer their child to a different school. A guardian wishing to withdraw their child from the school will be asked to complete a Request for Student Withdrawal Form. School personnel will offer to meet with the family and discuss their reasons for withdrawing from the school as well as to seek solutions to any concerns that arise from these discussions. The school will ensure the timely transfer of any necessary school records to the student's new school.

Part III: Community & Parent Relations

A. Communication

Philadelphia Hebrew Public Charter School is committed to maintaining a safe, peaceful, and respectful environment for all students, families, and staff. We expect all communication and interactions with students, staff, and fellow families to reflect our school's core values of respect and civility. When these expectations are not upheld, the school may take appropriate action, including implementing a temporary or permanent restriction on an individual's access to school grounds.

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
- Individual parent/guardian conferences with teachers to review your child's progress three times per year
- Family Committee (Vaad Mishpacha) meeting and activities

B. Student Cell Phones

We understand that cell phones have become a near-constant feature of 21st 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. Students will not be removed from the classroom to speak via phone, however a message will be relayed to them at parent request.

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.

Upon entering the building, visitors are required to stop at the office and secure a visitor's pass. Please bring a photo ID as this will need to be scanned as a security measure prior to providing a visitor's pass.

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 info@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 Chief Schools Officer of Hebrew Public

If you are unsatisfied with the Head of School's decision or handling of a situation, reach out to Emily Fernandez, Chief Schools Officer for Hebrew Public, the school's Charter Management Organization at issues@hebrewpublic.org.

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

If after contacting the Chief Schools Officer, 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 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 Head of School or Social Worker for more information.

Part IV: Discipline Policies & Code of Conduct

A. Overview

Philadelphia Hebrew Public works hard to ensure that 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.

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.

Exclusion from school, in the form of short-term suspension, long-term suspension, or expulsion, is generally a last resort to address behaviors, especially for students in younger grades. For students in Kindergarten and 1st Grade, PHPCS will propose exclusion from school only in response to situations where, in the school's judgment, the student's conduct significantly impacts the health, safety, or welfare of the PHPCS community. In all cases of exclusion, PHPCS will observe due process requirements set forth in this handbook, board policy, and applicable law. 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.

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. 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. 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. PHPCS may, in its discretion, determine consequences for a specific incident that deviate from the examples of violations listed below based on the following factors:

- The severity of the incident
- Whether the student's actions were intentional
- The extent to which the incident posed a threat to the health or safety of themselves or others
- The extent to which the incident interfered with the rights, privileges, responsibilities, or property of others
- The logical relationship between the offense and the disciplinary response
- The age-appropriateness of the consequence
- Any specific responses that are described in other Board policies, such as Title IX Sexual Harassment
- The potential for criminal charges

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 occurs outside the school setting where the conduct (1) has a demonstrated connection to in-school activities or (2) materially disrupts (or is anticipated to disrupt) the operations of the Charter School.

Level I Infractions

Level I behavior infractions are behaviors that are disruptive to the class and/or school community. These infractions are handled by the teacher in charge. Level I behavior infractions can result in disciplinary action by the culture team.

Level I Infraction Category	Consequences		
	Redirection Continuum	Assigned Teacher Consequence	Conduct Referral, Culture Assigned Consequence, Removal from Class
Community Infraction	X	X	X
Disruption	X	X	X
Insubordination	X	X	X
Unexcused Lateness to Class		X	X

Community Infraction	Community Infractions include, but are not limited to, the following: • Bringing prohibited equipment to school without permission (ie. toys, electronic devices) • Out of uniform • Using and/or touching others' property without permission (ie. using school computers, phones, or other equipment without permission) • Failing to be in assigned place (ie. walking around the classroom, or standing at the classroom door)
Disruption	Behavior in the classroom and other school spaces that disrupts the learning environment and prevents the learning of others. Behaviors include, but are not limited to, the following: • Engaging in verbally rude or disrespectful behavior (ie. talking back, name calling, teasing, taunting, cursing/offensive language, humming) • Tapping a pencil on a desk
Insubordination	Examples of insubordination in the classroom and other school spaces includes, but is not limited to, the following: • walking/running away from staff • Refusal to complete school work • Prolonged or repeated refusal to cooperate with staff requests to ensure safety
Unexcused lateness to class	Arriving to class less than 5 minutes after the start of the instructional block without an escort or pass.

Level II Infractions

Level II behavior infractions are behaviors that are disruptive to the class and/or school community. All Level II behavior infractions will result in an in-school consequence and mandatory parent conference. Level II behavior infractions can result in a suspension and/or disciplinary hearing.

Level II Infraction Category	Consequence									
	Phone Call Home & Reflection		In School Consequence		Mandatory Parent Conference		In School OR Out of School Suspension		Disciplinary Hearing	
	K-2	3-8	K-2	3-8	K-2	3-8	K-2	3-8	K-2	3-8
Academic Cheating, Plagiarism, Forgery	X	X		X	X	X		X		X
Cutting Class/Elopement	X		X	X		X		X		

Inappropriate language and/or gestures	X	X	X	X	X	X		X		
Repeated level I infractions (3 in a report period)	X	X	X	X	X	X		X		
Unwanted Physical Contact	X	X	X	X	X	X	X	X		
Violating Student technology Policies	X	X	X	X	X	X		X		

Level II Infraction Definitions

Infraction	Definition
Academic Cheating, Plagiarism, Forgery	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.
Cutting/Elopement	Leaving and/or missing class without permission. This includes but is not limited to the following: • Congregating in the bathroom or cafeteria • Walking away from the classroom where the adult cannot see them • Running away from the class during a transition

Inappropriate language and/or gestures	Using profane, obscene, vulgar, lewd, or abusive, language or gestures. This includes, but is not limited to, the following: • Repeatedly cursing after teacher redirection/intervention • Threatening to hit another student or an adult • Repeatedly name calling after teacher redirection/intervention
Repeated level I Infractions (resets per Report Period)	Level I behavior infractions that occur 3 times in a marking period.
Unwanted Physical Contact	Inappropriately touching another student or staff member without permission or with intent to cause harm. This includes, but is not limited to, the following: • Touching • Hitting • Pushing • Slapping • Scratching • Biting
Violating student technology policies	Violating the School's student technology or cell phone policy. This includes, but is not limited to, the following: • Having a phone, or apple watch, outside of a bookbag or locker • Making phone calls during school hours • Taking pictures of and/or recording students without consent • Engaging in group chat messages with other PHP students that is inappropriate in nature • Accessing, or trying to access, inappropriate and/or prohibited websites

Level III Infractions

Level III behavior infractions are serious violations of our Code of Conduct and cause a significant disruption to the class and/or school community. All Level III behavior infractions will result in an in-school suspension or short-term out of school suspension. Level III behavior infractions can result in a long-term out of school suspension.

Level III	Consequence
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Infraction Category	Phone Call Home & Reflection		In School Consequence		Mandatory Parent Conference		In School OR Out of School Suspension		Disciplinary Hearing and/or Recommendation	
	K-2	3-8	K-2	3-8	K-2	3-8	K-2	3-8	K-2	3-8
Dissemination of inappropriate or obscene material	X		X	X	X	X	X			X
Engaging in physically aggressive behavior	X		X		X	X	X	X	X	
Gambling							X	X	X	X
Inappropriate behavior to students	X	X	X	X	X	X	X	X	X	X
Repeated level II Infractions (3 in a Report Period)	X	X	X	X	X	X	X	X	X	X
Repeated level III Infractions (3 in a Report Period)							X	X	X	X

Smoking							X	X	X	X
Theft (Less than \$100)	X		X		X		X	X	X	X
Unauthorized visitors	X							X		X
Unsafe Bus behavior					X	X	X	X		
Vandalism			X	X	X	X	X	X		

Level III Infraction Definitions

Infraction	Definition
Dissemination of Inappropriate or Obscene Material	Spreading inappropriate or obscene material. This includes, but is not limited to: • Sending inappropriate screenshots to others • Sharing and/or sending videos of an inappropriate or obscene nature
Engaging in Physically Aggressive Behavior	Engaging in behavior that can be considered confrontational. This includes, but is not limited to: • Posturing as if to fight • Punching • Kicking • Hitting • Choking
Gambling	Engaging in behavior that promotes playing games and/or making bets for money.
Inappropriate Behavior towards others	Engaging in behavior that is unwarranted and is reasonably interpreted to be demeaning, offensive, or inappropriate. This includes, but is not limited to: - Making statements like, "You want to see my butt crack" and "I want to suck your glizzy" - Kicking the door in the bathrooms - Intentionally pulling on/down clothing - Kissing or attempting to kiss another student

Possession of weapons paraphernalia	Possessing items, accessories or equipment associated with weapons that might be used in conjunction with their use, maintenance or modification, such as ammunition, holsters, slings, and/or tools.
Repeated level II Infractions (3 in a Report Period)	Level II behavior infractions that occur 3 times or more in a report period.

Smoking	Bringing, distributing, and/or using tobacco products or controlled substances, including vaporizing devices and nicotine products
Theft (Less than \$100)	Taking without permission the property belonging to another student, a staff member, or the school that has a value under \$100.
Unauthorized Visitors	Bringing unauthorized visitors to school or allowing unauthorized visitors to enter the school grounds. This includes, but is not limited to: - Opening the door and allowing someone to enter the school building without permission - Providing the school's location to others for the sake of fighting - Intentionally and knowingly allowing someone access to the premises in order to engage with another student
Unsafe Behavior on the Bus	Engaging in behavior on the school bus that creates a substantial risk of injury or results in injury. This includes, but is not limited to: ● Walking around the school bus ● Fighting ● Jumping * Please see bus contract for more details on bus expectations and consequences *
Vandalism	The deliberate destruction of school property or the property of someone else. This includes, but is not limited to: ● Writing on the walls ● Dumping trash on the floor ● Scratching/peeling something off the wall ● Kicking/hitting walls

Level IV Infractions

Level IV infractions are very serious violations of our Code of Conduct and/or are criminal violations of Pennsylvania state law. When a Level IV infraction occurs, Philadelphia Hebrew Public is required to report the incident to the State, and it becomes part of the student's permanent record. A long-term suspension and disciplinary hearing is mandated for all Level IV infractions.

		In School Consequence	Mandatory Parent Conference	Out of School Suspension
		Disciplinary Hearing and/or Recommendation for Expulsion		

Level IV Infraction Category	Consequence									
	Phone Call Home & Reflection		In School Consequence		Mandatory Parent Conference		Out of School Suspension		Disciplinary Hearing and/or Recommendation for Expulsion	
	K- 2	3- 8	K- 2	3-8	K-2	3-8	K-2	3-8	K-2	3-8
Arson							X	X	X	X
Bullying/ Cyber Bullying										
Clear & Present Danger	X		X	X	X			X		X
Inciting a Riot							X	X	X	X
Instigation or Participati on in group assault							X	X	X	X

Physical Assault							X	X	X	X
Physical Sexual Aggression							X	X	X	X
Possession and/or Use of illegal drugs, alcohol, or other prohibited controlled substances etc.							X	X	X	X
Reckless Endangerment							X	X	X	X
Sale/Distribution of illegal drugs, alcohol, or other prohibited controlled substances etc.							X	X	X	X
Sexual Harassment							X	X	X	X

Vandalism/ Dest ruction of Property							X	X	X	X
Weapon Possession							X	X	X	X

Level IV Infraction Definitions

Infraction	Definition
Arson	Arson and/or use of incendiary devices
Bullying/Cyberbullying	Any gesture or written, oral, graphic, or physical act or series of acts (including electronically transmitted acts, commonly referred to as “cyberbullying”) directed at another student or students that is severe, persistent, or pervasive, that has the effect of doing any of the following: (1) substantially interferes with a student’s education; (2) creates a threatening environment; or (3) substantially disrupts the orderly operation of the school. Bullying and cyberbullying may also encompass acts that occur outside of a school setting if those acts satisfy the above criteria.
Clear & Present Danger	Falsely activating a fire alarm or other disaster alarm, making a bomb threat, or using school-issued technology to call emergency services.

Inciting a Riot Instigation or Participation in group assault Physical Assault	Acts of organizing, promoting, encouraging, or participating in a riot. Participating in an incident of serious group violence Unwelcome aggressive action, with physical contact, directed at another person (including non-students), that includes hitting, kicking, punching, hairpulling, or any act that is intended to cause bodily harm and creates a substantial risk of serious injury or that results in serious injury.
Physical Sexual Aggression	Compelling or forcing another to engage in sexual activity

Possession and/or Use of illegal drugs, alcohol, or other prohibited controlled substances etc.	Possessing and/or consuming illegal drugs, alcohol, and other controlled substances.
Reckless Endangerment	Behavior that is dangerous to the health, safety, or welfare of others and/or creates substantial risk of injury to other persons. Examples include: • Playing with a hazardous/dangerous substance • Ignoring safety protocols • Throwing objects out of the school bus
Sale/Distribution of illegal drugs, alcohol, or other prohibited controlled substances etc.	Distributing and/or selling illegal drugs, alcohol or any other substance, including counterfeit substances.
Sexual Harassment	Behavior that is characterized as the making of unwelcome and inappropriate sexual remarks or physical advancements. This includes, but is not limited to: • Comments and/or jokes about sex or private body parts • Using letters, notes, emails, text messages, or phone calls • Touching their own or someone else's body in a sexual way • Pulling at clothing, grabs at you, or tries to in order to be able to see or touch a part of someone's body

Vandalism/Destruction of Property	Causing intentional damage to school property, staff property, or others; including student bathrooms. • Breaking glass/windows • Putting holes in the wall
Weapon Possession	Possessing a weapon or an item intended to be used as a weapon (for example, a broken bottle) and/or threatening, or using, any weapon instrument that appears capable of causing physical injury to attempt to inflict injury upon school personnel, students or others.

Note: PHPCS is committed to providing a safe, supportive, and peaceful environment for its students. Students are prohibited under this Code from engaging in physically aggressive behavior of any kind. “Self-defense” shall not be considered a valid defense to charges of physically aggressive behavior.

Range of Consequences

In-School Consequences include, but are not limited to:

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

Short-Term Suspensions

Short term suspensions, including in school suspensions, are issued for level II and level III behavior infractions. Short term suspensions can be issued for up to 3 school days.

Mandatory Parent Conferences

In order to reinstate the student, students and families **MUST** attend a mandatory parent meeting at the end of the suspension to ensure a smooth and successful transition back into the school and class community. Generally, mandatory parent meetings are held on the morning that the student is eligible to return to school following the suspension. They may also be held on the day of the suspension if the parent/guardian is able to come to school. Mandatory parent meetings may, at the discretion of the School, be held via phone or internet conference. The purpose of the mandatory parent meeting is for PHP staff, parents/guardians, and the student to discuss the event(s) that caused the suspension and to establish realistic goals for the student to achieve in school going forward.

Long-Term Suspensions

Long term suspensions are issued for level III and IV behavior infractions. Long term suspensions are more than 3

school days in length. For all suspensions that are three (3) days or longer, a Disciplinary Hearing (also known as “informal hearings” under PA law) must occur (see “D. Levels of Suspension & Due Process Procedures,” below, for more information). Students and families are required to attend the Disciplinary Hearing at the end of the suspension to ensure a smooth and successful transition back into the school and class community. PHP will provide written notice to the family of the time and date of the Disciplinary Hearing.

Disciplinary Hearings

Level III behavior infractions can result in a long-term suspension and disciplinary hearing. All Level IV behavior infractions will result in a long-term suspension and a disciplinary hearing. The potential outcomes of a disciplinary hearing include:

- The student will be welcomed back to the school community without restrictions; ● The student will be welcomed back to the school community with restrictions; ● Modification of the suspension term, including additional days of suspension (up to 10 days total), or implementation of in-school suspension;
- Transfer to a disciplinary placement or alternative placement*; and/or
- A recommendation for expulsion, which requires a formal hearing in accordance with legal requirements (described below in “Disciplinary Exclusions.”)

*Transfers to disciplinary placement(s) or alternative placement(s) which constitute Alternative Education for Disruptive Youth (“AEDY”) placements shall be in accordance with Article XIX-C of the Pennsylvania Public School Code. Where the School determines, following a disciplinary hearing, that the student will be transferred to a disciplinary placement or alternative placement, the student is required to attend the placement and compulsory attendance laws, including the attendance/truancy provisions of this Handbook, shall apply. Disciplinary transfers to AEDY placements are not subject to appeal, however, Parents of affected students may file a complaint with PHP and/or the Pennsylvania Department of Education in accordance with PDE guidance entitled “Alternative Education for Disruptive Youth Complaint Information Packet and Complaint Form.”

Behavior Contracts

In instances where the School determines that a student will be welcomed back to the PHP community “with restrictions,” the School may require the Parent and the student to agree to a behavior contract which sets forth clear behavioral expectations, and the consequences for violation of those expectations. The behavior contract may provide for the student’s immediate transfer to a disciplinary placement, such as Wayne Academy, for forty-five (45) days or more, as a consequence for subsequent conduct by the student that violates the terms of the contract and/or the Code of Conduct.

Possible Disciplinary Restrictions for Level III & IV Infractions

Grades K-2	● Additional Days of Suspension & Restorative Conversation ● Culture Support Plan/Behavior Contract ● Referral to MTSS for Intervention
Grades 3-8	● Additional Days of Suspension & Restorative Conversation ● Culture Support Plan/Behavior Contract ● Alternate Placement (6-8) ● Recommendation for Expulsion and Formal Expulsion Hearing

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. Levels of Suspension & Due Process Procedures

Overview

Students at Philadelphia Hebrew Public who violate the PHPCS Student Code of Conduct and are excluded from school will be provided with all due process protections consistent with the Pennsylvania Public School Code and its implementing regulations at 22 Pa. Code, Chapter 12. This section describes those protections in further detail. Additional protections for students may also apply to students who are eligible for special education services under the Individuals with Disabilities in Education Act (“IDEA”) and students with disabilities who receive services under Section 504 of the Rehabilitation Act (“Section 504”).

Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. Exclusion from school may take the form of suspension or expulsion. In a case involving possible expulsion, the student is entitled to a formal hearing.

Suspensions

A suspension is a student’s exclusion from school for a period of one (1) to no more than ten (10) consecutive school days. Students in grades K-1st may not be suspended except in cases where, in PHP’s judgment, the student’s conduct significantly impacts the health, safety, or welfare of the PHPCS community. Suspensions may be assigned by the Head of School, or Dean of Culture. The or Head of School may also delegate authority hereunder to other individuals from time-to-time. While serving a suspension, students have the responsibility to make up exams and work missed and shall be permitted to complete these assignments within Board-determined guidelines.

In the case of a suspension, the following due process protections shall be observed: • A student may not be suspended until the student has been informed of the reasons for the suspension and given

an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, and/or welfare of the school community is threatened.

- When the student is suspended, the parent/guardian shall be notified immediately in writing.
- When the suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity to participate in an informal hearing (PHPCS refers to informal hearings as “Disciplinary Hearings”) consistent with requirements of Pennsylvania law.
- Suspensions may not be made to run consecutively beyond ten (10) school days.
- The school shall offer to hold the Disciplinary Hearing within the first five (5) days of the suspension, and sufficient notice of the time and place of the hearing will be given to the parent/guardian.
- Disciplinary Hearings enable the student to explain the circumstances surrounding the event for which the student is being suspended or to show why they should not be suspended. All relevant information regarding the event for which the student may be suspended will be presented, and the school and parents/guardians will discuss strategies for avoiding future offenses.
- At the Disciplinary Hearing, the student has the right to question any witnesses present and to speak and produce witnesses on their own behalf.

Disciplinary Hearings

Disciplinary Hearings serve as PHPCS’s “informal hearings” as described in Chapter 12 of Title 22 of the Pennsylvania Code. Disciplinary hearings are designed to bring forth all relevant information regarding the event for which the student may be suspended. Information regarding other disciplinary and academic problems facing the student may also be discussed. Disciplinary hearings also provide an opportunity for students, their parents/guardians, and school officials to discuss the incident involving the student and strategies for how future offenses may be avoided.

Disciplinary Hearings shall include a determination whether a student’s presence in his/her normal class would constitute a threat to the health, safety, or welfare of others.

The outcomes of such a hearing may include:

- Modification of suspension term, including additional days of suspension (up to 10 days total) or implementation of in-school suspension;
- a behavior contract for the student illustrating the full range of possible consequences, including expulsion;
- an invitation to rejoin the community with mandatory or voluntary disciplinary and/or academic intervention;
- a transfer to a disciplinary placement or alternative placement; and/or
- a recommendation to the Board for expulsion, which would result in the mandatory attendance of the student and parent/guardian at a formal expulsion hearing. See “Expulsion” below for further information.

In-School Suspensions

Students may be assigned in-school suspensions as a result of disciplinary action. Due process includes the following steps.

- Students will be informed of the reasons for the in-school suspension and given an opportunity to respond before the in-school suspension becomes effective.
- Parents/guardians will be informed of the in-school suspension.
- When the in-school suspension exceeds ten (10) consecutive school days, a disciplinary hearing with the Principal shall be offered to the student and the student's parents/guardians prior to the eleventh school day.

Expulsions

An expulsion is exclusion from school by the Board of Trustees for a period exceeding ten (10) consecutive school days and may result in permanent expulsion from the school rolls. A formal hearing is required in all expulsion actions.

Only the Board of Trustees, through a majority vote of the Board, can determine whether a student will be expelled from school. PHPCS's Board of Trustees has designated Board Hearing Examiners, or may appoint one or more Trustees, to conduct fact-finding on behalf of the Board in discipline matters. The Hearing Examiner will preside over the formal hearing, receive evidence from the school's administration and from the student/family, and summarize the relevant information presented at the formal hearing to the school's Board for consideration.

In the event the Board of Trustees votes to expel a student, Parents/guardians will be notified in writing of the decision, informed of the legal right to appeal the decision, and informed of any timelines governing such appeal.

Students shall be suspended from school prior to the formal hearing and decision of the Board for a period of up to ten (10) consecutive days. The student shall be placed in their regular class after the ten (10) days unless it has been determined, after the Disciplinary Hearing, that the student's presence in their regular class would constitute a threat to the health, safety, or welfare of others, and it is not possible to hold a formal hearing within the period of the suspension.

A student may not be excluded from school for longer than fifteen (15) consecutive school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with an alternative education, which may include home study.

Parent and Student Rights in Formal Expulsion Hearings

The following due process requirements shall be observed.

- Notification of the charges shall be sent to the student's parents/guardians by certified mail. • At least three (3) days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, including hearing procedures and notice that legal counsel may represent the student, shall be included with the notice. The student may request the rescheduling of the hearing when they demonstrate good cause for an extension. Otherwise the hearing shall proceed as scheduled.
- The hearing shall be held in private unless the student or parents/guardians request a public hearing.

- The student may be represented by counsel, at the expense of the parents/guardians, and may request that parents/guardians attend the hearing.
- 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.
- The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- The student has the right to testify and present witnesses on their own behalf. • 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. • The proceeding shall be held within fifteen (15) school days of the notification of charges unless mutually agreed upon 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:
 - laboratory reports are needed from law enforcement agencies;
 - evaluations or other court or administrative proceedings are pending due to a student invoking their rights under the Individuals with Disabilities Education Act; and
 - in juvenile or criminal court cases involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

If Expelled: Students who are under seventeen (17) years of age are still subject to the compulsory school attendance law following an expulsion and shall be provided an education.

The initial responsibility for providing the required education rests with the student's parents/guardians through placement in another school, tutorial or correspondence study, or another educational program approved by the school Principal.

Within thirty (30) days of action by the school's Board of Trustees, the parents/guardians shall submit to the school written evidence that the required education is being provided as described above or that they are unable to do so. If the parents/guardians are unable to provide the required education, the school entity shall, within ten (10) days of receipt of the notification, make a provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act. In the case of non-compliance with the approved educational program, PHPCS may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education.

Students with Disabilities or Section 504 Services and Disciplinary Actions Students who have been identified as eligible for special education services and/or Section 504 services have additional protections within the student discipline process.

PHPCS shall comply with the IDEA and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injurious to themselves or others shall be discipline in accordance with their Individualized Education Program ("IEP"), behavioral intervention plan, Chapter

711 of Title 22 of the Pennsylvania Code, and relevant portions of Chapter 12 of Title 22 of the Pennsylvania Code, and any other applicable federal or state law.

A Manifestation Determination Meeting is required by IDEA when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement.

In certain circumstances, students who have not been determined to be eligible for special education may assert the protections of IDEA 2004 if PHPCS had “knowledge” that the student was a student with a disability before the occurrence of the behavior that precipitated a disciplinary action. PHPCS will be deemed to have knowledge if: (1) the parent/guardian of the student expressed a concern in writing (unless the parent/guardian is illiterate or has a disability that prevents compliance with the requirements contained in this provision) to PHPCS that the student is in need of special education and related services; (2) the parent/guardian of the student has requested an evaluation of the student; or (3) the teacher of the student, or other school personnel, expressed a specific concern about the behavior or performance of the student to the director of special education or other supervisory personnel at PHPCS.

A student with a disability may be suspended for up to ten (10) consecutive and fifteen (15) cumulative school days per school year, for the same reasons and duration as a student without a disability may be disciplined. Such suspension(s) shall not constitute a change in the student’s educational placement.

Disciplinary Change of Placement

A disciplinary change of placement occurs when a student who is receiving special education services is excluded from school:

- For more than ten (10) school days in a row,
- For more than fifteen (15) school days in any one school year,
- When days 11-15 constitute a pattern of exclusion, OR
- When a series of removals constitutes a pattern, through consideration of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another; OR
- For any length of time for a student with an intellectual disability*.

*For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement and may not be made without parental consent or judicial approval.

The School may remove a student to an interim alternative educational setting for no more than forty-five (45) school days without a manifestation determination review under the following circumstances, and where the underlying conduct is at school, on school premises, or to or at a school function under the jurisdiction of PHPCS:

- Carrying or possessing a weapon
- Knowingly possessing, using, selling or soliciting illicit substances
- Inflicting serious bodily injury upon another person

In addition, a student with a disability may be removed to an appropriate interim alternative educational setting for not more than 45 school days if a hearing officer orders the change in placement after determining that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

On the date a decision is made to make a removal that constitutes a change of placement due to a violation of the Code of Conduct, PHPCS will notify the parent/guardian(s) of that decision and provide procedural safeguards to the family. A student with a disability who is removed from the child's current placement shall continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP (with services as determined by the Child's IEP team); and shall receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

Note: IDEA 2004 does not prohibit PHPCS from reporting a crime committed by a student with a disability to appropriate authorities, nor does it prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with disabilities. Any such reports made by PHPCS shall comply with IDEA 2004, the Memorandum of Understanding between PHPCS and the Philadelphia Police Department and Pennsylvania Department of Education Guidance.

Manifestation Determination Process

Within ten (10) school days of the decision to change the student's placement, the parent/guardian and members of the students' IEP team shall conduct a Manifestation Determination meeting to answer the following questions:

1. Was the behavior caused by, or directly and substantially related to, the student's disability; OR
2. Was the behavior a direct result of the failure to implement the IEP?

If the behavior is a manifestation of the student's disability, the IEP team will take one of the following actions:

Conduct a Functional Behavioral Assessment (FBA), unless one was already conducted prior to the change of placement occurring, and implement a positive Behavior Support Plan for the student;
OR

- If a positive Behavior Support Plan has already been developed, review and modify it as necessary to address the behavior; and return the student to the placement from which they were removed, unless the parent/guardian and IEP team agree to a change of placement as part of the positive Behavior Support Plan.

E. 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 75)
- 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.

F. 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 -- Elyssa Yuen, 3300 Henry Avenue, Philadelphia 19129, (267) 838-3712, eyuen@philadelphiahebrewpublic.org

G. 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 54 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 Chief Schools Officer 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](#).

H. 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.

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. The Head of School may confiscate any items violating policy or Code of Conduct.

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”¹) 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

¹ 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 Head of School. 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 for 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 V: 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. Chief Schools Officer 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. Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State

Education Department as required by law.

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 7th grade hearing screening has been moved to 6th grade to correlate with the mandated 6th grade physical

Dental examinations will continue to be required for entry, 3rd and 7th 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 4th birthday)
- Four (4) doses of polio (4th dose on or after 4th 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.

4th dose not necessary if 3rd 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 7th grade:

- One (1) dose of tetanus, diphtheria, acellular pertussis (Tdap)
- Two (2) doses of meningococcal conjugate vaccine (MCV)
 - 1st dose given at 11-15 years of age; 2nd dose required at age 16, or entry into 12th 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 a written authorization (MED-I) form 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.

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., 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. CPR and Defibrillation

The school has access to an Automatic External Defibrillators (“AED”) for emergency purposes. An AED is a portable, lightweight automatic external defibrillator that is used to shock the heart of a person who is undergoing sudden cardiac arrest. The use of this piece of equipment requires training and is an essential part of administering emergency first aid immediately to a heart attack victim. The AED enables a trained individual to provide potentially lifesaving assistance in an emergency. Since sudden cardiac arrest can strike anyone at any time, it is vital to know what to do and who to call to perform CPR and defibrillation.

E. 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 Coordinator, 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.

F. 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.

G. 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 Head of School. Non-employees, including parents, guardians, and other family members, may not solicit on school property at any time.

H. 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 with 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/>.

I. 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:
 - You may not bring your other children with you.
 - You assist the teacher in charge on the trip.
 - You supervise a small group of students.
 - You adhere to our 'no sharing' policy (food, candy, liquids).
 - The School reserves the right to select chaperone volunteers at its discretion.

Volunteer and Chaperone Eligibility

Philadelphia Hebrew Public is committed to maintaining a safe and secure environment for all students. The School reserves the right to require criminal history, child abuse, fingerprinting, and/or other background clearances for any parent, guardian, volunteer, chaperone, or community member who seeks to participate in school activities, field trips, events, or programs involving student contact. Approval to serve as a volunteer or chaperone is contingent upon satisfactory completion and review of all required background checks and clearances.

The School may deny, restrict, suspend, or revoke any individual's ability to volunteer, chaperone, or otherwise participate in school activities involving students when the results of a background check, clearance review, or other relevant information raise concerns regarding student safety, welfare, or the individual's suitability for the role. The determination of eligibility shall be made at the sole discretion of the School and shall be final. The School's volunteer and chaperone requirements are established in accordance with applicable law and School policies and may be updated from time to time to support student safety and operational needs.

J. 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 Head of School.

K. 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.

L. 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.

M. 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 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 the fall or the 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 school wide 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. PHP solicits input through our family surveys, meetings, town halls, and workshops.
3. PHP provides regular and timely information to parents and families including on Title I, II and IV

programs.

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

4. PHP partners with families to provide a thorough review of 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 workshop webinars that 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, include: 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 from across the city. Accordingly, we have a responsibility to ensure that 78 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 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. Team members connect with family members for 30 minutes, understand their hopes and dreams for their student, and share welcome information. Debrief notes are then compiled and shared with each student's teacher.
- c. 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 Neighborhood Networks across the city where families can form social connections and support systems in their PHP community. PHP sponsors a number of gatherings and hopes that these are increasingly led by Neighborhood Network family leaders.

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 Social Worker
 - e. Opportunities to connect with school leadership including Head of School

N. 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.
- Provide opportunities for ongoing communication between families and teachers. ○ Reasonable access to staff through phone calls, virtual meetings, office hours. ○ Family conferences are held at the end of each marking period and on-demand, as needs arise.
- Written communication - announcements, newsletters, email, texts, and phone calls. ○ 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 nights, 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 learning environment.
- Be sure each student has adequate adult supervision during the school day for the student to complete their work in a safe, supportive, and healthy manner.
- 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.

O. Transgender and Gender Non-Conforming Students

As of June 22, 2023, Philadelphia Hebrew Public has adopted School District of Philadelphia Policy 252 regarding Transgender and Gender Non-Conforming students in its entirety.

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. The name and pronouns with which the student identifies shall be used in all interactions between them and school staff and students as well as on written records including class rosters, report cards, letters from the school or School District, transfer forms, and photo ID. A court-ordered name or gender change is not required, nor is evidence of therapy or medical transition. The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Privacy/Confidentiality

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender identity private at school. Information about a student's

transgender identity, legal name, or sex assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender identity or gender nonconformity to others, including parents and other school personnel, unless the student has authorized such disclosure. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, students will be included in the group that corresponds to their gender identity. As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices — including classroom activities, school ceremonies, and school photos — and maintain only those that have a clear and sound pedagogical purpose. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

Gender-neutral Language

To the extent possible, schools should use gender-neutral language in written communication with all students and families, regardless of a student's gender identity. This included employing “they” (singular) instead of “he/she.”

Restroom Access

Students shall have access to the restroom that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.

Locker Room Access

Students shall have access to the locker room that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area. Any alternative arrangement should be provided in a way that protects the student's ability to keep their transgender identity confidential.

Physical Education Classes & Intramural Sports

Transgender and gender nonconforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Participation in competitive athletic activities and contact sports will be resolved on a case-by-case basis.

Dress Codes

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression. Schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender. In describing dress codes, schools should employ gender-neutral language rather than specify separate "girl" and "boy" uniforms.

Training Requirement

All district personnel shall be trained regarding this policy.

Curriculum

Continue to provide age appropriate comprehensive health education curriculum that includes the four domains of health including; physical, mental, emotional, and social.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender nonconforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender identity or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.