Student-Parent Handbook

2026-2027

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Board Chairman

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The People for People Charter School

OUR MISSION

The underlying purpose of The People for People Charter School is to equip students in grades K-8 with a challenging educational program in which the fundamentals of entrepreneurship will be the primary focus. Economic, community and career education will be integrated into all subject areas throughout all grades. Students will acquire necessary knowledge, skills and interests through a highly experiential program that will prepare them to take responsibility for their own lives and to participate in their communities.

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The
People for People
Charter School

ABOUT THIS HANDBOOK

The Board of Trustees (The "Board") of the People for People Charter School ("PFPCS") PFPCS is responsible for establishing policies under which PFPCS operates. This Student-Parent Handbook includes the school's Code of Conduct adopted to apprise students, parents, and school personnel of the conduct and behavior required of all students to ensure a safe learning environment. These rules are intended to promote self-respect, respect for others and respect for property. It is therefore expected that all students enrolled herein abide by all school policies and procedures including the Code of Conduct and accept responsibility for their actions and behavior.

We hope this handbook will be a useful guide as we begin a year of working and learning together. The purpose of this handbook is to provide you with helpful information about day-to-day procedures at our school. As you will see our school is committed to providing a learning environment founded on research and exemplary teaching methods.

This handbook contains important information for you about our operational policies, procedures, and school expectations. Please take a few moments to read and review the handbook with your child and sign the Parent Handbook Receipt Form (found at the end of this booklet). Once you sign the form, please return to your child's teacher.

Parents play an important role in making this school great. We cannot achieve our goals without you. Therefore, we greatly encourage parent participation in all class programs and extracurricular activities. Please refer to this handbook during PFPCS year. Please feel free to call, email, or visit with any questions or concerns.

If policies or procedures change during PFPCS year, an update will be distributed to all parents/guardians. Please note that to the extent that anything in this handbook could be construed to conflict with applicable state and/or federal laws, the applicable state, and/or federal laws control.

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ENROLLMENT POLICY

Policy field	Current entry
Prior revision	March 25, 2026; working revision May 15, 2026.
Proposed revision	June 2026 - SY 2026-27 operating/review year clarification; SY 2027-28 enrollment-year lottery and offer-response update; substantive integration of the PDE Enrollment of Students BEC, 24 P.S. §§ 13-1301-1306, issued May 1, 2026; pending final APC date verification, solicitor review, and Board adoption.
Primary enrollment source	PDE Enrollment of Students BEC, 24 P.S. §§ 13-1301-1306, issued May 1, 2026.
Primary immunization source	PDE School Immunization Requirements BEC, issued September 8, 2017; revised May 13, 2026.
Primary EL sources	22 Pa. Code § 4.26; Educating English Learners BEC; current PDE identification, LIEP, ACCESS, refusal, and reclassification procedures.
Status	This clean draft clarifies that the policy will be used during SY 2026-27 to conduct lottery and enrollment procedures for students seeking enrollment at PFPCS for SY 2027-28. PFPCS English Language Development / LIEP program model has been identified as EL-Specific English Only Instruction. This revision also integrates the substantive requirements of the PDE Enrollment of Students BEC, 24 P.S. §§ 13-1301-1306, issued May 1, 2026, including required enrollment documentation, optional-document limits, prohibited requests, immediate-enrollment protections, records-transfer rules, complaint procedures, and public-policy controls. The policy is not effective until unresolved APC calendar dates are verified and the policy is reviewed and adopted through PFPCS Charter's governance process.

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- Appendix E. Immunization Admission and Exception Matrix
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- Appendix I. SY 2026-27 / SY 2027-28 Timeline Compliance Crosswalk
- Appendix J. APC Date Classification and Policy-Use Table
- Appendix K. Update Verification and Consistency Check
- Appendix L. Enrollment of Students BEC Integration Crosswalk
- Appendix M. Full Text of PDE Enrollment of Students BEC (Reformatted Source Appendix)

Pre-Edit Verified-Date Table

The following table was prepared before this clarification update. It distinguishes preliminary or verified SY 2027-28 enrollment-year dates from dates requiring final APC or Board verification and from uploaded APC dates that apply only to the 2026-27 APC timeline. It prevents unverified or misclassified date insertion.

Date / Timeline Item	Source Document / Page	Verification Status	Notes
SY 2026-27 operating/review year and SY 2027-28 enrollment-year framing	Uploaded Epicenter/APC clarification prompt; PFPCS policy Section 1 and Section 12 update request	Confirmed as required policy framing	The policy now states that it governs lottery and enrollment procedures used during SY 2026-27 for students seeking enrollment for SY 2027-28.
SY 2027-28 application deadline	Earlier user-provided 2027-28 APC timeline excerpt identified "Application closes Friday, January 15." Current uploaded APC materials provided in this update are labeled 2026-27.	Requires final APC verification before publication	Do not replace the SY 2027-28 enrollment timeline with 2026-27 dates. Insert only after official APC confirmation.
SY 2027-28 APC lottery date	No verified SY 2027-28 lottery date found in current uploaded 2026-27 APC materials.	Missing / requires APC verification	The policy does not invent a date and directs annual APC verification before publication.
SY 2027-28 results-release timing	Earlier 2027-28 timeline excerpt referenced "Monday following lottery day"; current 2026-27 APC materials include 2/6/2026 notification day for the 2026-27 cycle only.	Timing concept retained; exact date requires APC verification	Do not relabel 2/6/2026 as a SY 2027-28 results date.
SY 2027-28 initial offer acceptance deadline	No verified SY 2027-28 initial offer acceptance deadline found in current uploaded 2026-27 APC materials.	Missing / requires APC verification	APC offer notice and family account deadline control until a date is verified.
Five (5) business days after family acceptance	Policy remediation requirement; consistent with PDE enrollment timing framework once required items are provided	Confirmed as PFPCS policy requirement	Applies to initial lottery and later waitlist offers, subject to immediate-enrollment and delayed-document protections.
SY 2027-28 post-deadline application start date	No verified SY 2027-28 post-deadline start date found in current uploaded 2026-27 APC materials.	Missing / requires APC verification	The 2/23/2026 date is treated as a 2026-27 APC timeline reference only.
SY 2027-28 waitlist close date	PFPCS Charter policy table request; not an APC-published date in available materials.	Board-policy date / requires local confirmation	June 30, 2028 remains subject to PFPCS/Board/APC confirmation.

1. Purpose, Applicability, and Governing Principles

This Policy governs student admission, application, lottery administration, waitlist management, enrollment confirmation, immediate-enrollment rights, residency verification, student-records procedures, disenrollment

protections, and related enrollment safeguards at People For People Charter School ("PFPCS Charter"). The purpose of this Policy is to ensure that PFPCS Charter's enrollment practices are fair, transparent, family-accessible, legally compliant, and consistently administered. The Policy is intended to align with Pennsylvania charter school law, current Pennsylvania Department of Education ("PDE") guidance, School District of Philadelphia / Charter Schools Office guidance, Apply Philly Charter ("APC") procedures, and applicable federal civil-rights and student-services requirements. This Policy governs the lottery and enrollment procedures used during SY 2026-27 for students seeking enrollment at PFPCS Charter for SY 2027-28. SY 2026-27 is used in this Policy as the operating/review year during which PFPCS Charter administers the lottery, APC-related process steps, offer response, waitlist administration, and enrollment-confirmation procedures. SY 2027-28 is used as the enrollment year for the students seeking seats through that process. APC dates are cycle-specific and must be verified annually before publication. If APC or applicable law changes a cycle-specific operational date after adoption of this Policy, PFPCS Charter may issue consistent administrative guidance, but no such guidance may contradict a Board-adopted deadline in this Policy unless the Policy is formally amended by the Board. PFPCS Charter shall maintain this written admission and enrollment policy as a public record and shall publish enrollment policies and procedures on its publicly accessible website, consistent with PDE guidance and 22 Pa. Code § 11.41.

Policy Interpretation Standard

This Policy must be interpreted to prevent enrollment barriers. No provision shall be applied to deny, delay, discourage, screen out, or burden a student who is legally eligible to apply for admission, receive a lottery or waitlist offer, or enroll at PFPCS Charter.

2. School-Age Eligibility and Entitlement to Education

Children are considered school age from the time they are admitted to a public-school educational program until graduation from high school or the end of the school term in which they turn 21, whichever occurs first. Children with disabilities who remain eligible under the Individuals with Disabilities Education Act ("IDEA") may remain enrolled in their resident school district or a charter school until their 22nd birthday, consistent with applicable law. During the time a child is of school age, the child is entitled to attend the public schools of the resident school district or a charter school, or to attend another school district as an eligible nonresident, as permitted by law. Non-special education students who turn 21 during the school term are entitled to finish that school term. If a student is under age 21 and has a high school equivalency credential, the student may enroll in school and work toward a diploma, as permitted by law. PFPCS Charter shall not refuse admission or enrollment on the basis of age where the student meets lawful eligibility requirements for the grade or program sought. Kindergarten eligibility and beginner admissions shall be administered consistent with PFPCS Charter's charter, applicable Board policy, and PDE guidance. The enrollment rights and protections in this Policy apply equally to resident students residing with parents or guardians; emancipated minors; nonresident students living with a resident adult who is supporting the child without personal compensation or gain; nonresident students living in a facility or institution; nonresident students living in a foster home; and other students protected by federal or state law.

3. Equal Access, Non-Discrimination, Language Access, and No Barriers to Application

PFPCS Charter shall not discriminate in admission, application, lottery participation, waitlist placement, enrollment, reenrollment, services, or access to school programs on any unlawful basis, including race, color, national origin, ancestry, sex, disability, age, religion, housing status, foster-care status, immigration status, English-language proficiency, or any other characteristic protected by law. PFPCS Charter shall not create or maintain barriers that discourage, screen out, burden, or deter eligible applicants from applying or enrolling. PFPCS Charter shall not require interviews, admissions tests, unlawful auditions, school tours, information sessions, essays, family meetings, prior disciplinary clearance, recommendations, fees, volunteer commitments, family-service obligations, or any other selective or unnecessary pre-application step as a condition of application, admission, lottery entry, or enrollment. PFPCS Charter shall administer the enrollment process in a manner that is accessible to families with limited English proficiency, families with disabilities, families without reliable internet access, families in temporary housing, families experiencing homelessness, families in foster-care or kinship-care

situations, and families needing translation or interpretation support. Children and families with limited English proficiency must be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student promptly, consistent with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act.

4. Application Process Through Apply Philly Charter

PFPCS Charter participates in Apply Philly Charter ("APC") for the unified charter application, lottery, offer, and waitlist process. Families seeking admission to PFPCS Charter for SY 2027-28 shall apply through APC and may review APC's family materials, instructions, and next-step information at www.applyphillycharter.org. Families may submit an application through APC online and may use APC's family resources to review the process, timeline, offers, waitlist information, and family account instructions. PFPCS Charter may provide in-person application support and access to a device, when available, to help families complete the APC application, but the school shall not impose any additional application requirement beyond what is permitted by law and APC procedures. This Policy shall be used during SY 2026-27 to administer the application, randomized lottery, offer, waitlist, required enrollment-document submission, and enrollment-confirmation process for students seeking enrollment at PFPCS Charter for SY 2027-28. Any uploaded APC timeline dates labeled for the 2026-27 APC cycle shall be treated only as 2026-27 APC timeline references unless an official APC source confirms that a date applies to SY 2027-28 enrollment. Applications submitted by the verified APC pre-deadline application deadline for SY 2027-28 enrollment shall be eligible for lottery consideration, subject to APC rules, lawful eligibility criteria, available seats, and lawful preferences. Applications submitted after the verified pre-deadline application deadline shall be processed in accordance with APC procedures and this Policy and will generally be considered for waitlist placement or later seat offers rather than inclusion in the initial lottery. The exact SY 2027-28 enrollment application deadline, lottery date, initial offer-acceptance deadline, and post-deadline application start date require final APC verification before publication.

4.1 Apply Philly Charter Next Steps Instructions

PFPCS Charter shall maintain Apply Philly Charter Next Steps Instructions for families whose applications are marked Ineligible, Seat Offer, or Waitlisted. The instructions shall be clear, family-facing, and consistent with PFPCS Charter's Board-approved enrollment policy. Because APC uses one set of instructions for both current-year and future-year offers, the Next Steps Instructions shall be written in evergreen language and shall not include specific dates, date ranges, or school-year references unless APC specifically requires them. The instructions shall direct families to review the offer notice and the family's APC account for applicable response deadlines. The instructions shall not create any enrollment barrier, require optional documents, or override immediate-enrollment, delayed-document, language-access, disability, foster-care, military-family, McKinney-Vento, immunization, or other protected-student rights. For the uploaded 2026-27 APC cycle, Next Steps Instructions, Grade Capacities, and Priority Verifications were due by January 30, 2026; that deadline is treated as a 2026-27 APC operations reference and is not relabeled as a SY 2027-28 enrollment date.

5. Lottery Administration

If the number of eligible applicants exceeds the number of available seats in any grade for SY 2027-28 enrollment, PFPCS Charter shall fill available seats through a random lottery administered through APC, subject only to lawful preferences set forth in this Policy and any other preference expressly authorized by Pennsylvania charter school law and PFPCS Charter's charter. PFPCS Charter shall not use academic records, grades, assessment scores, disability status, suspected disability, English-language proficiency, home language, disciplinary history, family participation, family income, parental involvement, race, national origin, immigration status, housing status, or any unlawful screening factor to decide who enters the lottery or who receives a seat offer. APC's Rank and Match process may affect whether a family receives an offer, a waitlist placement, or a designation that the applicant received a higher-ranked offer. Lottery results for SY 2027-28 enrollment are expected to be posted according to the verified APC results-release schedule for the SY 2026-27 lottery process; any exact calendar date requires final APC verification before publication. Families are expected to check both their APC account and email when results are released. PFPCS Charter may also communicate with families using the contact information available in APC, but APC account deadlines remain controlling unless law requires flexibility. Selection in the lottery, placement on a waitlist, or receipt of a seat offer does not by itself constitute enrollment at PFPCS Charter.

Enrollment is completed only after the family timely accepts the seat offer through APC, when required, and timely submits the required enrollment items directly to PFPCS Charter, unless immediate enrollment, delayed documentation, deadline flexibility, or another protection is required by law.

6. Enrollment Preferences

PFPCS Charter shall apply enrollment preferences only to the extent authorized by Pennsylvania Charter School Law, PFPCS Charter's charter, Board-adopted enrollment policy, and Apply Philly Charter procedures. First preference shall be given Sibling Preference and students who reside in Philadelphia/the applicable chartering district, consistent with Pennsylvania Charter School Law. Any additional lawful preference shall be applied only within the applicable residency-preference structure and only if reflected in PFPCS Charter's charter/admission policy and APC lottery configuration for the relevant cycle.

6.1 Philadelphia Residency Preference

Philadelphia residency preference shall be applied as the first preference to students who reside in Philadelphia/the applicable chartering district, consistent with Pennsylvania charter school law and any governing local requirement. Nonresident applicants may be considered only in the manner permitted by law.

6.2 Lawful Additional Preferences

PFPCS offers Sibling Preference. In order to be eligible for the sibling preference, the applicant must be related to a current student in one of the following ways: 1.) has a shared legal guardian or there is shared legal custody of both students by a common individual or 2.) is a half sibling, step sibling, or biological sibling. Residing at the same address as a current student alone does not make an applicant eligible for the sibling preference. In order to be eligible, applicants must indicate on APC. PFPCS will not retroactively apply sibling preference for anyone who did not request the sibling preference at the time of application prior to the application deadline. PFPCS reserves the right to determine if a student is eligible for sibling preference. Siblings of currently enrolled students will be placed on a priority list before the lottery. Preference will be extended from newly enrolled students to their siblings, provided that all siblings seeking enrollment submitted applications prior to the application deadline and indicated the sibling relationship on the original application. Once the sibling selected in the lottery has submitted complete enrollment paperwork to the school, any eligible siblings will then be placed at the top of the waiting list (by the lottery order of the not-yet-enrolled sibling if more than one such applicant is on the waiting list at a time).

7. Required Enrollment Items and Allowable Enrollment Materials

Selection in the lottery or receipt of a seat offer from the waitlist does not by itself complete enrollment. To complete enrollment, the parent, guardian, foster parent, caseworker, unaccompanied youth, resident adult, caregiver, or other person having charge or care of the child must provide or complete the required enrollment items below, unless immediate enrollment, delayed-document submission, or another exception is required by law.

PFPCS Charter shall require only the following five core enrollment items as conditions of enrollment, except as otherwise permitted or required by law: proof of age; immunization documentation; proof of residency; Parent Registration Statement; and Home Language Survey.

Enrollment Timing Standard

When required enrollment documentation has been provided, a child shall normally be permitted to attend school on the next school day after presentation for enrollment and in all cases within five business days, consistent with 22 Pa. Code § 11.11(b). This standard does not limit stronger immediate-enrollment or delayed-document protections.

7.1 Proof of the Student's Age

Any one of the following constitutes acceptable proof of age:

1. Birth certificate;

2. Notarized copy of a birth certificate;

3. Baptismal certificate;

4. Notarized or duly certified record of baptism showing date of birth;

5. Notarized statement from a parent or other relative indicating date of birth;
6. Valid passport; or
7. Prior school record indicating date of birth.

This list is non-exhaustive. PFPCS Charter shall consider the student's circumstances and shall not impose a single-document requirement when other reliable proof is available.

7.2 Immunization Documentation and Attendance Requirements

7.2.1 Authority, Required Documentation, and Exemptions

The Pennsylvania Department of Health establishes school immunization requirements through 28 Pa. Code §§ 23.81-23.87. The School Immunization Requirements BEC, issued September 8, 2017 and revised May 13, 2026, clarifies existing requirements; it does not independently change the vaccines required for Pennsylvania school attendance.

For enrollment-stage documentation, PFPCS Charter may accept the child's immunization record; a written statement from the former school or medical office that required immunizations have been administered or that a required series is in progress; or verbal assurance from the former school or medical office that required immunizations have been completed, with records to follow. Verbal assurance is temporary evidence only and does not eliminate the duty to obtain and maintain the required record or satisfy continuing attendance requirements.

PFPCS Charter shall recognize exemptions authorized by 28 Pa. Code § 23.84 and 24 P.S. § 13-1303a, including medical exemptions, religious exemptions, and exemptions based on a strong moral or ethical conviction similar to a religious belief. Exemption documentation shall be maintained in the student's health record.

7.2.2 Admission While Completing a Multiple-Dose Series

A student who is not exempt and has not completed every required dose may attend provisionally only when the student has received all required single-dose vaccines before the first day of attendance and will receive remaining doses in a required multiple-dose series within a medically appropriate period.

If it is medically appropriate to receive the next dose within the first five school days, the dose must be received by the fifth school day. The family must provide the required written medical plan or certificate, as applicable. If it is not medically appropriate to receive the next dose within five school days, a medical certificate must clearly state the schedule for the remaining doses.

7.2.3 Medical-Certificate Monitoring

The school nurse or designee shall review each medical certificate at least every 30 days, document the review, notify the family of upcoming or missed deadlines, and maintain the schedule in a provisional-immunization tracker. Failure to meet the certificate may result in exclusion from attendance as permitted by law, after the safeguards in Section 7.2.5 are completed.

7.2.4 Protected Categories and Temporary Waivers

A student experiencing homelessness shall not be denied or delayed enrollment or attendance because immunization records or exemption documentation are unavailable at enrollment. A student in foster care who lacks records shall be enrolled immediately and shall have 30 days to provide records or complete an exemption. A student moving or transferring into a Pennsylvania school who cannot immediately provide records shall have 30 days to provide records, a medical certificate, or an exemption. PFPCS Charter shall also apply any temporary waiver issued by the Pennsylvania Secretary of Health under 28 Pa. Code § 23.85(h).

7.2.5 Notice, Assistance, Exclusion, Attendance, and Subsidy

PFPCS Charter shall inform families of missing immunizations, available county or local immunization services, applicable deadlines, and the consequences of noncompliance. For a student with a disability, assistance offered shall be documented, and PFPCS Charter shall consult its special education leadership and solicitor as appropriate before exclusion-related action.

Before excluding a student, PFPCS Charter shall verify the record, applicable exemption, medical appropriateness, protected-category status, notice, assistance, and due-process requirements; consider individual circumstances; and obtain administrative and solicitor review when warranted by PDE guidance. A student excluded under the immunization regulations shall be recorded as unexcused absent for reporting purposes and may not be counted for state reimbursement during the nonattendance period. PFPCS Charter shall not seek compulsory-attendance penalties solely on the basis of a violation resulting from failure to comply with immunization requirements, consistent with 24 P.S. § 14-1417; other attendance obligations remain applicable as provided by law.

7.2.6 Annual Health-Procedure Review

The school nurse, Enrollment Lead, Attendance Lead, Special Education Lead, and CEO or designee shall review the immunization intake notice, provisional tracker, medical-certificate review form, exemption forms, exclusion notice, attendance coding, and family-assistance procedures before each school year and after any DOH or PDE update.

7.3 Proof of Residency

Unless exempt or entitled to immediate enrollment, a family may establish residency using any one of the following documents containing the name and current address of the child's parent, guardian, resident adult, caregiver, or other person having charge or care of the child:

1. Current deed;
2. Mortgage statement no more than three months old;
3. Active residential lease agreement;
4. Utility bill no more than three months old;
5. Internet bill no more than three months old;
6. Credit card bill no more than three months old;
7. Bank statement no more than three months old;
8. Tax bill no more than three months old;
9. Insurance document no more than three months old; or
10. Federal or state government mail sent in the past three months, such as benefits information, voter registration, or tax documents.

As a brick-and-mortar charter school, PFPCS Charter may request more than one form of residency confirmation when reasonable and consistent with law. Additional confirmation shall not delay enrollment. Families and youth experiencing homelessness are exempt from proof-of-residency requirements.

7.4 Parent Registration Statement

The parent or guardian shall submit the sworn statement required by Pennsylvania law addressing whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury, or violence on school property, and whether the student has been or is expelled under section 1318.1 of the School Code for a sexual-assault conviction or adjudication involving another student enrolled in the same school.

PFPCS Charter shall not deny or delay enrollment based on the statement or a disciplinary record. The school may provide alternative education services to the extent authorized by law for a current weapons expulsion or qualifying sexual-assault matter and may review other prior expulsions only to determine appropriate services and supports.

7.5 Home Language Survey

Every student seeking first-time enrollment in a school shall receive the Pennsylvania Home Language Survey. Enrollment and attendance shall not be delayed to administer or complete it. The HLS shall be maintained in the student's record and shall not be repeatedly re-administered to manipulate or reverse a prior response.

If any HLS response identifies a language other than English, PFPCS Charter shall promptly initiate the identification process in Section 7.6. The HLS response alone does not establish EL status, and the identification process shall not be used as an admission screen or enrollment barrier.

7.6 English Learner Identification, Placement, Programming, Reclassification, Monitoring, and Redesignation

7.6.1 Governing Standard and Nondiscrimination

PFPCS Charter shall identify and serve English Learners in accordance with 22 Pa. Code § 4.26, the Educating English Learners BEC, current PDE identification and reclassification procedures, Title VI, the Equal Educational Opportunities Act, ESSA, IDEA, Section 504, and other applicable law. Home language, English proficiency, EL status, refusal of separate services, or suspected disability shall not be used to deny, delay, discourage, or condition admission.

7.6.2 Family Interview, Records Review, and Disability Collaboration

When any HLS response identifies a language other than English, trained school personnel—not the parent independently—shall conduct the current PDE family interview with interpretation when needed. An ESL professional shall review the interview determination. The school shall determine whether the exposure or use is meaningful, connected to the student's or family's national origin, and potentially relevant to English-language development.

PFPCS Charter shall review available academic records for compelling evidence across listening, speaking, reading, and writing. Lack of records shall not delay enrollment and shall not be treated as proof of English proficiency. Prior ACCESS results shall be handled under current PDE rules: a prior-school-year overall score below 4.5 is not a basis for rescreening to remove EL status; a prior-school-year score at or above 4.5 may be considered under the state reclassification criteria; and a score two or more years old requires screening.

When a student has an IEP, Section 504 plan, known disability, or suspected disability, ELD and special education personnel shall collaborate throughout screening, interpretation, program placement, and service planning. Required identification timelines remain applicable.

7.6.3 Approved Screeners, Eligibility Thresholds, and Parent Permission

When screening is required, PFPCS Charter shall use the current grade-appropriate K Screener, K MODEL, WIDA Screener, WIDA MODEL Screener, or WIDA Alternate Screener for an eligible student with a significant cognitive disability. KW-APT shall not be treated as a current authorized operational screener. The school shall verify instrument status and cut scores against the current PDE procedure before each enrollment cycle.

Current identification thresholds are summarized in Appendix C. Parent permission is not required before screening or identification. When a student cannot complete all or part of a screener because of disability or another documented reason, PFPCS Charter shall apply the current PDE evidence and domain rules and shall not calculate a composite score from fewer than all required domains unless a current state procedure expressly permits it.

7.6.4 Timely Completion

For a student enrolled before the school year begins, identification, parent notification, and program placement shall be completed within 30 calendar days of the beginning of the school year. For a student enrolling after the school year begins, the process shall be completed within 14 calendar days of enrollment. These timelines do not authorize delay of enrollment or attendance.

7.6.5 Parent Notice, Refusal Rights, and Annual ACCESS

PFPCS Charter shall provide timely, understandable notice in the parent's preferred language, to the extent practicable, explaining the identification process, screening results, EL determination, English proficiency level, recommended LIEP placement, actual program model, intended benefits, expected method and timeframe for attaining proficiency, reclassification criteria, and the right to refuse separate specialized ELD services in whole or in part.

PFPCS Charter shall not recommend refusal. Refusal does not remove EL status, annual ACCESS or Alternate ACCESS participation, required state reporting, general-education language supports, or the school's duty to overcome language barriers. The school shall maintain the state-required waiver, continue ELD through content instruction, notify the family when concerns arise, offer reinstatement, and use current reinstatement

procedures.

7.6.6 PFPCS Charter Program Model

Pennsylvania requires each LEA to identify its LIEP under one of six categories: Mixed Class Bilingual; EL Bilingual; EL-Specific Transitional Instruction; Mixed Classes with Native Language Support; EL-Specific English Only Instruction; or Mixed Classes with English Only Support.

PFPCS Charter's English Language Development / Language Instruction Educational Program (LIEP) model is identified as EL-Specific English Only Instruction (the PDE LIEP category listed as EL Specific English Only Instruction). Under this model, PFPCS Charter provides planned English Language Development (ELD) instruction in English for identified English Learners through ESL-certified personnel and/or properly licensed teachers working in conjunction with ESL-certified personnel, while ensuring that English Learners receive equitable access to grade-level academic content, PA ELDS-aligned instruction and assessment, and appropriate language supports across the school day. This designation confirms PFPCS Charter's current PDE LIEP program-model category and does not reduce, replace, or limit PFPCS Charter's obligations to provide daily ELD, content-access supports, language accommodations, parent notices, annual ACCESS participation, reclassification, monitoring, redesignation, or services for English Learners with disabilities.

7.6.7 PA ELDS, Planned ELD, Staffing, and Academic Access

The LIEP shall align with grade-level Pennsylvania academic standards, incorporate the Pennsylvania English Language Development Standards Framework, provide planned ELD through properly certified ESL personnel or licensed teachers working in conjunction with ESL-certified personnel, and provide research-based bilingual or sheltered instruction with fidelity. ELD shall be deliberate, planned, focused, systematic, explicit, sustained, and delivered daily throughout the instructional day.

All teachers of ELs shall use current English-proficiency information and PA ELDS to plan language objectives, scaffolds, accommodations, modifications where lawful and appropriate, accessible assessments, and opportunities to develop listening, speaking, reading, and writing in academic contexts. ELD shall not improperly replace grade-level core instruction or reduce rigor. ELs shall not be excluded from a course or academic program for which they are otherwise eligible.

PFPCS Charter shall maintain a written planned ELD curriculum and shall provide adequate certified staffing, schedules, materials, collaboration time, professional development, and a documented program-evaluation process based on recognized educational theory, faithful implementation, and evidence of effectiveness.

7.6.8 Standard Reclassification

PFPCS Charter shall use the current state-required uniform procedure. Reclassification shall be based on the annual ACCESS overall composite proficiency level and standardized language-use inventories. Two inventories shall be completed: one by an ESL teacher when possible and one by a content teacher or team. When an ESL teacher cannot accurately complete an inventory, current PDE substitutions may be used. In the limited situation where only one qualified teacher can accurately complete the inventory, that score may be doubled as permitted by PDE.

Inventories shall ordinarily be completed before ACCESS scores are released for students likely to reach 4.5. In the limited unexpected-score circumstance identified by PDE, inventories may be completed after score release but before October 1. The reclassification window begins when ACCESS scores are published and closes October 1; local or PIMS status shall not be changed outside the permitted window.

Under the criteria verified in June 2026, a student is not eligible unless the ACCESS overall composite proficiency level is at least 4.5. ACCESS 4.5-4.8 requires at least 7.0 combined inventory points; ACCESS 4.9-5.2 requires at least 6.0; and ACCESS above 5.2 requires at least 5.0. PFPCS Charter shall verify the matrix annually before applying it.

When the minimum criteria are met, the student should be reclassified. EL status may be retained only when compelling, specific, documented educational evidence supports retention and is maintained with the ACCESS report, inventories, scoring sheet, and decision record.

7.6.9 Reclassification of ELs With Disabilities

An EL with an IEP who does not meet the standard criteria may be considered under the current differentiated ACCESS process only when all state conditions are met, including continuous LIEP enrollment for at least four years; the required less-than-10-percent ACCESS scale-score change calculations across each of the three year-pairs; documented provision of adequate ELD and language supports; use of the current state calculation tools, including the current less-than-four-domain tool when applicable; and recommendation by the required school-based team.

The team shall include expertise in English-language acquisition, special education goals and services, general-education content achievement, a family member with interpretation or liaison support when needed, and related service providers as appropriate. The record shall identify team members, evidence, current scores, and answers to the state-required decision questions.

For an eligible student taking Alternate ACCESS, reclassification may occur only under the current state criteria, including an overall composite proficiency level of at least 4, documented systematic provision of adequate language supports by a licensed ESL teacher or licensed teacher working with an ESL teacher, and IEP-team recommendation with ESL/bilingual professional input. Any less-than-four-domain calculation shall use the current Alternate ACCESS tool and be documented through the IEP process.

7.6.10 Former-EL Monitoring, Reporting, and Redesignation

For the first two years after reclassification, PFPCS Charter shall actively monitor the former EL's progress in every core academic class through sufficiently frequent teacher feedback, review of grades and assessments, work and language-use evidence, attendance and intervention data where relevant, and documented analysis of whether concerns arise from persistent language barriers, general academic needs, disability-related needs, instruction, or other causes.

For years three and four after reclassification, PFPCS Charter shall continue required PIMS reporting but is not required by the current state procedure to conduct the same active academic monitoring. At the end of year four, the student shall be coded under the current former-EL status applicable to students no longer monitored.

If, during active monitoring, documented evidence establishes that academic difficulty results from persistent language-acquisition needs, PFPCS Charter shall redesignate the student as an active EL, notify the family with appropriate language assistance, re-enroll the student in the LIEP, document and report the change, and provide appropriate services. The student must subsequently meet the state reclassification criteria again, and the active-monitoring period restarts at year one after the next reclassification.

7.6.11 Records, Accountability, and Annual Review

The ELD Coordinator shall maintain the HLS, family interview, records review, screener scores, identification form, parent notices, waiver or reinstatement forms, ACCESS records, inventories, reclassification records, disability-team records, monitoring forms, redesignation records, and PIMS validation in accordance with applicable retention and confidentiality requirements. The CEO, ELD Coordinator, Principal, Special Education Lead, Enrollment Lead, and PIMS/Data Lead shall complete the annual review in Appendix H before each enrollment cycle and after any material PDE, WIDA, CSO, statutory, or regulatory update.

8. Documents That May Be Requested But Not Required as a Condition of Enrollment

PFPCS Charter may request additional information for administrative, health, scheduling, educational, student-support, transportation, communication, or recordkeeping purposes. However, PFPCS Charter shall not require any such additional information as a condition of enrolling or admitting a child and shall not delay enrollment, delay attendance, or mark a child absent until these documents are provided. Documents that PFPCS Charter may request but may not require as a condition of enrollment include:

1. picture identification;

2. health or mental-health history;

3. physical or dental examination records;

4. academic records;

5. attendance records;

6. Individualized Education Program (IEP), evaluation, Section 504, and other special education or disability-related records;

7. documentation of physical examination; and

8. other administrative, registration, educational, student-support, or disciplinary records. PFPCS Charter may ask parents and guardians to complete a registration form when enrolling a child. However, failure to complete a school-developed registration form may not be made a condition of enrollment when the required enrollment documentation has otherwise been provided or when immediate enrollment is required by law. The registration form may request information such as student name, address, telephone number, parent or guardian name, resident adult name where applicable, emergency contact information, former school information, language-access information, sibling information, and other locally relevant administrative information. The form may not be used to collect prohibited information or to create a barrier to enrollment.

9. Prohibited Requests

PFPCS Charter shall not request or require any of the following for enrollment or residency determinations:

1. a social security number or social security card;

2. the reason for a child's placement if the child is not living with natural parents;

3. a child's or parent's visa;

4. immigration status;

5. agency records;

6. a court order or records relating to a dependency proceeding, except in the limited circumstances permitted by the Enrollment of Students BEC; or

7. the legal address of families enrolled in the Address Confidentiality Program (ACP). A child's right to be admitted to school shall not be conditioned on the child's immigration status. PFPCS Charter shall not inquire into the immigration status of a student as part of the admissions or enrollment process. Consistent with Plyler v. Doe and PDE guidance, PFPCS Charter shall not deny access to public education based on a child's immigration status. Families enrolled in the Address Confidentiality Program may use the ACP address, including a post office box listed on the ACP card, as their legal address. PFPCS Charter shall not require additional residence information from ACP families except as permitted by law. School records from the student's former school may be forwarded through the ACP process.

10. Offer Response Deadlines and Required Enrollment Documentation

10.1 Initial Lottery Offers for SY 2027-28 Enrollment

Families receiving an initial lottery offer for SY 2027-28 enrollment must accept the offer through the family's APC account by the APC deadline shown in the family's offer notice and APC account. Families should review their email and APC account when results are released through the SY 2026-27 lottery process for SY 2027-28 enrollment. The exact calendar date for results release and the initial offer-acceptance deadline require final APC verification before publication. Uploaded APC dates labeled for the 2026-27 APC cycle may be used as 2026-27 operational references only and shall not be relabeled as SY 2027-28 dates unless official APC materials confirm that use.

10.2 Required Enrollment Items After Initial Lottery Acceptance

A family that accepts an initial lottery offer must submit the five required enrollment items directly to PFPCS Charter within five (5) business days after accepting the seat through APC, unless the written offer notice provides a later lawful deadline or unless immediate enrollment, delayed documentation, disability accommodation, language access, foster-care protection, military-family protection, McKinney-Vento protection, immunization exception, or other deadline flexibility is required by law. The five required enrollment

items are: proof of the child's age; immunization record or legally acceptable immunization documentation/exception; proof of residency unless exempt by law; completed Parent Registration Statement; and completed Home Language Survey.

10.3 Methods for Returning Enrollment Materials

Families may return enrollment materials by at least two of the following methods: in person at the school, by email to the school-designated enrollment address, or by another secure method designated by PFPCS Charter for the applicable enrollment process. PFPCS Charter shall communicate the available submission methods clearly in its enrollment instructions.

10.4 Waitlist Offer Acceptance

If a seat becomes available after initial lottery results are released, APC and/or PFPCS Charter shall notify the family using the communication method in use for the applicable enrollment process. The family must accept the waitlist offer through the family's APC account by the deadline stated in the offer notice and displayed in the APC account. Because APC uses offer-specific deadlines for later waitlist offers, PFPCS Charter does not publish one universal waitlist acceptance date for all such offers.

10.5 Enrollment Materials Following Waitlist Acceptance

A family that accepts a waitlist offer must submit the five required enrollment items directly to PFPCS Charter within five (5) business days after accepting the seat through APC, unless the written seat-offer instructions issued for that student provide a later lawful deadline or unless immediate enrollment, delayed documentation, disability accommodation, language access, foster-care protection, military-family protection, McKinney-Vento protection, immunization exception, or other deadline flexibility is required by law. The five required enrollment items are: proof of the child's age; immunization record or legally acceptable immunization documentation/exception; proof of residency unless exempt by law; completed Parent Registration Statement; and completed Home Language Survey.

10.6 Failure to Timely Accept or Submit Required Enrollment Items

If a family does not timely accept the seat offer through APC, does not submit the five required enrollment items by the applicable PFPCS Charter deadline, or otherwise does not complete the enrollment process within the time permitted by law and this Policy, PFPCS Charter may treat the seat as declined or forfeited and may offer the seat to the next eligible student, consistent with applicable law and APC procedures. PFPCS Charter will not delay enrollment or attendance because of records or forms that are not legally required as conditions of enrollment. Prior school records, IEPs, Section 504 plans, academic records, attendance records, disciplinary records, health forms, photo releases, internet-use forms, and similar optional or post-enrollment forms may be requested but may not be required to enroll. This subsection shall not be applied to deny or delay enrollment for students entitled to immediate enrollment or deadline flexibility under McKinney-Vento, foster-care protections, military-family protections, special education law, Section 504, language-access obligations, immunization protections, or any other applicable legal protection.

10.7 Mandatory Deadline-Protection Review Before Forfeiture

Before withdrawing an offer, treating an offer as forfeited, or moving to the next waitlisted applicant based on failure to meet an enrollment-material deadline, PFPCS Charter shall determine whether the student is entitled to immediate enrollment, delayed document submission, deadline flexibility, translation or interpretation assistance, language-access support, disability-related accommodation, McKinney-Vento protections, foster-care protections, military-family protections, immunization exception or extension, or another legal protection. No offer shall be forfeited due to documents that may not lawfully be required as a condition of enrollment.

11. Waitlist Administration

When more students apply than the number of available attendance slots for SY 2027-28 enrollment, students not selected for an initial offer shall remain on the waitlist in the order established through APC and any lawful preferences applied through the lottery. If a seat later becomes available, the next eligible student shall be selected from the waitlist in the order established through APC, subject to any lawful preference that continues

to apply. Families shall be notified through APC and, where applicable, by PFPCS Charter using the communication method in use for the applicable enrollment process. A family receiving a waitlist offer while the waitlist remains active must comply with the offer-specific APC acceptance deadline shown in the offer notice and APC account and must then submit the five required enrollment items within five (5) business days after accepting the seat, unless a later lawful written deadline applies or immediate enrollment, delayed documentation, or deadline flexibility is required by law. Unless exhausted earlier or superseded by later Board action consistent with law, the waitlist for SY 2027-28 enrollment shall remain active through June 30, 2028, subject to local confirmation and any applicable APC or CSO guidance.

12. Enrollment Timeline for SY 2027-28 Enrollment — Lottery Conducted During SY 2026-27

This table identifies the timeline used during SY 2026-27 for the application, lottery, offer, waitlist, and enrollment-confirmation process for students seeking enrollment at PFPCS Charter for SY 2027-28. Dates marked "Date Verification Needed" must be verified against official APC materials before final publication or Board submission. Separately, any uploaded APC dates labeled for the 2026-27 APC cycle shall be treated as 2026-27 APC timeline references and shall not be relabeled as SY 2027-28 enrollment dates unless officially verified.

Date	Action / Requirement
Date Verification Needed	APC application window opens for SY 2027-28 enrollment. This date must be verified against official APC materials before final publication or Board submission.
Date Verification Needed	APC pre-deadline application deadline for SY 2027-28 enrollment. Applications submitted by the verified deadline are eligible for lottery consideration, subject to APC rules and lawful eligibility criteria.
Date Verification Needed	APC lottery date for SY 2027-28 enrollment. PFPCS Charter will review lottery outputs and waitlist order consistent with APC procedures and lawful preferences after APC confirms the lottery date.

Date	Action / Requirement
Monday following lottery day - exact date requires APC verification	APC lottery results released for SY 2027-28 enrollment. Initial offers, waitlist placements, and other APC result designations are visible in the family's APC account and may be communicated by email.
Date Verification Needed	Deadline for families receiving an initial lottery offer for SY 2027-28 enrollment to accept the seat through APC, as stated in the APC offer notice and family account.
Five (5) business days after family acceptance of an initial lottery offer	PFPCS Charter deadline for the family to submit the five required enrollment items, unless immediate enrollment, delayed documentation, or deadline flexibility is required by law.
Date Verification Needed	APC post-deadline applications begin for SY 2027-28 enrollment. Post-deadline applications are processed according to APC procedures and generally are not entered into the initial lottery.
Five (5) business days after family acceptance of a waitlist offer	LAB Charter deadline for the family to submit the five required enrollment items after accepting a later waitlist offer, unless a later lawful written deadline applies or immediate enrollment, delayed documentation, or deadline flexibility is required by law.
June 30, 2028 - local confirmation needed	PFPCS Charter waitlist closes for SY 2027-28 enrollment unless exhausted earlier, changed by later Board action consistent with law, or superseded by applicable APC/CSO guidance.

Families accepting later waitlist offers must comply with the offer-specific APC acceptance deadline shown in the offer notice and APC account and must submit the five required enrollment items to PFPCS Charter within five (5) business days after accepting the offer, unless a later written deadline is provided or unless immediate enrollment, delayed documentation, disability accommodation, language access, foster-care, military-family,

McKinney-Vento, immunization, or other deadline flexibility is required by law.

Annual-cycle control
APC dates are cycle-specific and must be verified annually before publication. Before each enrollment cycle, the Enrollment Lead shall verify APC application, lottery, results, offer-acceptance, post-deadline, Next Steps Instructions, current-year, future-year, and waitlist dates and publish an updated administrative schedule consistent with this Policy. SY 2026-27 is the operating/review year for the lottery process used to enroll students for SY 2027-28. Uploaded 2026-27 APC dates may be used as 2026-27 operational references only and shall not be relabeled as SY 2027-28 enrollment dates unless officially verified. The Board-adopted policy controls unless formally amended. Administrative guidance may clarify but may not contradict this Policy. No annual timeline may override immediate-enrollment, delayed-document, disability, Section 504, language-access, foster-care, military-family, McKinney-Vento, immunization, or other protected-student rights.

13. Immediate Enrollment and Protected Student Categories

Nothing in this Policy shall be interpreted or applied in a manner that delays enrollment when immediate enrollment, delayed documentation, deadline waiver, or another protection is required by law.

13.1 Home Language Survey

A student's enrollment shall not be delayed to administer or complete the Home Language Survey.

13.2 Missing Prior Records

PFPCS Charter shall not delay enrollment pending receipt of education records, disciplinary records, special education records, attendance records, health records, or other records from the student's previous school when the student is otherwise entitled to enroll.

13.3 Foster Care

Students in foster care shall be enrolled in accordance with applicable law and shall not be denied or delayed enrollment for lack of documents when immediate enrollment is required. PFPCS Charter may request verification that the child is residing with a foster parent or in a pre-adoptive or adoptive home in the form of a letter or applicable foster-care identification form from the appropriate agency, but PFPCS Charter shall not require a court order or agency records except as permitted by law. If a student in foster care changes schools following a best-interest determination, PFPCS Charter shall immediately enroll the student even if the student lacks required documentation and shall contact and collaborate with the prior school for relevant records.

13.4 Students Experiencing Homelessness

Students experiencing homelessness, including unaccompanied homeless youth, shall be enrolled immediately even if they lack records ordinarily requested for enrollment, including proof of residency, school records, birth records, immunization records, or other documentation. Families and youth experiencing homelessness are not required to prove residency.
Unaccompanied homeless youth may enroll without documents and without assistance from an adult.

13.5 Children Living With a Resident Adult Other Than a Parent

When a child is living with a district resident adult who is supporting the child without personal compensation or gain, LAB Charter shall accept only the documentation permitted by law for enrollment under that arrangement. The resident adult may be required to provide either a sworn and notarized statement consistent with section 1302(a.2) of the School Code or appropriate legal documentation showing dependency or guardianship, which may include a custody order. The natural parent or former guardian of the student may not be required to provide information. Once the required information is provided, the child shall be enrolled without delay and in no case more than five (5) days after the requested information is provided, consistent with law.

13.6 Emancipated Students

An emancipated student who is otherwise entitled to enroll and who has established a domicile apart from the continued control and support of parents or guardians, or who is living with a spouse, may enroll without

additional assistance from an adult.

13.7 Children of Active-Duty Military Personnel

Children of active-duty military personnel shall be enrolled in accordance with the rights and timelines provided by applicable law, including acceptance of unofficial or hand-carried educational records when legally required. A child whose parent or legal guardian is an active-duty member of the armed forces of the United States, including the reserves, and who has received official military orders to transfer into Pennsylvania, may enroll before establishing residency when the parent or guardian provides official military orders and proof of intent to move into the applicable district. Proof of residency must be provided no later than 45 days after the arrival date stated in the military orders, where applicable.

13.8 Address Confidentiality Program

Families enrolling through the Address Confidentiality Program may use the ACP address as their legal address and shall not be required to disclose additional residence information beyond what is permitted by law.

13.9 Students Experiencing Educational Instability

PFPCS Charter shall identify and support eligible students experiencing educational instability, including students with one or more school-entity enrollment changes during a single school year due to homelessness, dependency adjudication, delinquency adjudication disclosed at the discretion of the parent or guardian, or court-ordered services under a voluntary placement or custody agreement. PFPCS Charter shall provide applicable supports consistent with Act 1 of 2022 and PDE guidance.

13.10 Students Returning From Delinquency Placements

PFPCS Charter shall not automatically place a student returning from a delinquency placement in an alternative education program for disruptive youth solely because the student was adjudicated delinquent. Any placement in an alternative education program shall be made only in accordance with applicable law and required hearing procedures.

13.11 Resident Students and Custody Orders

PFPCS Charter shall not require a custody order or custody agreement as a general condition of enrollment. A custody order or agreement may be requested only where the enrolling parent relies on the order or agreement as the basis for enrollment, or where a resident adult seeks to enroll the child under section 1302(a.2)(1) of the School Code through appropriate legal documentation showing dependency or guardianship.

13.12 Twins and Higher-Order Multiple Siblings

Twins or higher-order multiple siblings shall be enrolled in the same manner as all other students. A parent or guardian of twins or higher-order multiples attending the same grade level at PFPCS Charter may request same-classroom or separate-classroom placement no later than ten (10) days after the beginning of the school year or ten (10) days after the students' first day of attendance if enrolled after the school year begins. PFPCS Charter shall provide the requested placement unless, after consultation with the appropriate administrator, the Principal determines that an alternative placement is necessary. If the Principal, in consultation with the teacher of each affected classroom, determines that the requested placement is disruptive to the classroom, the Principal may determine the appropriate placement. PFPCS Charter is not required to create an additional class to implement a separate-classroom request. Parents or guardians shall be provided any appeal rights required by 24 P.S. § 13-1310.1.

14. Students With Disabilities and Timely Provision of FAPE

PFPCS Charter shall not deny, discourage, or delay enrollment because a student has or may have a disability, has an IEP, has a Section 504 plan, is suspected of having a disability, requires related services, requires behavioral supports, requires English language development services in addition to disability-related supports, or lacks disability-related records at the time of enrollment. Enrollment shall occur first when the student is otherwise

eligible or legally entitled to immediate enrollment; records review, service coordination, and any required evaluation or IEP-team process shall follow without delaying access to school.

14.1 Procedures for Enrolling Students with Disabilities

The procedures for enrolling students with disabilities at PFPCS Charter are designed to ensure prompt enrollment, uninterrupted access to a free appropriate public education (FAPE), and compliance with IDEA, Section 504, 22 Pa. Code Chapter 711, PDE guidance, and applicable federal and state transfer-student requirements. These procedures apply to students transferring with an Individualized Education Program (IEP), evaluation report, Section 504 plan, suspected disability, or other disability-related record from another public agency, charter school, school district, or out-of-state local educational agency.

14.2 Within-State Transfers

When a student with an IEP transfers to PFPCS Charter from another Pennsylvania LEA, school district, charter school, cyber charter school, or public agency during the same school year, PFPCS Charter shall, upon enrollment and in consultation with the parent or guardian, provide FAPE, including services comparable to those described in the student's current IEP, until PFPCS Charter either adopts the existing IEP or develops, adopts, and implements a new IEP consistent with IDEA and Chapter 711.

The Enrollment Lead and Special Education Lead shall coordinate promptly with the sending LEA to request and securely obtain the student's complete special education records, including the IEP, evaluation or reevaluation reports, assessments, progress reports, related-service information, behavioral plans, prior written notices or NOREPs, and other relevant documentation. Lack of immediate receipt of records shall not delay enrollment, attendance, comparable services, or the provision of required supports.

Upon receiving records, PFPCS Charter shall promptly review the existing IEP and available evaluations; identify required specially designed instruction, related services, supplementary aids and services, accommodations, modifications, assistive technology, behavior supports, transportation supports where applicable, and health or safety plans; and implement the provisions necessary to maintain continuity of services while any IEP-team review, adoption, revision, reevaluation, or new IEP development is completed.

14.3 Out-of-State Transfers

When a student with an IEP transfers to PFPCS Charter from a public agency in another state during the same school year, PFPCS Charter shall, upon enrollment and in consultation with the parent or guardian, provide FAPE, including services comparable to those described in the student's out-of-state IEP, until PFPCS Charter conducts any evaluation determined necessary and develops, adopts, and implements a new IEP that satisfies applicable federal and Pennsylvania requirements.

PFPCS Charter shall coordinate with the sending out-of-state LEA to obtain the student's special education records securely and promptly, including the current IEP, evaluations, assessments, progress reports, related-service information, behavioral or health plans, and other documentation needed to provide comparable services and determine whether additional evaluation is required under Pennsylvania criteria.

If additional evaluation or assessment is required to determine Pennsylvania eligibility, program needs, or the appropriate IEP, PFPCS Charter shall initiate the required process without delaying enrollment, attendance, or comparable services. The school

shall comply with IDEA, Section 504, Chapter 711, and applicable Pennsylvania procedures for evaluations, consent, team decision-making, IEP development, and parent participation.

14.4 Military-Connected Students With Disabilities

If an out-of-state transfer is connected to a military-related relocation, PFPCS Charter shall consider and apply any applicable protections under the Interstate Compact on Educational Opportunity for Military Children and related Pennsylvania implementation requirements. Military-connected students with disabilities shall receive enrollment support and comparable services consistent with the most current IEP available while PFPCS Charter

reviews records, coordinates with the family and sending LEA, and completes any required Pennsylvania evaluation or IEP process.

14.5 FAPE, Continuity of Services, and Administrative Responsibilities

PFPCS Charter shall ensure that students transferring with IEPs, whether from within Pennsylvania or from another state, continue to receive FAPE without interruption. The Special Education Lead, in coordination with the Enrollment Lead, ELD Coordinator when applicable, school nurse when applicable, and the building administrator, shall document the date of enrollment, records requested and received, parent consultation, comparable services initiated, IEP adoption or revision steps, evaluation decisions, and any services or supports needed to maintain continuity.

No student with a disability shall be excluded from enrollment, delayed in attendance, placed on an informal waiting period, or denied services because PFPCS Charter is waiting for records from the prior LEA, determining whether to adopt or revise the IEP, evaluating eligibility under Pennsylvania criteria, arranging provider schedules, or completing administrative tasks. If records are incomplete or delayed, PFPCS Charter shall use available information from the family, sending LEA, prior school documents, and staff review to provide appropriate comparable services and supports while records are obtained.

These procedures are intended to facilitate smooth transitions for students with disabilities transferring into PFPCS Charter while upholding their educational rights and ensuring continuity of services regardless of whether the sending LEA is located within Pennsylvania or outside Pennsylvania.

15. Student Records, Attendance Records, Disciplinary Records, and District Notification

Upon enrollment, PFPCS Charter shall contact the student's former school to request the student's education records, including attendance records, disciplinary records, and special education records as applicable. Providing these records rests with the prior educational entity and not with the student's family. PFPCS Charter shall not require prior records as a precondition to enrollment and shall not delay enrollment due to lack of prior records. If the prior school is a Pennsylvania school district or charter school, the prior school is required to forward education records within ten (10) business days of the date the records are requested by another Pennsylvania school district or charter school. PFPCS Charter shall enroll students within five (5) business days regardless of receipt of records from the previous school, when the student is otherwise entitled to enroll. PFPCS Charter shall seek attendance records, including any school attendance improvement plan, from the student's former school when relevant to attendance monitoring, truancy prevention, and student support. PFPCS Charter shall not impose cyber-charter-only prior attendance or truancy collection requirements as a condition of enrollment because PFPCS Charter is a brick-and-mortar charter school. Whenever a student transfers to PFPCS Charter from another Pennsylvania school entity or nonpublic school, PFPCS Charter shall request the certified copy of the student's disciplinary record from the sending school. The sending school entity or nonpublic school has ten (10) days from receipt of the request to supply a certified copy of the disciplinary record. Failure to receive the disciplinary record shall not be used to deny or delay enrollment or school attendance. PFPCS Charter shall not deny or delay a child's enrollment based on the information contained in a disciplinary record or sworn statement. If a student is currently expelled for a weapons offense, PFPCS Charter may provide alternative education services during the period of expulsion to the extent authorized by law. If the disciplinary record or sworn statement indicates that the student was expelled from a prior school for reasons other than a weapons offense, PFPCS Charter may review the student's prior performance and school record to determine appropriate services and supports upon enrollment.

15.6 Notification to District of Residence

Within ten (10) days of a student's enrollment or change in residency, PFPCS Charter shall provide the student's school district of residence with the current PDE Brick-and-Mortar Charter School Enrollment Form or successor notice. Within ten (10) days of withdrawal or disenrollment, PFPCS Charter shall notify the school district of residence and shall provide records to the resident district or receiving school as required by law and current PDE charter guidance. PFPCS Charter shall maintain dated evidence of every notice and records transfer.

16. Data Management, Translation, Interpretation, and Accessibility

Applicant and enrollment data managed through APC or maintained by PFPCS Charter shall be handled in accordance with applicable student privacy laws, including FERPA and any other applicable state or federal law. PFPCS Charter shall use applicant and student information only for lawful school purposes and shall protect the confidentiality of education records consistent with law. Access to enrollment records shall be limited to authorized personnel with a legitimate educational or administrative need. PFPCS Charter shall provide reasonable language-access support and communicate enrollment requirements, deadlines, and next steps in a manner designed to help families understand and complete enrollment promptly. Where needed, PFPCS Charter shall provide interpretation, translation, disability-related communication support, or other accessibility assistance consistent with applicable civil-rights requirements. Enrollment communications should be clear, family-facing, and translated or interpreted when needed. Staff assisting families shall avoid jargon and shall clearly distinguish between required enrollment items, optional/requested documents, and documents that may not be requested.

17. McKinney-Vento Act and Students Experiencing Homelessness

PFPCS Charter shall comply with the McKinney-Vento Act, PDE's Education for Homeless Youth guidance, PDE's ECYEH procedures, and all related state and federal requirements applicable to students experiencing homelessness, including unaccompanied youth.

17.1 Immediate Enrollment

A student experiencing homelessness shall be immediately enrolled, even if the student lacks records ordinarily requested for enrollment, including proof of residency, school records, birth records, immunization records, or other documentation that is not immediately available. PFPCS Charter shall not delay attendance while such records are being obtained.

17.2 Proof of Residence and Contact Information

Families and youth experiencing homelessness are not required to prove residency as a condition of enrollment. PFPCS Charter may request contact information or another reliable means of communication, including a telephone number, email address, shelter contact, caseworker contact, liaison contact, or other practical point of contact, but lack of a fixed address shall not be treated as a barrier to enrollment.

17.3 Charter School Access for Students Experiencing Homelessness

PFPCS Charter shall enroll a homeless student as long as other students living in the same area would be eligible to attend the school if space is available. If PFPCS Charter lawfully operates a program with specific entrance requirements permitted by law, those criteria shall be applied in the same manner to a student experiencing homelessness; however, homelessness itself shall not be treated as a barrier, and enrollment deadlines that would otherwise prevent access shall be waived for students experiencing homelessness.

17.4 Waiver of Deadline Barriers

Application, acceptance, residency-document, and paperwork deadlines shall be waived or flexibly administered to the extent required by McKinney-Vento, PDE guidance, and ECYEH procedures so that timing rules do not operate as barriers to enrollment or continued attendance for students experiencing homelessness.

17.5 Liaisons and Assistance in Obtaining Records

PFPCS Charter shall designate and maintain a homeless liaison or otherwise fulfill all liaison duties required of charter schools under McKinney-Vento and PDE guidance. The liaison or designee shall assist families and unaccompanied youth with enrollment, school access, school selection questions, record retrieval, immunization and health-record follow-up, transportation coordination when required by law, and referral to the applicable ECYEH regional office or coordinator.

17.6 School Selection, Written Notice, and Dispute Resolution

If a dispute arises regarding homeless status, immediate enrollment, school selection, or any other right under McKinney-Vento, PFPCS Charter shall provide the parent, guardian, or unaccompanied youth with prompt written notice of the school's decision and the right to appeal through the applicable dispute-resolution process.

The family or youth shall be referred without delay to the school's homeless liaison and the appropriate ECYEH contact to pursue dispute resolution.

17.7 Pendency During Disputes

Pending final resolution of a dispute concerning enrollment or school selection, the student shall be immediately enrolled in the school sought by the parent, guardian, or unaccompanied youth, to the extent required by applicable law and PDE dispute-resolution procedures, and shall receive services for which the student is eligible while the dispute is pending.

17.8 Non-Stigmatization and Confidentiality

PFPCS Charter shall implement this section in a manner that protects student dignity, avoids stigma, and preserves confidentiality consistent with law.

18. Disenrollment Protections

PFPCS Charter shall not disenroll a student based on residency concerns unless and until all applicable legal protections have been satisfied. Consistent with section 1302 of the School Code, as amended by Act 67 of 2024, if a determination is made that the parents, guardians, or other person having charge of a child enrolled as a resident do not reside in the applicable district, the child may not be disenrolled until one of the following occurs:

1. the child's parents, guardians, or other person having charge of the child are provided an opportunity to appeal that decision through the relevant grievance process and any appeal has been exhausted;
2. after being provided notice, the parents, guardians, or other person having charge of the child decline to participate in the appeal process;
3. the parents, guardians, or other person having charge of the child are provided information related to the educational rights of homeless students; or
4. a court enters an order directing the child to be disenrolled and enrolled in another school district. Additionally, if it is found that information contained in a sworn statement provided under 24 P.S. § 13-1302(a.2) is false, the child may not be disenrolled until the same notice, grievance/appeal, homeless-education-rights, or court-order protections have been satisfied. Before any disenrollment action, PFPCS Charter shall review whether the student may be experiencing homelessness, foster- care instability, educational instability, custody-related instability, or any other protected circumstance requiring immediate enrollment, continued attendance, notice, or dispute-resolution protections.

19. Enrollment Complaints

When a dispute arises regarding the enrollment of a student, the person attempting to enroll the child or PFPCS Charter may bring the dispute to the attention of PDE's School Services Office. To file an enrollment complaint, a party may email, call, or mail PDE School Services using the following contact information: Field PDE Enrollment Complaint Contact Office School Services Office Division Office of Elementary and Secondary Education Agency Pennsylvania Department of Education Address 607 South Drive, Harrisburg, PA 17120 Phone 717-787-4860 Fax 717-214-4389 Email RA-PDE-SchoolService@pa.gov After receiving a complaint, a PDE representative will contact the school, family, or other involved parties to gather information and attempt to help resolve the dispute. These contacts, whenever possible, will occur within five (5) school days of receipt of the complaint.

20. Policy Administration

The Chief Executive Officer, Principal, or designee is authorized to implement this Policy, develop administrative procedures consistent with it, and issue cycle-specific family instructions that do not conflict with this Policy or applicable law. If APC updates a cycle-specific operational instruction after adoption of this Policy, PFPCS Charter may issue corresponding administrative guidance so long as that guidance remains consistent with law and does not contradict any fixed Board-adopted deadline contained in this Policy unless the Policy is formally amended. PFPCS Charter is a brick-and-mortar charter school. Cyber-charter-only requirements, including cyber charter residency verification forms and annual cyber charter residency verification timelines, shall not be imposed as

PFPCS Charter enrollment requirements unless separately required by law. Administrators responsible for implementation shall ensure that enrollment staff receive current guidance distinguishing required documents, optional/requested documents, prohibited requests, immediate-enrollment categories, and records-request obligations. Enrollment communications, family-facing checklists, website language, intake forms, APC preference configuration, resident-district notification tracking, and staff scripts shall be reviewed for consistency with this Policy.

20.1 Assigned Administrative Responsibilities

Role	Minimum responsibility
CEO / Chief Administrator	Ensure policy adoption, resources, interdepartmental accountability, protected-category and exclusion review, and solicitor consultation.
Enrollment Lead	Administer APC/enrollment, required-document rules, HLS intake, deadlines, resident-district notices, and family-facing materials.
ELD Coordinator	Administer EL identification, placement, notices, program-model verification, PA ELDS alignment, ACCESS, refusal, reclassification, monitoring, redesignation, staff training, and student records.
Principal / Curriculum Leadership	Ensure daily all-teacher ELD, academic access, scheduling, collaboration, professional development, and program evaluation.
Special Education Lead	Coordinate disability screening, FAPE, accommodations, EL-with-disability reclassification, and immunization exclusion safeguards.
School Nurse	Verify immunization records, exemptions, provisional status, medical certificates, 30-day reviews, notices, assistance, and exclusion prerequisites.
PIMS / Data Lead	Maintain current EL/FEL/redesignation and enrollment records, resident-district transmission, validation, and reporting.
Attendance Lead	Apply lawful attendance coding, including immunization exclusions and protected student circumstances.

21. Authority and Construction

This Policy shall be interpreted consistently with the Pennsylvania Public School Code, Pennsylvania Charter School Law, Pennsylvania regulations, current PDE and DOH requirements, federal civil-rights law, ESSA, IDEA, Section 504, FERPA, McKinney-Vento, applicable foster-care and military-family protections, and current Apply Philly Charter procedures where lawfully applicable.

Statutes and regulations control over BECs, administrative guidance, local procedures, and forms. Current PDE and DOH guidance shall inform administration to the extent consistent with controlling law. If a controlling requirement changes, PFPCS Charter shall apply the controlling requirement and promptly initiate policy or procedure revision.

No provision shall be interpreted to delay enrollment, create an unlawful admissions screen, deny language or disability services, or permit exclusion without required safeguards. The remainder of the Policy shall remain effective if one provision is invalid or superseded.

A claim that this Policy is fully compliant or implementation-ready may be made only after completion of Appendix H, verification of PFPCS Charter's actual LIEP program model, reconciliation of all forms and procedures, solicitor review, and Board action.

22. References

Enrollment of Students BEC integration note. This Policy integrates the substantive requirements of the Pennsylvania Department of Education Enrollment of Students BEC, 24 P.S. §§ 13-1301-1306, issued May 1, 2026. The BEC is used as a governing administrative source for enrollment procedures, required enrollment documentation, prohibited enrollment barriers, immediate-enrollment protections, records-transfer responsibilities, and enrollment-dispute procedures.

- Pennsylvania Department of Education, Enrollment of Students BEC, 24 P.S. §§ 13-1301-1306, issued May 1, 2026.
- Pennsylvania Department of Education, Student Enrollment FAQ.

- Pennsylvania Department of Education, Charter Schools BEC and current brick-and-mortar enrollment resources.
- Pennsylvania Department of Education, School Immunization Requirements BEC, 24 P.S. § 13-1303a, issued September 8, 2017; revised May 13, 2026.
- Pennsylvania Department of Health, school immunization requirements and guidance; 28 Pa. Code §§ 23.81-23.87.
- Pennsylvania Department of Education, Educating English Learners BEC, 22 Pa. Code § 4.26, issued July 1, 2001; reviewed July 1, 2017.
- Pennsylvania Department of Education, English Learner Identification Procedure - Grades K-12 and Identification of ELs page.
- Pennsylvania Department of Education, Alternate Screener Guidelines, April 2026.
- Pennsylvania Department of Education, The LIEP; program models, PA ELDS, staffing, daily ELD, and academic access.
- Pennsylvania Department of Education, Reclassification, Monitoring, and Re-designation of English Learners.
- Pennsylvania Department of Education, Parental Right to Refuse English Language Development Services.
- Pennsylvania Department of Education, Annual ELP Assessment - ACCESS and Alternate ACCESS.
- Pennsylvania Department of Education, Communication with Families: Interpreters, Translators, and Liaisons.
- 22 Pa. Code Chapters 4, 11, 14, 16, 711, and 721, as applicable.
- 24 P.S. §§ 13-1301-1306, §§ 13-1303a, 13-1304-A, 13-1310.1, 13-1317.2, 13-1318.1, 13-1331.1, 14-1417, 17-1723-A, and other applicable School Code provisions.
- Title VI of the Civil Rights Act of 1964; Equal Educational Opportunities Act; ESSA; IDEA; Section 504; FERPA; and McKinney-Vento, as applicable.
- Apply Philly Charter annual family timeline and procedures.
- 34 C.F.R. § 300.323(e)-(g), transfer students with IEPs, comparable services, and transmittal of records.
- 22 Pa. Code § 711.41, IEP responsibilities when a child with an IEP transfers to a charter school or cyber charter school.
- Interstate Compact on Educational Opportunity for Military Children, as applicable to military-connected students, including students with disabilities.

Appendix A — Enrollment Documentation Quick Reference

Category	Items / rule	Administrative note
Required before ordinary enrollment/attendance	Proof of age; immunization documentation; proof of residency; Parent Registration Statement; Home Language Survey.	Apply protected-category and delayed-document exceptions.
May be requested but not required	Picture ID; health/mental-health history; physical/dental records; academic, attendance, IEP, evaluation, 504, support, and registration records.	Cannot delay enrollment, attendance, or create absence.
May not be requested for enrollment/residency	SSN/card; visa; immigration status; reason for placement; agency/dependency records except narrow lawful circumstances; ACP legal address.	Review every paper and online form.
Prior-school responsibility	Education, attendance, disciplinary, and disability records.	PFPCS requests; family does not have to produce as a precondition.
Immediate enrollment	Homeless/unaccompanied youth, qualifying foster-care changes, and other protected students.	Enroll first; pursue records and supports after enrollment.

Appendix B — English Learner Identification Workflow

Step	Required action
1	Administer current HLS at first-time school enrollment; do not delay enrollment.
2	If any response identifies another language, trained personnel conduct the family interview with interpretation; ESL professional reviews.

3	Determine whether exposure/use is significant and tied to national origin; preserve original HLS.
4	Coordinate immediately with SPED if the student has or may have a disability.
5	Review available records, including prior ACCESS under current PDE rules; lack of records does not delay enrollment.
6	If screening is required, administer the current grade-appropriate approved screener with lawful accommodations.
7	Apply current PDE cutoffs; if incomplete because of disability, apply domain/evidence rules.
8	Determine EL and, where applicable, SLIFE status; select appropriate placement.
9	Provide detailed preferred-language notice and refusal rights; parent permission was not required to screen.
10	Schedule services, enter SIS/PIMS status, notify teachers, and file evidence.
Deadline	Complete within 30 calendar days from school start for pre-start enrollees or 14 calendar days from enrollment for in-year enrollees.

Appendix C — EL Screening and Placement Quick Reference

Grade / student	Instrument	Current June 2026 criterion
Kindergarten — first semester	K MODEL or K Screener	Assess oral language; oral-language composite below 5.0 identifies EL.
Kindergarten — second semester	K MODEL or K Screener	Assess all four domains; oral-language proficiency below 5.0 OR literacy composite below 4.0 identifies EL.
Grade 1 — first semester using kindergarten instrument	K MODEL or K Screener	Assess all four domains; overall composite below 5.0 identifies EL.
Grades 1-12	WIDA Screener or WIDA MODEL Screener	Overall composite below 5.0 identifies EL.
Eligible K-12 student with most significant cognitive disability	WIDA Alternate Screener	Overall composite below 4.0 identifies EL; apply April 2026 guidance.

Appendix D — Reclassification and Monitoring Quick Reference

Control	Requirement
Standard eligibility floor	ACCESS overall composite must be at least 4.5; no exception under the standard pathway.
ACCESS 4.5-4.8	At least 7.0 combined language-use-inventory points.
ACCESS 4.9-5.2	At least 6.0 combined inventory points.
ACCESS above 5.2	At least 5.0 combined inventory points.
Inventories	Two; ESL teacher when possible plus content teacher/team; current PDE exceptions only.
Window	ACCESS publication through October 1; no local/PIMS changes during the prohibited period.
Compelling evidence	Narrow documented basis may retain EL status after the numerical threshold; retain with complete record.
EL with IEP taking ACCESS	Apply current four-year LIEP, growth, support, team, evidence, questions, and calculation-tool process.
Alternate ACCESS	At least 4 overall, adequate systematic language supports, and IEP-team recommendation with ESL input.
FEL years 1-2	Active core-course monitoring and teacher feedback.
FEL years 3-4	PIMS reporting; same active monitoring not required by current state procedure.
Redesignation	Document persistent language-acquisition cause, restore active EL/LIEP status, notify/report, and restart monitoring after later reclassification.

Appendix E — Immunization Admission and Exception Matrix

Status	Enrollment / attendance result	Required control
Complete required series	Admit/attend	Maintain record.

Valid medical, religious, or qualifying moral/ethical exemption	Admit/attend	Maintain exemption documentation.
Incomplete multiple-dose series; all single-dose vaccines received	Provisional attendance if medically appropriate schedule is met	Next dose by fifth school day when medically appropriate; otherwise medical certificate schedule; review at least every 30 days.
Homeless student without record	Immediate enrollment/attendance	No immunization documentation or exemption required at entry; coordinate support without delay.
Foster-care student without record	Immediate enrollment; 30 days	Obtain records or exemption; track without delaying enrollment.
Student transferring/moving into Pennsylvania without record	Enroll; 30 days	Obtain record, medical certificate, or exemption.
Secretary of Health temporary waiver	Apply waiver	Document scope and duration.
Missed certificate/provisional deadline	Potential exclusion only after safeguards	Verify record and protected status; notice/assistance; disability and solicitor review as appropriate; unexcused absence and no subsidy during exclusion.

Appendix F — Compliance Crosswalk

Authority / control	Policy location	Status
May 1, 2026 Enrollment BEC	Sections 1-20; Appendix A	Integrated.
May 13, 2026 Immunization BEC revision	7.2; Appendix E	Integrated.
22 Pa. Code § 4.26 / EL BEC	7.6	Integrated.
Six PDE LIEP categories	7.6.6	Integrated; PFPCS model identified in Section 7.6.6 as EL-Specific English Only Instruction (PDE category: EL Specific English Only Instruction).
PA ELDS / daily ELD / all teachers	7.6.7	Integrated.
HLS, interview, records, screener, thresholds, 30/14 days	7.5-7.6.4; Appendices B-C	Integrated.
Notice, refusal, annual ACCESS	7.6.5	Integrated.

Authority / control	Policy location	Status
Reclassification matrix and inventories	7.6.8; Appendix D	Integrated.
ELs with disabilities and Alternate ACCESS	7.6.9	Integrated.
Two active + two reporting years; redesignation	7.6.10; Appendix D	Integrated.
10-day resident-district notice	15.6	Corrected.
Implementation and annual review	20; Appendices G-H	Integrated.
IDEA / Chapter 711 transfer-student IEP procedures	Section 14; References	Integrated; within-state, out-of-state, comparable-services, records-transfer, and military-connected transfer language added.
Full Enrollment of Students BEC integration	Sections 1-21; Appendices A, F, G, H, and L	Integrated; Appendix L maps each BEC topic to the policy and identifies cyber-charter-only items as not applicable to PFPCS Charter.

Appendix G — Administrative Implementation Checklist

Area	Completion standard
Enrollment packet/forms	Required/optional/prohibited fields reconciled; protected categories and language access included.
Website/APC materials	Current annual schedule and policy posted; no extra conditions.
HLS/interview workflow	Current HLS, translated forms, trained interviewers, interpreter and ESL review.
Screener protocol	Current instruments, cutoffs, licenses, accommodations, Alternate Screener, no KW-APT.
EL notices/refusal	Preferred-language notices, program description, waiver, ACCESS, reinstatement.
Program model	PFPCS category identified as EL-Specific English Only Instruction; verify annually against schedule, staffing, grouping, and supports.
PA ELDS/curriculum	Planned ELD curriculum, all-teacher supports, PD, collaboration, program review.
ACCESS	All active ELs, refusals, transfer and off-site rules reconciled.
Reclassification	Current forms, matrix, window, disability tools, permanent records.
FEL monitoring/PIMS	Two-year active forms, years 3-4 reporting, redesignation procedure.
Immunization	Provisional tracker, certificates, 30-day reviews, protected categories, exclusion controls.
Resident-district notice	Current form sent within 10 days; records transfer documented.
Training	Enrollment, ELD, SPED, nurse, attendance, data, principals, and teachers trained.
Solicitor review	Policy and high-risk procedures reviewed before Board adoption/implementation.
Disability-transfer intake	Within-state and out-of-state transfer procedures, comparable services, parent consultation, records request, military-connected protections, and IEP review responsibilities confirmed.
BEC enrollment integration	Confirm that enrollment packet, website language, forms, staff scripts, APC materials, and records-transfer procedures remain aligned with the May 1, 2026 Enrollment of Students BEC and Appendix L crosswalk.

Appendix H — Annual Legal and PDE Review Checklist

Annual control	Owner	Evidence / completion
Current Enrollment BEC issue date and content verified	Enrollment Lead	Date/source/initials
Current Charter Schools BEC and district-notice timeline verified	Data/Enrollment	Date/source/initials
Current immunization BEC, DOH rules, and forms verified	Nurse	Date/source/initials
Current EL BEC and 22 Pa. Code § 4.26 verified	ELD Coordinator	Date/source/initials

Annual control	Owner	Evidence / completion
Current identification procedure, screeners, cutoffs, and Alternate Screener verified	ELD/SPED	Date/source/initials
Actual LAB LIEP model verified against operations	CEO/ELD	EL-Specific English Only Instruction model identified; retain model memo, schedule/staffing evidence, and annual review date.
PA ELDS curriculum/staffing/schedule/program evaluation reviewed	ELD/Curriculum/Principal	Review report
ACCESS/refusal requirements and annual roster procedure verified	Assessment/ELD	Procedure date
Reclassification matrix, inventories, tools, window, and disability criteria verified	ELD/SPED	Source date
FEL monitoring, redesignation, and PIMS statuses verified	ELD/Data	Procedure date
Enrollment packet, website, scripts, forms, and notices reconciled	Enrollment/Compliance	Audit date
APC dates and offer procedures verified	Enrollment Lead	Annual schedule

Staff training completed	CEO/Leads	Roster/materials
Solicitor review completed for material legal changes	CEO/Solicitor	Written confirmation
Board action and public posting completed	Board Secretary	Resolution/posting date
Current Enrollment of Students BEC crosswalk verified	Enrollment Lead / Compliance Lead	Date/source/initials; confirm Appendix L and related forms are current before each enrollment cycle.

Appendix I — SY 2026-27 / SY 2027-28 Timeline Compliance Crosswalk

This crosswalk documents how the SY 2026-27 operating/review-year clarification and SY 2027-28 enrollment-year timeline update remediate lottery/waitlist response-time deficiencies while preserving existing enrollment, immediate-enrollment, and EL/ESOL protections.

Compliance Item	Where Addressed in Revised Policy	Result	Notes / Verification Needed
Date of Policy	Cover table; Section 1; Section 12	Meets with verification note	Policy updated to distinguish SY 2026-27 as the operating/review year and SY 2027-28 as the enrollment year; unresolved APC dates remain flagged.
APC application process	Section 4	Meets	States PFPCS uses APC and that the policy is used during SY 2026-27 for SY 2027-28 enrollment; adds controls for 2026-27 APC date classification.
Application deadline	Pre-Edit Date Verification Table; Section 4; Section 12	Meets with APC verification needed	SY 2027-28 application deadline is not filled from 2026-27 APC dates. Date Verification Needed remains until official APC confirmation.
Lottery process	Section 5; Section 12	Meets	Random APC lottery retained when eligible applications exceed seats, subject only to lawful preferences.
Lottery/results notification window	Section 5; Section 12	Meets with date verification	Results timing remains subject to verified APC schedule for SY 2027-28 enrollment; 2/6/2026 is retained only as a 2026-27 APC timeline reference.
Initial lottery offer response deadline	Section 10.1; Section 12	Meets with date verification	Family must accept by APC offer notice / APC account deadline; calendar date requires APC verification for SY 2027-28 enrollment.
Waitlist offer response deadline	Section 10.4; Section 11; Section 12	Meets	Offer-specific APC acceptance deadline controls.
Five-business-day required-documentation deadline	Section 10.2; Section 10.5; Section 12	Meets	Initial lottery and waitlist families must submit required enrollment items within five business days after acceptance, subject to legal exceptions.

Five required enrollment documents	Section 7; Section 10.2; Section 10.5; Appendix A	Meets	Proof of age, immunization documentation/exception, proof of residency unless exempt, Parent Registration Statement, HLS.
No optional-document barrier	Sections 7, 8, 10.6, 10.7, 13, 15	Meets	Prior records, IEP/504 documents, health forms, photo releases, internet-use forms, and other optional items cannot delay enrollment.
No application bias / no discriminatory screen	Section 3; Section 5	Meets	Retains broad nondiscrimination and no-barrier language.
Random lottery	Section 5	Meets	Directly states random lottery through APC if applications exceed seats.
Waitlist administration	Section 11	Meets	Order established through APC and lawful preferences; June 30, 2028 close date remains subject to local/APC/CSO confirmation.
Immediate-enrollment protections	Sections 10.6, 10.7, 13, 17	Meets	Deadlines may not override McKinney-Vento, foster-care, military-family, disability, language-access, immunization, or other protections.
EL identification 30/14 timeline	Section 7.6.4; Appendix B	Meets	Retained unchanged.
LIEP program model	Section 7.6.6	Meets	PFPCS Charter's model is identified as EL-Specific English Only Instruction (PDE category: EL Specific English Only Instruction); retain annual documentation supporting implementation.
PA ELDS	Section 7.6.7	Meets	Requires PA ELDS use by all teachers of ELs for planning instruction and assessment.
Reclassification	Section 7.6.8; Appendix D	Meets	Retains ACCESS and language-use inventory matrix.
Monitoring	Section 7.6.10; Appendix D	Meets	Retains two active monitoring years plus two additional reporting years.
Redesignation	Section 7.6.10; Appendix D	Meets	Retains redesignation rule for persistent language-acquisition needs.
Students with disabilities / transfer students with IEPs	Section 14; References	Meets with continued implementation monitoring	Clarifies within-state and out-of-state transfer procedures, comparable services, records coordination, military-connected students, and continuity of FAPE.

Reviewer Source Notes

Source Category	Source Used	Relevance
PFPCS Policy Source	Uploaded PFPCS_Enrollment_of_Students_Policy_Proposed_Compliant_Revision_June_2026.docx	Primary document revised.

APC 2027-28 Timeline	User-provided uploaded/prompt excerpt	Verified January 15 deadline and Monday-after-lottery results rule; other dates require APC verification.
APC Public Website	applyphillycharter.org	At drafting, public site still displayed 2026-27 dates, so it was not used to invent 2027-28 dates.
PDE Enrollment BEC	Enrollment of Students, 24 P.S. §§ 13-1301-1306, May 1, 2026	Used for written policy, required documents, language access, and enrollment timing framework.
Charter School Law	24 P.S. § 17-1723-A	Used for random lottery and nondiscrimination requirements.
PDE EL/Reclassification Guidance	PDE Educating English Learners and reclassification pages	Used to preserve EL/ESOL provisions already in policy.

APPENDIX J — APC DATE CLASSIFICATION AND POLICY-USE TABLE

This internal table classifies uploaded APC dates so they are used only in the correct policy context. Dates labeled for the 2026-27 APC cycle are not treated as SY 2027-28 enrollment dates unless official APC materials confirm that use.

Date / Event	Uploaded Date	Source Label	Applies To	Insert in Policy?	Policy Location	Notes
Applications opened for 2026-27 school year	September 19, 2025	Uploaded 2026-27 APC timeline date	2026-27 APC timeline / 2026-27 school-year applications	Yes, as a 2026-27 APC reference only	Appendix J / internal verification note	Do not relabel as SY 2027-28 opening date.
Lottery application deadline	January 20, 2026 (Tuesday)	Uploaded 2026-27 APC timeline date	2026-27 APC lottery application deadline	Yes, as a 2026-27 APC reference only	Appendix J / internal verification note	Do not use as SY 2027-28 application deadline.
Application pause period	January 21-February 22, 2026	Uploaded 2026-27 APC timeline date	2026-27 APC operational pause period	Yes, as a 2026-27 APC reference only	Appendix J / internal verification note	Do not use as SY 2027-28 pause period.
Next Steps Instructions, Grade Capacities, and Priority Verifications due	January 30, 2026	Uploaded 2026-27 APC operations deadline	2026-27 APC school-user operational requirement	Yes, as APC operations reference	Section 4.1 and Appendix J	Next Steps Instructions must remain evergreen and should not include fixed dates if used for both current-year and future-year offers.
Lottery Day	February 4, 2026	Uploaded 2026-27 APC timeline date / APC Lottery Day materials	2026-27 APC lottery	Yes, as a 2026-27 APC reference only	Appendix J / internal verification note	Do not use as SY 2027-28 lottery date.
Lottery Notification Day	February 6, 2026	Uploaded 2026-27 APC timeline date	2026-27 APC results release / notification day	Yes, as a 2026-27 APC reference only	Appendix J / internal verification note	Do not use as SY 2027-28 results-release date.
Deadline to accept lottery offers	February 20, 2026	Uploaded 2026-27 APC timeline date	2026-27 APC initial offer acceptance deadline	Yes, as a 2026-27 APC reference only	Appendix J / internal verification note	Do not use as SY 2027-28 offer deadline.

Post-deadline application period begins	February 23, 2026	Uploaded 2026-27 APC timeline date	2026-27 APC post-deadline period	Yes, as a 2026-27 APC reference only	Appendix J / internal verification note	Do not use as SY 2027-28 post-deadline start date.
Current-year applications open	July 1, 2026	Uploaded 2026-27 APC timeline date	Current 2026-27 school-year applications	Yes, as a 2026-27 APC reference only	Appendix J / internal verification note	Do not relabel as SY 2027-28 current-year application opening.
SY 2027-28 application deadline	Date Verification Needed	Not verified in current uploaded 2026-27 APC materials	SY 2027-28 enrollment process conducted during SY 2026-27	Yes, as a placeholder only	Section 12	Insert only after official APC confirmation.
SY 2027-28 lottery date	Date Verification Needed	Not verified in current uploaded 2026-27 APC materials	SY 2027-28 enrollment process conducted during SY 2026-27	Yes, as a placeholder only	Section 12	Insert only after official APC confirmation.
SY 2027-28 results release date	Monday following lottery day - exact date requires APC verification	Timing concept only; exact date not verified	SY 2027-28 enrollment process	Yes, as a placeholder/timing rule only	Section 12	Do not use 2/6/2026 unless APC confirms it
			conducted during SY 2026-27			for SY 2027-28 enrollment.
SY 2027-28 initial offer acceptance deadline	Date Verification Needed	Not verified in current uploaded 2026-27 APC materials	SY 2027-28 enrollment process conducted during SY 2026-27	Yes, as a placeholder only	Section 12	Offer notice and APC account deadline control until verified.

APPENDIX K — UPDATE VERIFICATION AND CONSISTENCY CHECK

Policy Area	Updated Language / Location	Result	Notes
Cover page / policy field table	Cover subtitle and Policy field table	Updated	Clarifies SY 2026-27 as operating/review year and SY 2027-28 as enrollment year.
Section 1 applicability language	Section 1, Purpose, Applicability, and Governing Principles	Updated	Required sentence inserted; terminology defined.
APC application process	Section 4	Updated	Families seeking SY 2027-28 enrollment apply through APC; 2026-27 APC dates treated only as 2026-27 references.
APC Next Steps Instructions	Section 4.1	Added	Evergreen instructions for Ineligible, Seat Offer, and Waitlisted dispositions; no fixed dates in portal instructions.
Randomized lottery process	Section 5	Preserved and clarified	Random lottery through APC when eligible SY 2027-28 applications exceed seats; lawful preferences only.
Offer response deadlines	Section 10.1 through 10.7	Preserved and clarified	Families accept by APC offer notice/account deadline; five-business-day required-document submission retained.

Waitlist administration	Section 11	Preserved and clarified	APC waitlist order and offer-specific deadlines retained; waitlist close date subject to confirmation.
Section 12 timeline title	Section 12	Updated	Retitled to "Enrollment Timeline for SY 2027-28 Enrollment — Lottery Conducted During SY 2026-27."
Date-verification placeholders	Section 12 and Appendix J	Retained	SY 2027-28 dates not verified in current 2026-27 APC materials remain marked Date Verification Needed.
APC date classification table	Appendix J	Added	Uploaded 2026-27 APC dates classified and prevented from being relabeled as SY 2027-28 dates.
Compliance crosswalk	Appendix I	Updated	Reflects operating/review-year and enrollment-year distinction.
Annual APC verification process	Annual-cycle control; Appendix H	Updated	Requires annual verification of APC application, lottery, results, offer, post-deadline, Next Steps, and waitlist dates.

Consistency Check Result: Completed before final generation. Ambiguous phrases were either replaced with explicit SY 2026-27 operating/review-year or SY 2027-28 enrollment-year wording, or intentionally retained only with a clear definition. Count summary after final edits: 2027–28 cycle: 0; 2027-28 cycle: 0; 2026–27 cycle: 0; 2026-27 cycle: 1; this cycle: 0; next year: 0; current year: 0;

current-year: 5. Intentional retained usages include "2026-27 APC cycle" for uploaded APC reference dates and "current-year/future-year offers" in the evergreen APC Next Steps Instructions subsection.

Appendix L — Enrollment of Students BEC Integration Crosswalk

Purpose. This appendix documents how the substantive requirements of the Pennsylvania Department of Education Enrollment of Students BEC, 24 P.S. §§ 13-1301-1306, issued May 1, 2026, are integrated into PFPCS Charter's Enrollment Policy. It is intended as an administrative verification tool for CSO/Epicenter submission, solicitor review, Board consideration, annual staff training, and public-facing enrollment-material reconciliation.

Reviewer note
Items labeled "Not Applicable to PFPCS Charter — Cyber Charter Only" should not be converted into PFPCS Charter requirements unless a later controlling law or PDE directive expressly applies them to brick-and-mortar charter schools.

BEC Topic	BEC Requirement / Protection	Policy Section Where Addressed	Status	Recommended Administrative Control	Notes
Written enrollment policy / public record	Each school district and charter school must adopt a written student admission and enrollment policy as a public record.	Section 1; Cover; Appendix H	Fully Integrated	Maintain Board-adopted policy and public posting evidence.	Effective only after solicitor review and Board action.
Website publication	Schools should publish enrollment policies and procedures on publicly accessible websites.	Section 1; Section 20; Appendix G; Appendix H	Clarified in This Revision	Track posting date, URL, and version-control evidence.	Website materials must match policy and avoid extra conditions.
Translation and interpretation	Families with limited English proficiency must receive translation and interpretation support needed to understand enrollment and enroll promptly.	Section 3; Section 16; Appendix G	Already Addressed	Train enrollment staff and maintain interpreter/translation access process.	Also supports Title VI and EEOA obligations.
School-age eligibility	Children are school age from admission to the public-school program until graduation or the end of the term in which they turn 21; IDEA-eligible students may remain until age 22.	Section 2	Already Addressed	Verify age/grade rules annually against charter and PDE guidance.	Kindergarten age remains a local Board/charter control.

Entitlement to education	Resident and eligible nonresident school-age students are entitled to public-school enrollment when required documentation is provided, subject to protected exceptions.	Section 2; Section 7; Section 13	Fully Integrated	Apply immediate-enrollment exceptions before ordinary document rules.	Charter availability and lottery rules still apply where seats are limited.
Enrollment timing	A child normally attends next school day after presentation and in all cases within five business days once required documentation is provided.	Section 7; Section 10.2; Section 10.5; Section 13	Fully Integrated	Use enrollment tracker to document presentation date, required item receipt, and attendance date.	Does not weaken stronger immediate-enrollment protections.
Proof of age	BEC lists acceptable proof of age and requires flexibility based on circumstances.	Section 7.1; Appendix A	Already Addressed	Accept non-exhaustive reliable proof; avoid single-document barriers.	Birth certificate is not the only acceptable proof.
Immunization documentation	Accept immunization record, written statement from former school/medical office, or verbal assurance with records to follow; apply exemptions and protected exceptions.	Section 7.2; Appendix E	Fully Integrated	Nurse maintains provisional/immunization tracker and exemption files.	Cross-check with School Immunization Requirements BEC annually.
Proof of residency	Accept listed documentation; brick-and-mortar charters may request more than one form when reasonable, but additional confirmation should not delay enrollment.	Section 7.3; Appendix A	Already Addressed	Residency review must be reasonable and circumstance-sensitive.	Homeless students are exempt from proof-of-residency requirements.
Parent Registration Statement	Parent/guardian must submit sworn statement regarding specified disciplinary/expulsion matters, but enrollment may not be denied or delayed based on the statement.	Section 7.4; Section 15; Appendix A	Already Addressed	Use current PDE/School Code statement form and review for supports only.	Alternative education may be considered only where law permits.
Home Language Survey	All first-time enrolling students must receive the HLS; enrollment may not be delayed to administer it.	Section 7.5; Section 13.1; Appendix B	Fully Integrated	Retain HLS and trigger EL process when a language other than English is identified.	Do not use HLS as an admissions screen.
Cyber charter attendance/truancy record requirement	BEC imposes special attendance/truancy requirements for cyber charter enrollment only.	Section 15; Section 20; Appendix L	Not Applicable to PFPCS Charter — Cyber Charter Only	Do not impose cyber-charter-only prior attendance/truancy collection as a condition of PFPCS enrollment.	PFPCS is a brick-and-mortar charter school.
Documents may be requested but not required	Picture ID, health/mental-health history, physical/dental records, academic records, attendance records, IEP/special education records, registration forms, and other records may not be required as conditions of enrollment.	Section 8; Section 10.6; Section 15; Appendix A	Fully Integrated	Audit forms and staff scripts to remove any "required" label from optional documents.	Optional documents may support services after enrollment.
Registration form	Brick-and-mortar schools may ask for a registration form, but failure to complete it cannot be made a condition of enrollment.	Section 8; Appendix A	Clarified in This Revision	Ensure local registration form does not request prohibited information or create barriers.	Registration form is administrative, not an enrollment gate.
Education records	Receiving school requests records from prior school; family cannot be required to produce them; enrollment cannot be delayed for lack of prior records.	Section 13.2; Section 15; Appendix A	Fully Integrated	Send records request upon enrollment and track ten-business-day response where applicable.	Former Pennsylvania schools must forward records within ten business days.
Disciplinary records	Receiving school requests certified disciplinary record; failure to receive it cannot deny or delay enrollment.	Section 7.4; Section 15	Already Addressed	Use records to determine supports, not to block enrollment.	Alternative education only where law authorizes.
Prohibited requests	Schools may not request or require SSN, placement reason, visa, immigration status, agency records, court/dependency records except limited circumstances, or ACP legal address.	Section 9; Appendix A	Fully Integrated	Audit paper and electronic forms annually for prohibited fields.	Do not request Social Security card.
Immigration-status protection	Child's right to school may not be conditioned on immigration status; schools may not inquire into immigration status during admissions.	Section 3; Section 9	Already Addressed	Remove immigration-status fields from forms and scripts.	Consistent with Plyler-related guidance.

Address Confidentiality Program	ACP address is legal address; additional residence information may not be required except as permitted.	Section 9; Section 13.8; Appendix A	Already Addressed	Train staff to recognize ACP card and protect confidentiality.	Do not request actual address.
Cyber charter enrollment / residency form	Cyber charter enrollment and residency verification form is required for cyber charters, including recurring March 1 and November 1 processes.	Section 20; Appendix L	Not Applicable to LAB Charter — Cyber Charter Only	Do not impose cyber charter forms or recurring cyber verification deadlines on PFPCS families.	Keep in crosswalk for reviewer clarity.
Emancipated students	An emancipated student may enroll without additional adult assistance.	Section 13.6	Already Addressed	Provide staff guidance for self-enrollment and documentation support.	Apply no-barrier standard.
Foster students	Foster students receive immediate enrollment when required; school may request foster verification but not a court order or agency records.	Section 13.3; Appendix A	Fully Integrated	Coordinate with agency/school of origin and document BID-related placement changes.	Do not delay for missing records.
Students experiencing homelessness	Homeless students and unaccompanied youth are entitled to immediate enrollment without documents and without proof of residency.	Section 13.4; Section 17; Appendix A	Fully Integrated	Homeless liaison assists with enrollment, records, dispute resolution, and services.	Deadlines must be waived/flexibly applied when required.
Unaccompanied homeless youth	Unaccompanied homeless youth may enroll without documents and without adult assistance.	Section 13.4; Section 17.1	Already Addressed	Train front-office/enrollment staff to enroll first and refer to liaison.	Maintain confidential, non-stigmatizing process.
Pre-adoptive and adoptive students	Children living with pre-adoptive or adoptive parents are entitled to attend school in the district where those parents reside under the BEC framework.	Section 13.3; Section 13.5; Appendix L	Clarified in This Revision	Confirm local intake scripts treat pre-adoptive/adoptive placements consistently with foster/residency guidance.	May require solicitor review for edge cases.
Students returning from delinquency placements	Students returning from delinquency placements may not be automatically placed in alternative education solely due to delinquency adjudication.	Section 13.10; Section 15	Already Addressed	Use individualized placement/support review and hearing process where required.	Do not create admission barrier.
Custody orders and custody agreements	Custody order may be required only when parent relies on order/agreement as enrollment basis or resident adult uses legal documentation to show dependency/guardianship.	Section 13.11; Section 13.5	Already Addressed	Do not require custody orders as a general enrollment condition.	Review forms for overbroad custody-document language.
Military personnel children	Military-connected children have enrollment protections, including pre-residency enrollment with orders and proof of intent, and 45-day residency proof timeline.	Section 13.7; Section 14.4	Fully Integrated	Accept official military orders and proof of intent; track 45-day follow-up where applicable.	Includes military-connected students with disabilities.
Students experiencing educational instability	Schools must identify eligible students experiencing educational instability and provide applicable supports.	Section 13.9; Appendix G	Already Addressed	Include Act 1 identification and supports in intake workflow.	Coordinate with counseling/data staff.
Students living in institutions	Host districts provide education to nonresident students living in institutions under section 1306;	Section 2; Section 13; Appendix L	Clarified in This Revision	Escalate institutional-placement questions for administrative/solicitor review.	May require local applicability review for charter context.
	enrollment follows resident-student requirements where applicable.				
Resident adult supporting child gratis	Resident adult may enroll child with one of the permitted affidavits/legal documents; natural parent/former guardian may not be required to provide information.	Section 13.5	Fully Integrated	Use Section 1302 statement/legal-document process only as permitted; enroll within statutory timeline.	Receipt of public benefits/support is not personal compensation.
Twins and higher-order multiple siblings	Parents may request same-classroom or separate-classroom placement within statutory deadlines, subject to listed limitations and appeal rights.	Section 13.12	Already Addressed	Retain classroom-placement request process and appeal rights.	This is not an admissions preference.
Disenrollment protections	Act 67 of 2024 amended section 1302 protections before disenrollment based on residency or false sworn statement.	Section 18	Fully Integrated	Provide appeal opportunity, homeless-rights information, or court-order process before disenrollment.	Solicitor review recommended before disenrollment action.

Enrollment complaints	Enrollment disputes may be brought to PDE School Services; PDE contacts parties when possible within five school days.	Section 19	Already Addressed	Maintain PDE contact information in policy and family materials.	Confirm PDE contact details annually.
Enrollment BEC resources and related BECs	BEC references related forms, FAQs, related BECs, School Code sections, state regulations, and federal statutes.	Section 22; Appendix H; Appendix L	Clarified in This Revision	Annual review should confirm linked forms and related BECs are current.	Do not overburden public policy with raw resource list; maintain internal references.

BEC Integration Quality-Control Checks

Quality-Control Area	Result	Status
Required-document check	Policy limits ordinary enrollment requirements to proof of age, immunization documentation/exception, proof of residency unless exempt, Parent Registration Statement, and Home Language Survey.	Confirmed
Optional-document check	Policy states that picture identification, health/mental-health history, physical/dental records, academic records, attendance records, IEP/504 records, registration forms, and similar items may be requested but not required.	Confirmed
Prohibited-request check	Policy prohibits SSN/card, visa, immigration status, placement reason, agency records, overbroad dependency/court records, and ACP legal address.	Confirmed
Immediate-enrollment check	Policy protects students experiencing homelessness, unaccompanied youth, foster-care students, military-connected students, students with disabilities, students experiencing educational instability, students with protected immunization/document circumstances, and students lacking prior school records.	Confirmed
Cyber-charter check	Policy does not impose cyber-charter-only enrollment, residency verification, or attendance/truancy transfer requirements on PFPCS Charter.	Confirmed
Date check	BEC integration does not disturb SY 2026-27 / SY 2027-28 framing, APC date-verification placeholders, offer-response deadlines, or the five-business-day required-documentation rule.	Confirmed

Appendix M — Full Text of PDE Enrollment of Students BEC (Reformatted Source Appendix)

Formatting note: *The following source appendix contains the full uploaded Enrollment of Students BEC text reformatted to match the PFPCS Enrollment Policy style. The text is included as a source appendix for reference and should be checked against the official PDE webpage before final Board adoption or publication.*

Source	Pennsylvania Department of Education Basic Education Circular
Title	Enrollment of Students
Authority	24 P.S. §13-1301 - §13-1306
Date of Issue	May 1, 2026
Use in Policy	Reference appendix; substantive requirements integrated in policy body and Appendix L crosswalk.

Basic Education Circulars (BECs)

Enrollment of Students

24 P.S. §13-1301 - §13-1306

Date of Issue: May 1, 2026 (revised - formerly BEC 24 P.S. §13-1301, issued November 1, 2024, and BEC 24 P.S. §13-1302, issued July 1, 2002)

Purpose

This Basic Education Circular (BEC) provides guidance regarding public school enrollment procedures for School Age Students. It reflects current requirements of the Pennsylvania Public School Code (School Code) and 22 Pa. Code Chapter 11 (relating to student attendance). These public-school enrollment procedures, consistent with law, exist to ensure that public schools promptly enroll students who are residents or who are eligible non-residents.

Each school district and charter school must adopt a written policy on student admission and enrollment, which shall be a public record (22 Pa Code § 11.41). School districts and charter schools should publish enrollment policies and procedures on their publicly accessible websites.

Children and families with limited English proficiency must be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school promptly per the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

School Age Students

Children are considered school age from the time they are admitted to the public school educational program until graduation from high school or the end of the school term in which they turn 21, whichever occurs first. Children with disabilities eligible under the Individuals with Disabilities Education Act (IDEA) may remain enrolled in their resident school district or a charter school until their 22nd birthday.

The local school board has the right and responsibility to establish the age at which a child can begin the kindergarten program. Once the age requirement is established, districts cannot refuse admission to a child who meets the age requirement. See Admission to Kindergarten and Beginners BEC.

During the time a child is of school age, the child is entitled to attend the public schools of the resident school district or a charter school, or to attend other school districts as an eligible nonresident.

Non-special education students who turn 21 during the school term are entitled to finish that school term. If a student is under the age of 21 and has a high school equivalency credential (e.g., a Commonwealth Secondary School Diploma), the student may enroll in school and work toward a diploma. For subsidy purposes, students who reach age 21 after the school term begins are eligible to be counted for the entire school term.

Entitlement to Education

Every child of school age who is a resident of a Pennsylvania school district is entitled to a public-school education. This entitlement and the requirements to secure enrollment discussed throughout this BEC apply equally to:

- resident students residing with their parent(s)/guardian(s);
- emancipated minors residing in the district;
- non-resident students living with a district resident who is supporting the child gratis and seeking enrollment under section 1302(a.2) of the School Code;
- nonresident students living in a facility or institution; and
- nonresident students living in a foster home.

Provided that the required enrollment documentation described herein is provided, the school district or charter school must enroll resident and eligible non-resident children and permit them to attend school. A child shall normally be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days. However, enrollment is conditioned upon the receipt of the school district's or charter school's receipt of the required enrollment documentation (22 Pa. Code § 11.11(b)).

Required Enrollment Documentation

Whenever a child of school age is presented to a school district or charter school for enrollment by:

- a parent(s) or guardian(s),
- school district resident, or
- any other person having charge or care of the child,

the school district or charter school shall require that the following information be documented before enrolling the child and allowing the child to attend school:

1. **Proof of the Child's Age Any one of the following constitutes acceptable documentation:**
   - birth certificate;
   - notarized copy of birth certificate;
   - baptismal certificate;
   - copy of the record of baptism (notarized or duly

certified and showing the date of birth);
- notarized statement from the parents or another relative indicating the date of birth;
- a valid passport;
- a prior school record indicating the date of birth.

This list is non-exhaustive; schools should be flexible in consideration of the child's circumstances.

2. Immunizations Required by Law

The Pennsylvania Department of Health (DOH) promulgates immunization regulations (28 Pa. Code §§ 23.81-87) that require parents or guardians of students enrolled in grades K-12 to have their children immunized against various communicable diseases. The regulations, which implement section 1303a of the School Code, apply to kindergarten, elementary, and secondary students enrolled in a public school, private school, other nonpublic school, and home education. While recommendations on immunization requirements may be made at the federal level, the authority to establish immunization requirements for school enrollment remains with DOH.

Any one of the following constitutes acceptable documentation:

- the child's immunization record;
- a written statement from the former school or from a medical office that the required immunizations have been administered, or that a required series is in progress; or
- verbal assurances from the former school or a medical office that the required immunizations have been completed with records to follow.

There are certain exceptions to this requirement for students who have medical/religious exemptions, who are experiencing homelessness, who are moving or transferring into a school in the Commonwealth, or who are in foster care and are not able to provide immunization records at the time of enrollment.

Please consult the School Immunization Requirements BEC for more information.

3. Proof of Residency

The School Code defines a student's school district of residence as the school district within the Commonwealth in which the parents or guardians of a child reside. With limited exception as detailed further in this BEC, proof of residency must be provided when enrolling a student in school.

When enrolling in a school district, charter school, regional charter school or cyber charter school, any one of the following containing the name and current address of the child's parent or guardian constitutes acceptable documentation:

- A current deed;
- A mortgage statement no more than three months old;
- An active residential lease agreement;
- A utility bill no more than three months old;
- An internet bill no more than three months old;
- A credit card bill no more than three months old;
- A bank statement no more than three months old;
- A tax bill no more than three months old;
- An insurance document no more than three months old; or
- A piece of mail sent in the past three months by the federal or state government such as benefits information, voter registration, or tax documents.

A school district, brick-and-mortar charter school or regional charter school may request that more than one form of residency confirmation be provided. However, provision of additional documentation should not delay enrollment. School districts, brick-

and-mortar charter schools and regional charter schools should consider what information is reasonable in light of the family's circumstances.

Section 1748-A of the School Code, as amended by Act 47 of 2025, limits cyber charter schools to requesting only one of the documents listed. (24 P.S. § 17-1748-A(b))

Parents or guardians of students experiencing homelessness, as defined under applicable federal and state law, are exempt from this requirement. See Additional Considerations section below.

Additional guidance pertaining to the enrollment of students in cyber charter schools can be found below and in the Cyber Charter Schools BEC.

4. Parent Registration Statement

For a student to be admitted to any public school, the parent or guardian must submit a sworn statement (See Parental Registration Statement (PDF)) attesting to the following:

- whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property (24 P.S. § 13-1304-A); and
- whether the student has been or is expelled under section 1318.1 of the School Code for being convicted or adjudicated delinquent of committing a sexual assault upon another student enrolled in the same school.

A school may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement. However, if a student is currently expelled for a weapons offense, the school can provide the student with alternative education services during the period of expulsion (24 P.S. § 13-1317.2(e.1)). If a student is or was expelled for an act or offense involving a sexual assault conviction or adjudication of delinquency, the school can provide the student with alternative education services. (24 P.S. § 13-1318.1(f)).

If the disciplinary record or sworn statement indicates the student has been expelled from a school in which they were previously enrolled, for reasons other than a weapons offense, it is recommended the school review the student's prior performance and school record to determine the services and supports to be provided upon enrollment.

5. Home Language Survey

All students seeking first-time enrollment in a school shall be given a home language survey in accordance with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey. The Home Language Survey (PDF) is found on the Pennsylvania Department of Education (PDE) website.

6. Attendance and Truancy Records (FOR ENROLLMENT IN A CYBER CHARTER SCHOOL ONLY)

Section 1333 of the School Code prohibits a child who is habitually truant, meaning the student has six or more unexcused absences during the school year, from transferring during the school year to a cyber charter school unless a judge determines that the transfer is in the best interest of the child.

Accordingly, cyber charter schools should ask, at the time a student presents for enrollment in the cyber charter school, Cyber Charter Schools BEC.

Documents Which May Be Requested But Not Required As A Condition Of Enrollment

Items Which May Be Requested

School districts and charter schools often seek to obtain information from families in addition to the mandatory items discussed above. Although schools may ask for any of this information, they may not require it as a condition of enrolling or admitting a child and they may not delay a child's enrollment or attendance or mark a child absent until these documents are provided.

Below are documents that a school district, charter school, regional charter school or cyber charter school may request but may not require as a condition of enrollment:

- picture identification
- health or mental health history;
- physical or dental examination records;
- academic records;
- attendance records, except that cyber charter schools must collect and maintain information regarding a student's prior attendance and truancy status prior to enrollment;
- Individualized Education Program (IEP) and other special education records;
- documentation of physical examination; and
- documentation from other sources (i.e., Registration Form, Student Education Records, and Disciplinary Records).

Registration Form

School districts and brick-and-mortar charter schools may ask parents and guardians to complete a registration form when enrolling a child. However, failure to complete the form developed by the school district or brick-and-mortar charter school cannot be made a condition of the student's enrollment. These registration forms for student enrollment in a school district or brick-and-mortar charter school may include the following: name, address, telephone number, name of parent(s) or guardian(s) or resident adult(s) with whom the student is living, emergency contact information, former school information, and other locally required information.

Except for cyber charter schools, there is no standard form for enrolling students in Pennsylvania schools. Parents and guardians must submit the Cyber Charter School Enrollment Form and Residency Verification Form (PDF) when initially enrolling a student in a cyber charter school and by March 1 and November 1 during each year the student is enrolled in the cyber charter school. This form is developed by PDE and is available on the PDE website. The Cyber Charter School Enrollment Form and Residency Verification Form (PDF) of a newly enrolled cyber charter student shall satisfy the first November 1 or March 1 notification deadline, whichever is sooner. This documentation must be provided to both the cyber charter school and the student's school district of residence. See Cyber Charter Enrollment section of this BEC.

Documentation Required From Other Sources

A school district or charter school is entitled by law to receive the educational records, including disciplinary records, of an enrolling student from the student's previous school. However, providing this information rests with the educational entity and not the student's family. The receiving school district or charter school also may not require this information as a precondition to enrollment and may not delay a student's enrollment for lack of this information.

Student Education Records

Upon enrollment, the school district or charter school is to contact the student's former school for a copy of the student's education records. The former school district or charter school, if within this Commonwealth, is required to respond by forwarding the records within 10 business days of the date upon which a student's records are requested by another Commonwealth school district or charter school. School districts and charter schools shall enroll students within five (5) business days regardless of receipt of records from the previous school. (22 Pa. Code § 11.11(b)).

School districts, charter schools, and career and technical centers must provide students who meet the definition of habitually truant with a school attendance improvement plan and pursue remedies to mitigate the student's habitual truancy for the remainder of the school year or until the student is no longer of compulsory school age, regardless of whether the student was enrolled in the school district, charter school, or career and technical center at the time of truancy. All schools should seek the attendance records, including any school attendance improvement plan, from a student's former school.

Children of active-duty military families may present unofficial or "hand-carried" educational records for enrollment. Upon receipt of the unofficial educational records, the school must enroll and place the student based on information presented in the unofficial records pending validation by the official records as soon as possible. Official records must still be forwarded to the receiving school within 10 business days (22 Pa. Code Chapter 721).

Disciplinary Records

Whenever a pupil transfers to another Pennsylvania school entity or nonpublic school, a certified copy of the student's disciplinary record shall be transmitted to the school entity or nonpublic school to which the pupil has transferred. The school entity or nonpublic school to which the student has transferred should request the record. The sending school entity or nonpublic school shall have 10 days from receipt of the request to supply a certified copy of the student's disciplinary record.

Failure to receive the student's disciplinary record cannot be used to deny or delay the student's enrollment or school attendance. A school district or charter school may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement.

However, if a student currently is expelled for a weapons offense, the school district or charter school can

provide the student with alternative education services during the period of expulsion (24 P.S. § 13-1317.2(e.1)). If the disciplinary record or sworn statement indicates that the student was expelled from their prior school for reasons other than a weapons offense, school districts and charter schools are advised to review the student's prior performance and school record to determine the services and supports to be provided upon enrollment in the district or charter school.

Prohibited Requests

Items Which May Not Be Requested

A school district or charter school may neither request nor require any of the following for enrollment and for residency determinations:

- a social security number;
- the reason for a child's placement if not living with natural parents;
- a child's or parent's visa;
- immigration status;
- agency records;
- a court order or records relating to a dependency proceeding, except in the limited circumstances described in this BEC; or
- Legal address for families enrolled in the Address Confidentiality Program (PDF).*

A child's right to be admitted to school may not be conditioned on the child's immigration status. A school may not inquire regarding the immigration status of a student as part of the admissions process. Plyler v. DOE, a U.S. Supreme Court decision, held that it is unconstitutional to deny free public education to children who are not legally admitted into the United States. See Foreign Students' Eligibility for Enrollment BEC.

* Some families may enroll a student using an ACP card which lists a post office box as their address. This is their legal address and school districts shall not require additional information about their residence. School records from the student's former school will be forwarded through the ACP. If there are questions about the family's eligibility for enrollment, contact the ACP at 1-800-563-6399. Review the ACP Flyer (PDF) and reach out to Office of Victim Advocate at 800-563-6399 or email ra-avainfo@pa.gov.

Cyber Charter School Enrollment

The parent or guardian of a student enrolled in a cyber charter school must submit proof of the student's residency upon initial enrollment and by March 1 and November 1 annually using the Cyber Charter School Enrollment and Residency Verification Form (PDF).The notification form of a newly enrolled cyber charter student shall satisfy the first November 1 or March 1 notification deadline, whichever is sooner. This documentation must be provided to both the cyber charter school and the student's school district of residence. In addition, a cyber charter school may request residency verification from a parent or guardian at any time. (24 P.S. § 17-1748-A)

In addition to completing the Cyber Charter School Enrollment and Residency Verification Form (PDF), a parent or guardian must provide acceptable documentation containing their name and address. A list of acceptable documentation for students enrolling in a cyber charter school is found in the Cyber Charter School Enrollment and Residency Verification Form (PDF).

The requirement to provide proof of residence under section 1748-A of the School Code does not apply to a student identified as experiencing homelessness.

A child who is habitually truant is prohibited from transferring during the school year to a cyber charter school unless a judge determines that the transfer is in the best interest of the child. (24 P.S. § 13-1333(c.1)). This law applies to habitually truant students transferring from any school to a cyber charter school, including other cyber charter schools, and applies to students identified as experiencing homelessness.

A child is "habitually truant" if the child is subject to compulsory school attendance and has incurred six or more school days of unexcused absences during the current school year. A conviction for violating compulsory attendance laws is not necessary for a child to be habitually truant.

Because a child who is habitually truant is prohibited from transferring during the school year to a cyber charter school unless a judge determines that the transfer is in the best interest of the child, cyber charter schools should ask whether the student who presents for enrollment during the school year has had six or more unexcused absences during that school year at their prior school and should confirm the student's attendance and truancy record upon receipt of the student's records from their prior school.

For additional guidance on truancy and habitual truancy, see the Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences BEC. For more information on cyber charter enrollment and residency verification, see the Cyber Charter Schools BEC.

Additional Considerations

Emancipated Students

An emancipated student is a student who is otherwise entitled to enroll in school and who has established a domicile apart from the continued control and support of parents or guardians or who is living with a spouse.

The school district in which the student is living is the student's school district of residence, and the student may enroll without any additional assistance from an adult.

Foster Students

Nonresident children placed in foster care must be educated in accordance with 24 P.S. § 13-1305(a), which provides that a nonresident child in paid foster care is "entitled to all free school privileges accorded to resident children of the district. . . in the same manner as though such child were in fact a resident child of the district." A school district or charter school may request verification that the child is residing with a foster parent or is in a pre-adoptive or adoptive home in the form of a letter or the Identification of Students in Foster Care to School Points of Contact form (PDF) from the appropriate agency, but the school cannot require a court order or agency records.

Children placed into foster care often move from one foster home to another and such moves may involve school changes as well. If an entry into foster care or change in placement occurs, a best interest determination (BID) must occur. Children in foster care should remain enrolled in the school of origin unless there is a determination that it is not in the child's best interest to attend the school of origin. If it is determined to be in the child's best interest, the child has the right to remain in the school of origin during the pendency of their time in foster care.

If a determination is made that remaining in the school of origin is not in the child's best interest, the child's new school must ensure that a child in foster care is immediately enrolled in their new school even if the student does not have the required documentation. The enrolling school must contact and collaborate with the student's prior school for relevant records.

Students experiencing homelessness

Educational agencies shall ensure that all children experiencing homelessness have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Homeless students may reside in shelters, hotels, motels, cars, tents or be temporarily doubled up with a resident family because of lack of housing. In the case of homeless students, traditional concepts of "residence" and "domicile" do not apply. Homeless children and youth lack a fixed, regular, and adequate night-time residence.

Unaccompanied homeless youth may enroll without documents and without the help of an adult. Unaccompanied homeless youth include any child who is "not in the physical custody of a parent or guardian." Falling within this definition are students who have run away from home, been thrown out of their home, or been abandoned or separated from their parents or guardians.

Homeless youth are entitled to immediate enrollment, and their families are not required to prove residency regarding school enrollment. These students should be enrolled without delay in the district where they are presently residing or continue their education in their school of origin. See the McKinney-Vento Act, 42 U.S.C. §§

11431 et seq. and the Education for Homeless Youth BEC for additional guidance.

Homeless youth remain subject to compulsory attendance and truancy requirements under the School Code.

Pre-Adoptive and Adoptive Students

The Federal Adoption Assistance Program, among other things, provides for adoption assistance payments to encourage the placement of certain hard-to-place children with adoptive parents (42 U.S.C. § 673). Children living with pre-adoptive parents who are receiving adoption assistance subsidies, pre-adoptive foster payments, or other payments such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), are entitled to attend school in the school district in which the pre-adoptive parents reside.

Notwithstanding receipt of any of the above payments, children living in pre-adoptive situations are considered residents of the school district in which their pre-adoptive parents reside under section 1302 of the School Code. Children living with adoptive parents are entitled to all free school privileges accorded to resident school children of the district under section 1302.

Re-Enrollment Of Students Returning From Delinquency Placements

When a student returns to a school district or charter school from a delinquency placement, the school cannot automatically place the child in an alternative education program for disruptive youth merely because the child had been adjudicated delinquent. Like any other student being transferred to an alternative school, students returning from delinquency placement are entitled to an informal hearing prior to being placed in an alternative education program.

The purpose of the hearing is to determine whether the student currently is fit to return to the regular classroom or meets the definition of a disruptive student. Factors a school should consider include whether the incident causing the adjudication occurred at school or at a school-sponsored event, the child's behavior in placement, and the recommendations of teachers and other adults (such as juvenile probation officers) who have worked with the youth.

Resident Students and Court Orders or Custody Agreements

Every school-age child is entitled to attend the public schools of the child's district of residence, which is the school district where the child's parent(s) or legal guardian resides. In addition, based on specific circumstances described in this BEC, a school-age child may be entitled to attend the public schools in a district as a non-resident.

When parents reside in different school districts due to separation, divorce, or other reasons, the child may attend school in the district of the parent with whom the child lives for a majority of the time, unless a court order or court-approved custody agreement specifies otherwise. If the parents have joint custody and the child's time is evenly divided between the parents, the parents may choose which of the two school districts the child will attend for the school year. If the parent who is enrolling the child is relying on a court order or custody agreement as the basis for enrolling the child, then the school district or charter school may require that the parent provide a copy of the order or agreement.

As stated below, a school district may also require a resident to provide a custody or dependency order when the resident is seeking to enroll the child under section 1302(a.2)(1) of the School Code which requires "appropriate legal documentation to show dependency or guardianship." A school district or charter school may not, however, require a custody order or agreement as a condition of enrollment in any circumstances other than the two circumstances specified above.

School-Age Children of Military Personnel

When Pennsylvania residents who are military personnel are deployed and their school-age children are living with relatives or family friends in a school district for that period of time, the students are entitled to attend school in the school district in which they are residing. These students should be enrolled using the Section 1302 Statement/Affidavit process described in this BEC, except that the resident is to be presumed to be supporting the child without personal compensation or gain (gratis).

Under section 1302.1 of the School Code, a child whose parent or legal guardian is an active-duty member of

the armed forces of the United States, including the reserves, and who has received official military orders to transfer into Pennsylvania is allowed to enroll in a school district before establishing residency. The parent or guardian must provide a copy of the official military orders and proof of their intention to move into the school district. Proof of intention includes a signed contract to purchase a home, a signed lease agreement, or a statement from the parent or guardian stating their intention to move into the school district. The parent or guardian must provide proof of residency in the school district to the school district no later than 45 days after the arrival date stated in the military orders.

Students Experiencing Education Instability

Section 1331.1 of the School Code requires school entities to identify eligible students who experience "education instability" and provide certain supports for these students. A student experiencing "educational instability" is a student who has one or more changes in school entity enrollment during a single school year as a result of any of the following:

- Homelessness, as defined in the McKinney-Vento Homeless Assistance Act and as determined by the school entity;
- An adjudication of dependency under 23 Pa.C.S. Ch. 63 (relating to child protective services) and 42 Pa.C.S. Ch. 63 (relating to juvenile matters);
- An adjudication of delinquency under 23 Pa.C.S. Ch. 63 and 42 Pa.C.S. Ch. 63 as disclosed at the discretion of the parent or guardian of the student; or
- An adjudication as part of court-ordered services under a voluntary placement or custody

agreement. See Act 1 of 2022: Supporting Graduation for Students Experiencing Education Instability BEC.

Students Living In Institutions

School districts in which children's institutions, including detention homes, drug and alcohol treatment centers and other similar facilities, are located (referred to as host school districts) are required to provide an education and, when appropriate, special education to nonresident students of the host district who are placed into the institution. This includes the right to attend the school district's public schools if appropriate for the child. Enrollment of these students follows the same requirements as resident students of the school district. See 24 P.S. § 13-1306 Nonresident Students in Institutions BEC.

Students Living With A Resident Adult Other Than A Parent

When a child is living with a district resident who is supporting the child without personal compensation (gratis), the child may attend the public schools of that resident’s school district, provided that resident makes application and supplies the required

enrollment information noted in the Required Enrollment Documentation section of this BEC. In addition, before accepting the child as a student, the district shall require the resident to file only one of the following:

- A sworn and notarized statement from the resident of the school district consistent with the requirements of section 1302(a.2) of the School Code, indicating that the signer is a resident of the school district, is supporting the child without receiving personal compensation, that the child is living with the resident continuously and not just for the school year, and that the resident will accept all responsibilities relating to the child’s schooling (see the model Sworn Statement by Resident Under § 13-1302 (PDF)); or
- Appropriate legal documentation to show dependency or guardianship, which may include a custody order.

The school district may, pursuant to PDE guidelines (PDF), require other information to be submitted by the resident to substantiate the sworn statement.

The natural parent(s) or former guardian(s) of the student may not be required to provide information.

Once the requested information is provided, the school district must enroll the child as it would enroll a resident student and permit the child to begin to attend school without delay, but in no case more than five (5) days after the requested information is provided. If the school district determines the resident is not supporting the child gratis or the student is not continuously living with the resident, the school district does not have to enroll the student.

A resident's receipt of payments, such as SSI, TANF, pre-adoptive or adoptive support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the child such as child support, shall not be deemed to be personal compensation or gain.

Twins And Multiple Siblings

Twins or higher-order multiple siblings are to be enrolled in the same manner as all other students. The School Code provides for parental discretion in the classroom placement of twins or higher-order multiples. A parent or guardian of twins or higher-order multiples who attend the same grade level at the same school may request that the children be placed in the same classroom or separate classrooms. The parent or guardian must make the request no later than 10 days after the beginning of the school year or 10 days after the first day of the student's attendance, if the students are enrolled after the school year commences.

The school may recommend classroom placement to the parents and provide professional education advice to the parents to assist them in making the best decisions for their children's education. The school shall provide the classroom placement requested, unless, after consultation with the school district superintendent or their designee, the principal determines that alternative placement is necessary. The law affords the parents the opportunity to appeal that denial. A school is not required to place twins or higher-order multiples in separate classrooms if the request would require the school district to add an additional class to the grade level of the siblings. (24 P.S. § 13-1310.1)

Disenrollment Of Students

Section 1302 of the School Code, as amended by Act 67 of 2024, specifies that, if a school district determines that the parents, guardians, or other person having charge of a child who is enrolled as a resident of the school district does not reside in the school district, the school district may not disenroll the child until the child's parents, guardians, or other person having charge of the child: are provided an opportunity to appeal that decision through the school district's relevant grievance policy and any appeal has been exhausted; after being provided notice, declined to participate in the appeal process; are provided information related to the educational rights of homeless students; or a court enters an order directing the child to be disenrolled and enrolled in another school district.

Additionally, if it is found that the information contained in the sworn statement provided to the school district consistent with the requirements of 24 P.S. § 13-1302(a.2) is false, a child may not be disenrolled from the school district until the child's parents, guardians, or other person having charge of the child: are provided an opportunity to appeal that decision through the school district's relevant grievance policy and any appeal has been exhausted; after being provided notice, declined to participate in the appeal process; are provided information related to the educational rights of homeless students; or a court enters an order directing the child to be disenrolled and enrolled in another school district.

Enrollment Complaints

When a dispute arises regarding the enrollment of a student, the person attempting to enroll the child or the school district or charter school may bring the dispute to the attention of PDE's School Services Office.

To file a complaint, email, call or mail the PDE School Services using the following contact information:

School Services Office Office of Elementary and Secondary Education Pennsylvania Department of Education 607 South Drive Harrisburg, PA 17120 Phone: 717-787-4860 Fax: 717-214-4389 Email: RA-PDE-SchoolService@pa.gov

After receiving a complaint, a PDE representative will contact the school, family or other involved parties to gather information and to try to help resolve the dispute. These contacts, whenever possible, will occur within five (5) school days of receipt of the complaint.

Resources

- Frequently Asked Enrollment Questions and Answers
- ACP Flyer
- Address Confidentiality Program
- Cyber Charter School Enrollment Form and Residency Verification Form (PDF)
- Department of Health – School Vaccination Flyer for parents / caregivers (PDF)
- Department of Health – Immunization Requirements and FAQs (PDF)
- Guidelines for Reasonable Information to

- Substantiate Sworn Statement by Resident Under 24 P.S. § 13-1302 (PDF)
- Home Language Survey (PDF)
- Identification of Students in Foster Care to School Points of Contact form (PDF)
- Parental Registration Statement (PDF)
- Sworn Statement by Resident Under § 13-1302 (PDF)
- Transcripts From a Closed Nonpublic/Private K-12 School

References

Related Basic Education Circulars

- Act 1 of 2022: Supporting Graduation for Students Experiencing Education Instability
- Admission to Kindergarten and Beginners
- Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences
- Cyber Charter Schools
- Disciplinary Exclusions of Students Who Are Eligible for Special Education
- Education for Homeless Youth
- Foreign Students' Eligibility for Enrollment
- Guidelines for Reasonable Information to Substantiate Sworn Statement by Resident under 24 P.S. § 13-1302 (PDF)
- 24 P.S. §13-1306 Nonresident Students in Institutions
- School Immunization Requirements
- Student Records Being Retained by a Private School
- Transfer of Records

State Statutes

- 24 P.S. § 13-1302
- 24 P.S. § 13-1302.1
- 24 P.S. § 13-1303a
- 24 P.S. § 13-1310.1
- 24 P.S. § 13-1305(a)
- 24 P.S. § 13-1317.2(e.1)
- 24 P.S. § 13-1318.1
- 24 P.S. § 13-1331.1
- 24 P.S. § 13-1333
- 24 P.S. §§ 13-1371 et seq.
- 24 P.S. § 13-1304-A
- 23 PaC.S. Chapter 63
- 42 Pa.C.S. Chapter 63

State Regulations

- 22 Pa. Code Chapter 11
- 22 Pa. Code, Chapter 14
- 22 Pa. Code Chapter 16
- 22 Pa. Code Chapter 711
- 22 Pa. Code Chapter 721
- 28 Pa. Code §§ 23.81-87

Federal Statutes

- 20 U.S.C. § 1703
- 42 U.S.C. § 673 42 U.S.C. § 2000d et seq.

Bureau/Office Contact

School Services Office Office of Elementary and Secondary Education Pennsylvania Department of Education 607 South Drive Harrisburg, PA 17120 Phone: 717-787-4860 Fax: 717-214-4389 Email: RA-PDE-SchoolService@pa.gov

End of reformatted source appendix. *For implementation, PFPCS Charter should rely on the official PDE posting and any subsequent PDE updates, solicitor review, and Board action.*

The
People for People
Charter School

Day to Day Operations

STUDENT EXPRESSION POLICY

Scope

The Student Expression Policy at People for People Charter School is established in accordance with all applicable federal, state, and local laws, including the **Philadelphia Commission on Human Relations Regulation No. 9**, **Section 9-1133 of the Home Rule Charter**, and **Section 9-1111 of the Fair Practices Ordinance**. This policy applies to all conduct within the school, including on school property, during school-sponsored activities, and in the use of school-related electronic communications and technology, such as computers, networks, forums, and mailing lists. The policy is designed to ensure that all students, regardless of their gender identity, gender expression, or any other protected characteristic under **Section 9-1102(1)(e)** of the Fair Practices Ordinance, are treated with respect and dignity.

Definitions

Youth: Refers to any student enrolled at People for People Charter School, as defined in **§ 9-1133(1)** of the Home Rule Charter.

Institution: Refers to People for People Charter School and any affiliated programs, activities, or events, in line with the definition of "Institutions Serving Youth" in **§ 9-1133(1)**.

Gender Identity: Refers to an individual's internal sense of their gender, which may differ from the sex assigned at birth, as defined in **§ 9-1102(1)** of the Fair Practices Ordinance.

Transgender: Refers to individuals whose gender identity is different from the sex assigned at birth, including those undergoing social and/or medical transitions.

Gender Expression: Refers to the external manifestation of gender through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender Nonconforming: Refers to individuals whose gender expression does not adhere to traditional societal expectations, as defined in **§ 9-1133(1)**.

Gender-Neutral Pronouns: Pronouns such as they/them/their (singular) used by some transgender and gender nonconforming individuals, as well as gender-neutral terms like "parent/legal guardian" instead of "mother" or "father."

Guidelines for Student Expression

Names/Pronouns:
People for People Charter School will use the name and pronouns that align with a student's gender identity in all verbal interactions, written correspondence, and official records. Intentional or repeated refusal to use a student's chosen name or pronouns is considered a violation of the Fair Practices Ordinance and will be addressed through the school's disciplinary procedures.

Hate Speech:
School personnel are prohibited from using derogatory or offensive language towards transgender or gender nonconforming students. The school will take immediate action to correct any instance of hate speech. Offensive slurs, regardless of context, may be classified as hate speech under **Section 9-1102(1)(e)** of the Fair Practices Ordinance, which prohibits discrimination based on gender identity and expression.

Privacy/Confidentiality:
People for People Charter School respects the privacy of all students and will not disclose information that may reveal a student's transgender identity or gender nonconformity without explicit consent, except as required by law. Unauthorized disclosure is a violation of **Regulation No. 9** and will be subject to investigation and disciplinary action.

Gender-Expansive Activities:
The school will reduce or eliminate gender segregation in activities whenever possible. When gender segregation is necessary, students will be allowed to participate in activities consistent with their gender identity, in accordance with **Regulation No. 9**.

Gender-Neutral Language:
People for People Charter School will use gender-neutral language in all communications, consistent with **Regulation No. 9**. This includes using "they" as a singular pronoun and terms like "parent/legal guardian" instead of "mother" or "father."

Restroom Access:
Students are entitled to use restrooms that correspond with their gender identity. If a student desires additional privacy, they will be provided access to a single-stall restroom, though no student will be required to use one if they do not wish to. This policy is in line with **Regulation No. 9**.

Locker/Dressing Room Access:
Students will have access to locker rooms and dressing rooms consistent with their gender identity. The school will provide reasonable alternatives for any student requiring heightened privacy, ensuring that confidentiality is maintained, as required by **Regulation No. 9**.

Discrimination and Harassment

Discrimination:
Discrimination based on gender identity, gender expression, or any other protected characteristic is strictly prohibited under **Section 9-1102(1)(e)** of the Fair Practices Ordinance. Any violation of this policy may lead to an investigation by the Philadelphia Commission on Human Relations.

Investigation:
People for People Charter School will ensure that any reports of discrimination, harassment, or violence are promptly and thoroughly investigated. The school will communicate the investigation process to the student and ensure appropriate corrective actions are taken, in compliance with **Regulation No. 9**.

Training and Awareness

People for People Charter School will regularly train all staff members on their responsibilities under this Student Expression Policy. Professional development will be provided to build staff skills in preventing, identifying, and responding to bullying, harassment, and discrimination against transgender and gender nonconforming students. The policy will be made accessible to students and staff, posted on the school's website, and communicated through other appropriate channels, as required by **Regulation No. 9**.

Exemptions

Any claims for exemptions from this policy based on bona fide religious or legal grounds must be raised in writing to the school administration. Exemptions will be granted only as required by applicable legal precedents, including those outlined in **Regulation No. 9** and the Fair Practices Ordinance.

DRESS CODE POLICY

Scope and Purpose

The Dress Code Policy at People for People Charter School is established to maintain a safe, respectful, and inclusive learning environment for all students. The policy is designed to ensure that students can express their gender identity through their choice of attire while adhering to the school's standards for appropriate dress. This policy complies with federal, state, and local laws, including the **Philadelphia Commission on Human Relations Regulation No. 9** and **Section 9- 1102(1)(e)** of the Fair Practices Ordinance, which prohibit discrimination based on gender identity and expression.

General Dress Code Guidelines

All students at People for People Charter School are expected to dress in a manner that is neat, clean, and appropriate for a school setting. The dress code is intended to support a learning environment where all students feel comfortable and respected.

Gender Identity and Dress

Freedom of Expression:
Students are permitted to dress in a manner consistent with their gender identity or gender expression. This includes wearing clothing traditionally associated with either gender or choosing a gender-neutral appearance. The school's dress code will be enforced in a manner that does not discriminate based on gender identity or expression, in compliance with **Section 9- 1102(1)(e)** of the Fair Practices Ordinance.

Non-Discrimination:
No student shall be disciplined or otherwise penalized for choosing attire that aligns with their gender identity or expression. The intentional enforcement of the dress code in a discriminatory manner, such as targeting students who do not conform to traditional gender norms, is prohibited under **Regulation No. 9**.

Dress Code Flexibility:
The dress code at People for People Charter School is designed to be flexible to accommodate the diverse needs of its student body. Students may request accommodations to the dress code based on their gender identity, cultural or religious beliefs, or other personal reasons. Such requests will be reviewed and granted where reasonable and in accordance with **Regulation No. 9**.

Specific Dress Code Requirements

Safety and Appropriateness:
All clothing must be appropriate for a school setting and should not include any offensive or disruptive images, language, or symbols. Clothing must also adhere to safety standards, particularly in certain classes such as physical education or science labs, where specific attire may be required.

Uniforms:
If People for People Charter School requires uniforms, students will be permitted to wear uniforms that align with their gender identity or expression. The school will provide uniform options that accommodate all students, ensuring that no student is forced to wear attire that does not align with their gender identity.

Enforcement:
The enforcement of the dress code will be carried out in a consistent and non-discriminatory manner. Any concerns regarding the dress code and its application should be addressed through the school's established channels for grievances and complaints, ensuring compliance with **Section 9-1102(1)(e)** of the Fair Practices Ordinance.

Training and Awareness

People for People Charter School will provide training to all staff on the implementation and enforcement of the Dress Code Policy. This training will include information on respecting students' gender identity and expression in relation to dress. The school will also educate students and parents about the Dress Code Policy and the rights of students under **Regulation No. 9** and the Fair Practices Ordinance.

Review and Updates

The Dress Code Policy will be reviewed regularly to ensure it remains inclusive and non- discriminatory. Any changes to the policy will be communicated to students, parents, and staff in a timely manner, with opportunities for input from the school community.

Exemptions

Students may request exemptions from specific dress code requirements based on bona fide religious, cultural, or personal reasons. Such requests must be submitted in writing to the school administration and will be considered in accordance with **Regulation No. 9** and the Fair Practices Ordinance.

This Dress Code Policy ensures that all students at People for People Charter School have the freedom to express their gender identity through their choice of attire while maintaining a respectful and inclusive school environment.

Uniforms must be worn every day that the student is in attendance beginning the first day of school. **Parents will be required to come and pick up the student from PFPCS for any noncompliance of the uniform dress code.**
Nothing in this Uniform Policy restricts or bans a student from wearing religious garb. Parents with concerns regarding religious dress are encouraged to discuss them with the Principal. Why a mandatory dress code? A uniform dress code provides all of the following benefits:

- Reduces peer pressure and social stigma;
- Simplifies dressing preparation in the morning;
- Encourages distinction of character and personality instead of appearance;
- Places emphasis on learning, not the clothing;
- Equalizes economic diversity;
- Lowers long-term clothing costs;
- Allows for a cohesive presentation as a group;
- Facilitates security by identifying outsiders; and
- Enhances school spirit and helps build students' self-esteem.

School uniforms may be purchased at Cramers Kids Uniform Store. ***Cramers Uniforms*** online at www.cramersuniforms.com (search for People for People Charter School), or at 5226 Market Street. For more information you may contact them at (215) 743-0750. Please note the detailed description of the dress code below:

Students: K-8

- Green collared shirt;
- Khaki bottom: pants with a belt, knee-length skirts, or jumpers; and
- All black footwear. (Preferred)

NOTE - ONLY GREEN cardigans or pullover sweater WITHOUT a hood are acceptable.

IN ADDITION:

- No flip-flops or sandals are allowed.
- No hats, scarves or large headbands are allowed, except those worn for religious observances.
- Jewelry should be kept to a minimum, including necklaces and large earrings.
- Jackets and/or hooded sweatshirts are not permitted to be worn during PFPCS day.
- Pants should be belted and properly fastened at the waist.
- Student uniforms should not bear any visible emblem, insignia, or monogram other than the PFPCS emblem.
- **Physical Education uniforms,** including t-shirt and sweat pants are ONLY allowed on PE days. Students who wear a GYM uniform on non-gym days will receive a loaner uniform for the day.
- **Winter** – PFPCS recognizes that the building temperature fluctuates during specific times in PFPCS year. With that, students are permitted to wear a SOLID GREEN hoodless cardigan or a SOLID color long sleeved shirt underneath their GREEN collared uniform shirt.
- **Summer** – Knee length Bermuda shorts are permitted during hot summer months.

RESIDENCY

PFPCS works in conjunction with PFPCS District of Philadelphia and its liaison for children who are in foster care and/or are experiencing homelessness. PFPCS works to ensure that the student's educational placement and services are maintained, as needed, and that any obstacles regarding residency and homelessness are removed. Resources are dedicated to supporting these students, including through assisting with uniform purchase and transportation to and from school.

CHANGE OF ADDRESS, PHONE NUMBER, OR EMPLOYMENT

Parents are required to complete an Emergency Data Form giving the name, address and telephone numbers of all places of employment, plus the names, addresses and telephone numbers of alternate persons to contact in case of an emergency. In the event of illness, or an emergency, this information is invaluable. Parents are required to notify PFPCS office, in writing, if any data on this form changes at any time during PFPCS year.

The People for People Charter School

Attendance Policies

It is essential that students are in school as much as possible. Studies show that students who miss a significant portion of instructional time fall behind academically and experience greater behavioral challenges in the classroom.

The State of Pennsylvania has adopted a new Truancy Law that places strict guidelines on how schools should respond to students who are truant and/or habitually truant. Students are considered "truant" when they have amassed "three (3) or more school days of unexcused absences during the current school year." Students are considered "habitually truant" when they have amassed "six (6) or more school days of unexcused absences during PFPCS year."

ABSENCE NOTES

Parents **must submit** an absence note to PFPCS **within three (3) days** of the children's unexcused absence. A note received after three days will/will not be accepted at the discretion of the Time and Attendance Coordinator.

- For absences due to illness that do not total **three (3)** consecutive days, parents may submit a note stating the illness.
- All absences of **three (3)** or more consecutive school days shall be supported by a physician's statement verifying the illness.
- All absences of **nine (9)** or more cumulative school days shall be supported by a physician's statement verifying the illness.

ABSENCES ACCEPTED

- Illness;
- Quarantine;
- Recovery from accident;
- Required court attendance;
- Death in family;
- Educational tours and trips, with prior approval;
- Authorized school activities; and/or
- Religious holidays or instruction with written notice (**up to 36 hours per school year**).

UNEXCUSED ABSENCE POLICY

- After **three (3) unexcused absences (consecutive/non consecutive),** a Three-Day Legal Notice will be sent to the parent/guardian. This notice explains the consequences to follow if the student were to become "habitually truant." A Student Attendance Improvement Conference may also be offered. If the student's attendance does not improve after the notice has been sent, a Student Attendance Improvement Conference will be offered.

- After **six (6) unexcused absences (consecutive/non consecutive),** PFPCS will schedule a Mandatory Attendance Improvement Meeting to identify barriers to the student's attendance and to formulate a Student Attendance Improvement Plan to help remove any barriers to regular attendance.

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- After **ten (10) unexcused absences (consecutive/non consecutive),** PFPCS may submit a truancy referral to the Office of Attendance and Truancy at PFPCS District of Philadelphia and/or the Department of Human Services (DHS). Once the referral is submitted, the family will receive a subpoena/citation from Philadelphia Family Court to appear in truancy court. The subpoena will have the date, time, and location of where the family should appear. In addition, a DHS- contractedtruancy provider will make contact with the family to arrange a meeting. The meeting is to extend services to help reduce/remove any barriers that are contributing to the truancy. The provider will work with the family until the case is discharged from truancy court. The truancy court process can last up to 120 days depending on the severity of the case. Each case is handled individually and different factors are taken into account, including for students with disabilities or for students thought to be eligible.

TRUANCY PROGRAM POLICY FOR THE 2026-2027 SCHOOL YEAR

Revised June 2025
Reviewed June 2025

Introduction

People for People Charter School is dedicated to ensuring the academic success and well-being of all students. Regular school attendance is fundamental to academic achievement, and chronic absenteeism can significantly impact a student's ability to succeed. The Truancy Program Policy for the 2024-25 school year addresses absenteeism in a comprehensive and supportive manner, providing necessary interventions and resources to students and families to improve attendance while ensuring compliance with state laws.

This policy is established in accordance with Section 1330 of the Pennsylvania Public School Code and Act 138, which mandate specific procedures for addressing truancy. The policy prioritizes supportive interventions over punitive measures, outlines responsibilities for maintaining regular attendance, and includes detailed procedures for addressing truancy.
Importantly, the policy safeguards students' rights by prohibiting suspension, expulsion, or transfer as consequences for truant behavior and requires an attendance conference before any referral to a legal entity.

Purpose and Objectives

The primary purpose of the Truancy Program is to improve student attendance by addressing the underlying causes of absenteeism and providing targeted support to students and families. The objectives are:

1. **Early Identification and Intervention:** Identify students at risk of chronic absenteeism early and provide timely interventions to prevent truancy.
2. **Supportive Engagement with Families:** Engage parents/guardians in improving attendance by involving them in attendance conferences and the development of Attendance Improvement Plans (AIP).
3. **Collaboration with Community Resources:** Work with community organizations to provide additional support to students and families facing challenges that impact school attendance.

4. **Prevention of Academic Failure:** Ensure students struggling with attendance receive the support they need to succeed academically, reducing the risk of failure and dropout.
5. **Compliance with Legal Requirements:** Ensure the school's approach to truancy is fully compliant with Pennsylvania state laws, including Section 1330 and Act 138.

Legal Basis

The Truancy Program Policy is grounded in Section 1330 of the Pennsylvania Public School Code and Act 138. These statutes provide the legal framework for addressing truancy, including:

1. **Section 1330:** Mandates regular school attendance for all children of compulsory school age and outlines responsibilities for compliance.
2. **Act 138:** Provides guidelines for addressing truancy, including the requirement for attendance conferences, development of AIPs, and prohibiting punitive actions like suspension or expulsion for absenteeism.

Roles and Responsibilities

The effective implementation of the Truancy Program requires cooperation among all stakeholders:

1. **School Administration:**
   - Implement the Truancy Program in accordance with state laws and policies.
   - Regularly monitor attendance and identify students at risk.
   - Coordinate attendance conferences and develop AIPs.
   - Collaborate with community resources to support students and families.
2. **Teachers:**
   - Monitor attendance and report concerns.
   - Participate in attendance conferences and support AIPs with academic accommodations.
3. **Parents/Guardians:**
   - Ensure regular attendance and timely communication with the school regarding attendance challenges.
   - Participate in attendance conferences and collaborate on AIPs.
4. **Students:**
   - Attend school regularly and participate in developing and implementing AIPs.

Attendance Monitoring and Early Identification

1. **Regular Monitoring:** Daily monitoring of attendance records to identify absenteeism patterns early.
2. **Early Identification:** Flag students with frequent tardiness, unexcused absences, or extended absences for further intervention.
3. **Notification to Parents/Guardians:** Promptly inform parents/guardians when attendance

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issues arise, emphasizing the importance of regular attendance.

4. **Referral for Attendance Conference:** Schedule an attendance conference if absenteeism persists, involving all necessary parties to develop an AIP.

Attendance Conference Requirement

An attendance conference is a mandatory step before referring any truancy matter to a legal entity, as required by Act 138 and Section 1330. The conference allows for a collaborative approach to identifying and addressing the causes of absenteeism and developing a tailored AIP.

1. **Purpose:** Identify root causes of absenteeism and create a tailored AIP.
2. **Participants:** Include the student, parent/guardian, relevant school personnel, and support representatives.
3. **AIP Development:** Collaboratively outline steps to improve attendance with clear goals and responsibilities.
4. **Follow-Up and Monitoring:** Regularly monitor attendance post-conference and adjust the AIP as necessary.
5. **Documentation:** Record the conference and AIP in the student's records to track progress and compliance.

Prohibition on Suspension, Expulsion, or Transfer

The Truancy Policy explicitly prohibits suspension, expulsion, or transfer as consequences for truant behavior, in line with Section 1330 and Act 138. The policy emphasizes that absenteeism often reflects underlying challenges that require supportive interventions.

1. **Focus on Support:** Provide interventions like academic support, counseling, and community referrals to address absenteeism causes.
2. **Student Retention:** Ensure students remain engaged in their education and receive necessary support to overcome attendance barriers.

Collaboration with Community Resources

The school recognizes that some challenges affecting attendance extend beyond the school's scope. Therefore, it collaborates with community resources to provide additional support to students and families.

1. **Referral to Agencies:** Refer students and families to agencies for assistance with housing, healthcare, mental health, or family support.
2. **Partnerships:** Establish partnerships with local organizations to support student attendance and well-being.
3. **Integrated Support:** Combine school and community services for a comprehensive approach to addressing absenteeism.

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Safeguarding Students' Rights

The Truancy Policy is designed to protect students' rights throughout the absenteeism process:

1. **Right to an Attendance Conference:** Students and families are entitled to an attendance conference before any legal referral, ensuring their voices are heard and a collaborative solution is sought.
2. **Right to Supportive Interventions:** The school is committed to offering supportive measures rather than punitive actions, focusing on helping students succeed academically.
3. **Protection from Punitive Measures:** The policy explicitly prohibits punitive actions such as suspension, expulsion, or transfer due to absenteeism.

Evaluation Criteria for Truancy Policy

The effectiveness of the Truancy Policy will be evaluated based on:

1. **Early Identification and Intervention Success**
2. **Parental and Guardian Engagement**
3. **Reduction in Chronic Absenteeism**
4. **Compliance with Legal Requirements**
5. **Collaboration with Community Resources**
6. **Overall Student Success**

Conclusion

People for People Charter School's Truancy Program for the 2024-25 school year aims to reduce absenteeism and improve academic outcomes through a supportive and legally compliant approach. By safeguarding students' rights, prohibiting punitive measures like suspension or expulsion, and requiring an attendance conference before any legal referral, the policy ensures that every student has the opportunity to succeed.

TARDY STUDENTS

- Students are expected to arrive at school on time. Any student that arrives after **8:00 AM** will be marked tardy. A written note for tardiness must be received within **three (3) days** of the tardy to be excused. Anything received after **three (3) days** will/will not be accepted at the discretion of the Time and Attendance Coordinator.

- Any student coming to school at **10:00 AM** or after and/or leaving school at **1:00 PM** or before without a written excuse note will be marked as **half-day unexcused**. **Two (2) half day unexcused absences will add up to one (1) full day of an unexcused absence.**

DISCIPLINE

PFPCS shall not expel or impose out-of-school suspension, disciplinary reassignment, or transfer for truant behavior.

REMOVAL FROM ROLL

In accordance with Pennsylvania State Law, after a student misses 10 consecutive days due to unexcused absences and school personnel have been unable to make contact with the parent/guardian, the student will be dropped from the school's roll, unless 1) PFPCS has been provided with evidence that the absences may be legally excused, or 2) compulsory attendance prosecution has been or is being pursued. This provision does not apply to students who qualify as a student with disabilities under the Individuals with Disabilities in Education Act ("IDEA") and the Rehabilitation Act of 1973.

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ARRIVAL AND DISMISSAL POLICIES

Arrival

Students are expected to arrive between 7:40-8:00 AM. The first class of the day begins at 8:00 AM. Any student entering class late must first stop in the Main Office to obtain a Late Slip. To maintain the continuity of every student's education, it is imperative that all children are in their seats on time. Each lateness is recorded, and parents will be notified in cases of excessive tardiness.

DISMISSAL

Dismissal begins at 3:10 p.m. Kindergarten students are not permitted to ride PFPCS buses and, as such, are dismissed to the care of an authorized pick-up person. Students in all other grades follow a designated procedure to board PFPCS buses and/or dismiss via public transportation.

All students being picked up by an adult should be picked up on time. Students will be released only to adults listed on the Emergency Contact Form. A valid picture ID is required if the person's identity is not known.

EARLY DISMISSAL

It is very important that students remain in class for the duration of PFPCS day. However, an occasion may arise when a student needs to be taken out of class before regular dismissal. In this instance, a parent must provide the student with a note stating the time and reason. All early dismissals must be signed out by the parent/guardian in the Security Office. Students will only be released to adults listed on the Emergency Contact Form. A valid picture ID is required if the person's identity is not known.

Early dismissals are recorded and should be kept to a minimum. Parents are requested to pick up students by 2:00 p.m. on regular scheduled days and by 11:30 a.m. on school-wide early dismissal days. Early-dismissals that are requested outside of this time frame will not be honored, unless in the event of a documented emergency.

SCHOOL CLOSING FOR EMERGENCY DISMISSAL

Our school emergency closing number is 167 (Philadelphia). If it should be necessary to close school during PFPCS day due to inclement weather or an unforeseeable emergency, students will be sent home in their usual manner. The announcement will be made by radio KYW 1060 and will be communicated to parents via Class Dojo and automated message blast.

CLOSINGS FOR A FULL DAY

When inclement weather or an unforeseeable emergency makes it necessary to close PFPCS for a full day, every effort will be made to broadcast the information online, and on radio and television by 6:00 a.m. It may be necessary to make up full-day school closings at the end of PFPCS year.

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TRANSPORTATION & STUDENT PICK-UP

The People for People Charter School, through the School District of Philadelphia, provides bus service to all students in first through eighth grade who qualify. Kindergarten students are not eligible to receive transportation on the bus, and other arrangements must be made by the parent. Students in grades 7 and above are provided with SEPTA transportation passes each week, as long as they meet PFPCS District of Philadelphia's eligibility requirements.

PFPCS will not release a student to anyone not formally authorized on the student's pick-up list. If an emergency arises where the pick-up person is not on the authorized list, the parent/guardian is required to send in a signed written note authorizing the non-listed person for pick-up. PFPCS will not accept phone call pick-up changes or changes communicated by the student. Any individual picking-up a child is expected to present a valid photo ID.

If changes to a student's regular dismissal or transportation needs arise, the parent/guardian is expected to provide PFPCS with a written note.

For any permanent changes to a student's bus route or transportation routine (e.g., a change of address), written notification and, if appropriate, supporting documentation must be submitted to the Main Office. Once the request is received and processed by the Main Office, PFPCS District of Philadelphia may take up to two weeks to process the request.

CHANGE OF ADDRESS OR PHONE NUMBER

Parents/Guardians are required to complete an Emergency Contact Form listing the name, address, and telephone number of all authorized contacts. Parents/Guardians are required to notify the Main Office if any data on this form changes during PFPCS year.

SCHOOL AND CLASSROOM VISITATION

Parents and guardians are welcome at The People for People Charter School. To protect the safety and security of our students, classroom visits are by appointment only and are escorted by school staff. To request a visit, contact your child's teacher or the Principal's office (parents of students with IEPs may also contact a Special Education Coordinator). We will respond within 2 school days and schedule an approved visit within 5 school days. All visitors sign in at the Security Office, show photo identification and wear a visitor's badge, and no one goes past the Security Office without the Principal's permission. Please do not interrupt classes in session, including by contacting students via cell phone while school is in session. If we cannot approve a visit as requested, we will explain why in writing and offer other dates or another way to see your child's classroom.

FAMILY-SCHOOL COMMUNICATION

Parents/guardians are required to ensure that their contact information remains up-to-date in the school's records. The school's primary means of communication with parents will be through automated message blast (text message, voicemail, and email), as well as through Class Dojo. Parents/guardians are requested to monitor Class Dojo carefully for school and classroom updates.

NOTIFYING CHILDREN DURING SCHOOL HOURS

We request that parents and visitors refrain from interrupting classes during school hours. If you find it necessary to deliver a message, lunch money, clothing, etc. to your child while school is in progress, go directly to the Security

Office on the first floor. Security will gladly assist you. Social arrangements should be addressed with your child at home so that you will not need to disturb the classroom. Please do not phone the classroom or your learner by their cell phone during class time.

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LATE PICK-UP OF STUDENTS

Parents/guardians of students who do not take a bus, and who cannot walk home from school are expected to make arrangements to pick up their children on time after school. PFPCS dismissal time is 3:30 p.m. Students board the buses between 3:30 and 3:40. To ensure the safety of our students, they will only be released to adults listed on the Authorized Pick-Up and Student Release Form. A valid picture ID may be required if the person's identity is not known. In all instances in which a parent/guardian is going to be late to pick up a student, the parent/guardian is required to notify PFPCS as soon as possible.

PARENT-VOLUNTEER PROGRAM

PFPCS is committed to involving parents, family and the surrounding community in programs that improve the quality of our students' educational experience. Our hope is that parents and interested community members who are active partners in their child's education will promote school pride and better achievement within our student body. Clearances are required for volunteers.

Without the support and involvement of parents, we cannot expect our educational mission to succeed. As our school continues to seek to develop your child's fullest potential, we hope that your participation will grow exponentially.

When parent volunteers arrive at PFPCS for their shift they must first sign in with Security, and obtain a volunteer badge. This badge must be worn at all times.

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CAFETERIA

Meals

PFPCS implements the Community Eligibility Provision (CEP) through the National School Lunch and School Breakfast Programs. All PFPCS students are eligible to receive a nutritional breakfast and lunch each school day at no charge to their household. Students will be able to participate in these meal programs without paying a fee or submitting an application.

BREAKFAST

Breakfast is served and eaten in the classrooms from 7:40-8:00 AM daily.

LUNCH

A warm, nutritious lunch is served daily in the cafeteria. Monthly menus will be handed out before the first day of each month. Parents are encouraged to fill out the Application for the National Free and Reduced Lunch Program and return it to the Business Office. This form must be filled out each school year and will be mailed out during the summer for the parents to complete for the upcoming year. A new form must be submitted to the Business Office if there are any changes in household income. PFPCS has been approved for universal feeding and hence there is no charge for breakfast or lunch.

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ACADEMIA

PFPCS is committed to implementing a rigorous and enriching academic experience for all students.

HOMEWORK AND SCHOOL POLICY REGARDING READING

Homework is defined as "any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher." Homework has been identified in almost all national and state reports on education as a vital factor in increasing student achievement. Homework allows students to reinforce skills, develop good study habits and time management skills, and foster interest in particular subjects. Students will be assigned and are expected to complete homework each night, in each core subject area.

It is essential that students read outside of school time. Lower School (K-4) students are expected to read for at least 15 minutes per night. Students in grades 5 and above are expected to read for at least 30 minutes per night.

GRADING POLICY

The People for People Charter School's grading policy is as follows:

Component	Percentage of End-of-Quarter Grade
Assessments (e.g., quizzes, tests, exit tickets)	50%
Homework	30%
Classwork	20%

All components are subject to a case-by-case basis for the individual needs of students, including emergency situations or excused absences.

CRITERIA FOR PROMOTION & RETENTION

The Board of PFPCS recognizes that the social, physical, and educational growth of students will vary, and that students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the policy of the Board that each student shall be moved forward in a continuous pattern of achievement and growth that corresponds with the student's development and the system of grade levels and academic standards established for each grade. A student shall be promoted when the student has successfully:

Completed the course requirements, including credit requirements for high school students, at the presently assigned level. Achieved the academic standards established for the present level, based on the professional judgment of the student's teachers and the results of assessments. Demonstrated proficiency to move ahead to the educational program of the next level. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next learning level.

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The recommendation of the classroom teacher(s) shall be considered for promotion or retention of a student Parents shall be informed in advance of the possibility of a student's retention during a conference, at which time PFPCS will develop a plan to assist the student with getting on-track The Principal shall be assigned the final responsibility for determining the promotion or retention of each student and will report such decisions during the fourth quarter of PFPCS year.

Progress for promotion for students with disabilities, or for students thought to be eligible will be made by the student's Individualized Education Program (IEP) Team.

REPORT CARD CONFERENCES

Report Card conferences are held following the first, second, and third quarters. Parents are expected to attend these important conferences.

Additionally, PFPCS encourages ongoing communication. Parents/Guardians who wish to set up a conference should feel free to call the office and arrange for a conference at the earliest mutual convenience. Teachers will contact parents/guardians if there is a problem with an individual student's work, attitude, health, or behavior at school. At that time, either the teacher or the parent/guardian may request a conference.

FIELD TRIPS

Throughout PFPCS year, students will have the opportunity to attend educational field trips to various destinations. PFPCS will provide transportation; however, there may be admission fees for which the parent/guardian is responsible. A permission slip that must be signed and returned to the student's teacher, along with specific information about the trip, will be sent home to parents. When students participate in class trips, they represent PFPCS. Therefore, they are expected to be on their best behavior at all times. Students who have exhibited excessive discipline problems may not be permitted to go on field trips.

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STUDENTS WITH SPECIAL NEEDS

SPECIAL EDUCATION SERVICES

A parent/guardian of a student who is or may be eligible for special education services has the right to identification, evaluation, and classification of a student if the student is or has been diagnosed with a disability, as well as to the implementation of an Individualized Education Plan (IEP) or 504 Plan, as agreed upon by the child's team. The parent/guardian is a member of the team, and no educational decision is made without notice and parental consent, where necessary, under the IDEA. A copy of all documentation is provided to the parent/guardian upon referral.

For help in understanding your rights and for a copy of the Procedural Safeguards, you may contact: the Special Education Coordinators, Dr. Natasha Redden (nredden@pfpcs.org) or Zakeya Rodriguez (zrodriguez@pfpcs.org), at (215) 763-7060. Procedural Safeguards provide both PFPCS and the parent a variety of options for resolving disagreements.

ANNUAL NOTICE

According to Chapter 711 of Title 22 ("Chapter 711") of the Pennsylvania School Code, schools, such as The People for People Charter School, are required to publish and post notice to parents concerning public awareness activities that inform parents of the Charter School's special education services and programs and how those services and programs lead to identification, including systematic screening processes.

PFPCS provides special education and related services to children with disabilities in all grades served at the school. The Annual Notice is published in this Handbook, on the Charter School's website (www.pfpcs.org), and in a newspaper of general circulation. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services,
(2) the special education program and related services that are available, (3) the process by which PFPCS screens and evaluates such students to determine eligibility, and (4) the special rights that pertain to such children and their parents or legal guardians.

Special education services are available to children who have one or more of the following physical or mental disabilities:

- Autism;
- Deaf/blindness;
- Emotional Disturbance;
- Hearing Impairment including deafness;
- Intellectual Disability;
- Multiple Disabilities;
- Orthopedic Impairment;
- Other Health Impairment;
- Specific Learning Disability;
- Speech or Language Impairment;
- Traumatic Brain Injury; and/or
- Visual Impairment including blindness.

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DESCRIPTION OF SPECIAL EDUCATION PROGRAMS

PFPCS provides appropriate special education programs and related services that are:

- Provided at no cost to parents;
- Provided under the authority of a school entity, directly, by referral or by contract;
- Individualized to meet the educational needs of the child; and
- Reasonably calculated to yield meaningful educational benefit and progress appropriate' in light of the child's circumstances.

Special education is designed to meet the needs of each eligible student, including specially designed instruction conducted in the classroom, home, community settings, hospitals, institutions, and other settings, as needed.

Related services available to students include transportation and 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, medical services for diagnosis or evaluation, parent counseling and education, recreation counseling services, rehabilitation counseling services, and assistive technology services.

REFERRAL OF CHILDREN FOR SCREENING AND EVALUATION

PFPCS has procedures to identify children who need special education. Those procedures are termed screening and evaluation. If a disability is suspected, teachers, other school personnel, or parents may refer a child for screening and/or evaluation. Parents suspecting that a child may have a disability and need special education services can request a screening or evaluation at any time by contacting a Special Education Coordinator (Dr. Natasha Redden, nredden@pfpcs.org, or Zakeya Rodriguez, zrodriguez@pfpcs.org, at (215) 763-7060). Screening of children, using immediately available data sources such as health records, parent interview and history, functional vision and hearing evaluations, and speech and language screenings are completed upon request. If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluation. No evaluations may be conducted without written parental permission and consent. Consult the Director of Special Education for further information.

RIGHTS AND PROTECTIONS

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of these rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low-cost legal services and advice, by contacting a Special Education Coordinator (Dr. Natasha Redden or Zakeya Rodriguez, at (215) 763-7060) or the Principal. The information will be available for interpretation in other languages, if requested.

PRIOR WRITTEN NOTICE

PFPCS must notify you in writing whenever it proposes to initiate or to 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

PFPCS cannot proceed with an evaluation or reevaluation or with the initial provision of special education and related services without the written consent of the parent. A public school may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer. If the parent fails to respond to a written request for permission to reevaluate, however, the public school may proceed with the proposed revaluation with consent. PFPCS may not seek a hearing to override the refusal of parent consent to an initial placement in special education.

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 PFPCS 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.

CHAPTER 15/SECTION 504 SERVICE AGREEMENT

Pursuant to Section 504 of the Rehabilitation Act of 1973, and under the Americans with Disabilities Amendments Act of 2008 (ADAAA), school-age children are entitled to protections, adaptations and accommodations if they have a documented mental or physical disability such that the disability substantially limits one or more major life activities or bodily functions. PFPCS will develop a Section 504 Service Agreement for a student whose participation in, or access to, an aspect of PFPCS program if the student's limitations prohibit such participation or access. Determinations for the need for a Service Agreement are made by review of all student data related to the documented disability or limitation, outlined above, followed by a meeting with PFPCS personnel, parent(s), and student.

MORE INFORMATION

Detailed printed information about available special education services and programs are available upon request. Information and communications are in English, but information will be provided in the native language or other modes of communication used by parents, if appropriate. If you would like to learn more about Special Education Services please contact a PFPCS Special Education Coordinator, Dr. Natasha Redden (nredden@pfpcs.org) or Zakeya Rodriguez (zrodriguez@pfpcs.org), at 215-763-7060.

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ENGLISH LEARNERS LIEP POLICY

IDENTIFICATION, RESULTS, AND RECOMMENDED PLACEMENT

The School identifies English Learners (ELs) at the time of enrollment, notifies parents of the identification and programming options, and appropriately places the ELs into a language instruction educational program (LIEP) within the first 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school.

At the School, ELs are enrolled in the same manner as other charter school students, upon presentation of local address and proof of immunization. The School does not deny students access to school for any period of time or subject them to scrutiny that is not part of the normal enrollment process. The first step in identifying ELs will occur after students are admitted to the School through the lottery process. In the students' registration packet, families will be asked to complete a Home Language Survey.

EL-identified students' names and information will be given to the Principal and EL Coordinator who will assemble the EL team to evaluate and perform a formal assessment of the students' language proficiency. Please refer to the Pennsylvania Department of Education's (PDE "English Learner Identification Procedure Grades K-12" for the specific process.

The School is not required to receive parent permission to identify students as ELs, including screening for English language proficiency.

The School will use the WIDA ACCESS PLACEMENT TEST (W- APT), which is aligned to the required annual State English Language Proficiency (ELP) assessment and ACCESS for ELs to assess students for placement in language instructional programs for ELs.

If students are found eligible for placement into a LIEP, the following English Acquisition levels that are aligned to the WIDA proficiency levels are used to determine English instruction for ELs:

Level 1: Entering
Level 2: Emerging
Level 3: Developing
Level 4: Expanding
Level 5: Bridging

Please note that parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their child(ren). A parent's decision to refuse programs or services must be informed and voluntary. The School will NOT influence the decision in any way and will not make any program or placement decisions contingent on the decision.

The School will notify parents and allow them to exercise their right to refuse part or all of the separate, specialized LIEP, before placement and programming decisions are made. In the event of an absence of a response from a parent after the School provided the parent with all the information as mentioned above, the School will proceed with the recommended placement.

LIEP DESCRIPTION

Instruction will be planned accordingly based on the results of the above "identification, results, and recommended placement" section. When a student is identified and placed to receive EL services, the School will follow the guidance of PDE's "Classifying Language Instruction Educational Programs (LIEPs)" in order to determine the appropriate category of the School's LIEP.

The School's LIEP will be identified by one of the six categories below. The School's LIEP:

- is aligned to state academic content standards for the appropriate grade level of the ELs
- includes English Language Development ELD) instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers
- incorporates the use of the PA ELD Standards (ELDS)

- provides equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity
- does not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible

All of the above requirements are incorporated into the entirety of the student's daily instructional time. English language development (ELD) is additionally incorporated into the School's LIEP. ELD will take place daily throughout the day for ELs and will be delivered by both ESL and non-ESL teachers.

PDE has identified six specific ESL program models:

- Mixed Class Bilingual
- EL Bilingual
- EL Specific Transitional Instruction
- Mixed Classes with Native Language Support
- EL Specific English Only Instruction
- Mixed Classes with English Only Support

The program model of The People for People Charter School's LIEP is Mixed Classes with Native Language Support.

CRITERIA FOR RECLASSIFICATION AND TIMELINE TO PROFICIENCY

The School reclassifies ELs as former ELs (FELs) when they attain proficiency. This reclassification of current ELs to FELs takes place annually between June and September. The EL status of students for the 2018-19 school year must be determined by September 30, 2018 and reported in the PIMS October, 2018 District and School Enrollment Collection. Students reported as current ELs in the PIMS October District and School Enrollment Collection cannot be reclassified during the period from October, 2018 until June, 2019.

To be reclassified as FELs and removed from the School's LIEP, students must meet the single required criterion and at least one of the additional criteria listed below:

For Kindergarten students: Overall composite proficiency level score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score).

For grades 1-12 students: Overall composite proficiency level score of 5.0 on an ACCESS 2.0 Grades 1- 12 assessment. Cutoff score flexibility is available for students in grades 1-12 in the following Special Circumstances: Following the grade and score criteria in the table below, the W-APT may be administered between June and July or the WIDA Screener after July 1 to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit. (NOTE: The W-APT or WIDA Screener may only be administered to a student once in any school year).

Grade Level	ACCESS 2.0 Score	Required W-APT/Screener Scores'
K	Cut-off score flexibility is not allowable for Kindergarteners	
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

ADDITIONAL CRITERIA:

- Recommendation from an ESL teacher who has taught the students during the previous school year. *Please refer to PDE's "State-Required English Learner Reclassification Criteria" for the recommendation form, OR:
- Recommendations from at least two core content area teachers who have taught the students during the previous school year and who have a functional knowledge of the WIDA performance definitions and ELD Standards. *Please refer to PDE's "State-Required English Learner Reclassification Criteria – SY 2016-17" for the recommendation form, OR:
- Writing sample that demonstrates proficiency at the Expanding level and speaking at the Bridging level as measured using the WIDA writing and speaking rubrics scored by an ESL teacher.

An EL with a disability may be considered for reclassification if:

1. The student has an Individualized Educational Plan (IEP), AND
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, AND
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification. The recommendation criteria may be different than those used for ELs without disabilities.

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. They achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test, AND
2. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification. The recommendation criteria may be different than those used for ELs without disabilities.

The School will actively monitor the progress of FELs for a period of two years after reclassification and will additionally report students to the state in a monitor status for an additional two years. Students can be re-designated from FELs to active ELs if they struggle academically as a result of persistent language barriers. The School will ensure that the nature of the challenge for the FEL is language-based and not academic.

STUDENT CODE OF CONDUCT

A PARTNERSHIP IN RESPONSIBILITY

PFPCS is committed to respecting the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers and administrators know what is required of students. Parents, teachers, staff, school administrators and the Board of Trustees are responsible for helping students develop self-discipline. By working together under clearly stated and consistently enforced regulations, we can administer firm and fair discipline practices

SCOPE OF STUDENT CODE OF CONDUCT

This Code of Conduct applies to conduct of PFPCS students that occurs:

- During such times as they are under the supervision of the school, including the time they are in attendance at PFPCS as well as the time necessarily spent in coming to and returning from school;
- Off school grounds at any school-related activity, function or event;
- Off school grounds when the conduct may reasonably be expected to (i) endanger the safety of students, teachers, administrators, or any other member of PFPCS community; or (ii) substantially and materially disrupt the school; and
- While traveling to and from school on school buses or vans, regardless of PFPCS or District ownership, or on public transportation.

Level 1 Violations:

Level 1 violations are actions that negatively impact our community of safety, respect, and cooperation. Level 1 violations are tracked through Class Dojo (K-8) and/or Accountability Cards (9-11).

Level 1 Violation	Description
Violation of Uniform Policy	This includes, but is not limited to, violations of dress code or inappropriate dress on dress-down days.
Inappropriate/Disrespectful Verbal and Non Verbal Language	This includes spoken, written, and body language that is disrespectful or offensive to generally accepted community standards. Inappropriate language includes rolling eyes, sucking teeth, talking back, defiantly folding arms, etc.
Disruptive Behavior	Students are expected to follow the rules that individual teachers have established for student conduct in their classrooms. No student's behavior can be permitted to disrupt the learning of others. Violations include: • Disruptive outbursts, talking while others are talking, throwing objects, and making inappropriate gestures and sounds • Sleeping in class • Eating or drinking in class without permission • Being unprepared, e.g. not having proper supplies and books

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	• Leaving class without permission and a hall pass • Horseplay that includes but is not limited to pushing, shoving, kicking, or making other physical contact, or knowingly taking another's property
Peer-to-Peer Verbal Confrontations	Students arguing with peers in a disrespectful manner or using verbally aggressive language
Out of Class for an Extended Period of Time	This includes, but is not limited to, students taking an excessively long (i.e., longer than 7 minutes) bathroom/water break.
Use of Personal Electronics	Use of mobile phones, iPods or music devices, video game devices, laser pointers, etc. is prohibited. PFPCS reserves the right to confiscate any electronic devices until they are picked up by a parent or guardian.
Consequences	
Consequences are issued by the teacher and are tracked via demerits on Class Dojo (K-8) or signatures on Accountability Cards (9-12). If a student commits multiple Level 1 Violations, the consequence(s) will escalate.	

Level 2 Violations:

Level 2 violations involve actions that significantly impact our community of safety, respect, and cooperation.

Level 2 Violation	Description
Physical Aggression	Physical contact (e.g., hitting) involving one or more offenders, where no student is injured and the incident does not elevate to a Level III Violation (i.e., Simple Assault)
Pre-Fight	Physical contact (e.g., pushing or shoving) that ends very quickly or is easily stopped by an adult or other student
Threats, Provocation	Threats are words and/or actions that are intended to taunt, provoke, or do emotional harm. Provocation consists of words or actions intended to provoke a violent reaction, including "getting in someone's face," violating personal space, making aggressive gestures, etc.
Instigating Violence	Instigating a fight includes, but is not limited to, spreading rumors or videotaping a verbal or physical confrontation intended to spur an altercation between two or more students.
Major Insubordination	This includes ignoring any and all redirection, walking/running away from a staff member, and refusing to cooperate in any manner of a staff member's request - escalating to a scene which disrupts the larger community (multiple staff members may be required to address the behavior).
Constant Disruption	Behavior that continually interrupts the learning environment of a class. The actions have been addressed multiple times within a single class period, and the student has exhausted the "consequence hierarchy" of a particular class.

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Major Disrespect Towards Staff	This includes, but is not limited to, any nonthreatening words and/or actions that are directed towards a staff member in either an overtly loud, profane, or demonstrative manner.
Walking Out of Class/Away from the Group	This includes leaving class or a line in the hallway without the teacher's permission.
Cutting Class	Cutting class consists of students choosing not to attend all of (or the majority—at least half) of a class, or leaving school property without permission.
Damaging or Stealing Property (Misdemeanor)	Damage to or stealing of any property of $50.00 or less.
Consequences	
Consequences are assigned by a member of the Discipline Team or Administration. They may include, but are not limited to: • Parent meeting • After-school detention • Saturday detention • **In-school suspension** Out-of-school suspension (Note: Students in grades K-2 are suspended out-of-school only if their actions result in bodily injury to a peer or staff member.)	

Level 3 Violations:

Level 3 violations involve actions that are very serious violations of our Student Handbook, and/or are criminal violations of Pennsylvania law.

Level 3 Violation	Description
Threatening a Staff Member	A threat is defined as any behavior, verbal or physical, communicated with the intent to terrorize another, or which causes a staff member to reasonably fear for their safety presently or in the future.
Communicating Terroristic Threats or Committing Terroristic Acts	A terroristic threat refers to a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building or to cause serious public inconvenience, in reckless disregard of the risk. A terroristic act shall mean an offense against property or involving danger to another person.
Using, Possessing, Distributing, or Being Under the Influence of Any Controlled Substances	Controlled substances are defined as: A. Substances controlled by federal or state law, including, but not limited to, those in the Pennsylvania Controlled substance, Drug, Device, and Cosmetic Act. B. Look-alike drugs C. Alcoholic beverages D. Anabolic steroids E. Drug paraphernalia

	F. Any volatile solvents or inhalants, including but not limited to glue and aerosol products G. Prescription, patent drugs and/or over the counter drugs, except those for which permission for use in school has been granted H. Tobacco in any form
Possession or Use of a Weapon	A weapon is defined as any object, tool, instrument or implement capable of inflicting bodily injury. A student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school. **An object will be considered a weapon even if its normal use is not as a weapon.**
Gang Activity	Gang activities will not be tolerated and PFPCS hereby bars all gangs, gang affiliations and gang related activities from school buildings, school buses, school related activities and school property at all times. A "gang" is defined as any identifiable group or club which exists without the sponsorship or authorization of PFPCS and which engages in antisocial or criminal behavior or activity which is disruptive of PFPCS environment.
Bullying	1) Intentional electronic, written, verbal or physical act, or a series of acts: 2) directed at another student or students; 3) which occurs in a school setting; 4) that is severe, persistent or pervasive; and 5) that has the effect of doing any of the following: a. substantially interfering with a student's education; b. creating a threatening environment; or c. substantially disrupting the orderly operation of the school; and "school setting" shall mean 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.
Disorderly Conduct	Reckless behavior that could cause injury, including throwing objects (e.g., tables and chairs), pulling fire alarms, etc.
Fighting	Violence that includes physical aggression between two or more students that escalates into punching, wrestling, knocking down, or damaging or destroying property. This refers to physical aggression that lasts more than a few seconds and is not easily broken up.
Assault	An unlawful physical attack by one person upon another
Sexual Harassment	Forms of sexual harassment include but are not limited to the following: • Derogatory comments, jokes, or slurs; sexually-oriented sounds or **remarks** • Uninvited, unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement • Derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures • Determinations of sexual harassment following a Title IX investigation may result in a disciplinary hearing, and a recommendation of expulsion to the Board.

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Sexual Misconduct	This may include attempting or carrying out a sexual act with oneself or another person whether it is consensual or non-consensual. Depending on the nature of the incident, law enforcement officials may be informed.
Consequences	
Consequences are assigned by the Principal. They may include, but are not limited to: • Out-of-school suspension of up to 10 days. (Note: Students in grades K-2 are suspended out-of-school only if their actions result in bodily injury to a peer or staff member.) Disciplinary hearing, which may result in a recommendation to the Board.	

CAFETERIA RULES

Students are asked to promote a lunchroom atmosphere conducive to healthy eating habits, and should behave respectfully to each other. Therefore, rules have been established to maintain a calm, orderly cafeteria.

1. No running.
2. No loud talking across tables or cafeteria.
3. Once the lunch period has started, students must remain in their seats at all times.
4. No pushing, shoving or fighting.
5. No throwing of food or other objects.
6. Students must respect and obey all staff and monitors.
7. Every student is responsible for personal trash clean-up.
8. There will be no bathroom breaks during the lunch period, unless medically necessary (a doctor's note must be provided.) Teachers have scheduled bathroom times during the regular school day for the students' convenience.
9. Students must remain within their class-assigned area during lunch.

Any student who does not follow the rules will be escorted to the Principal's office or Disciplinary office for disciplinary action.

BUS RULES

Transport on PFPCS bus is a privilege. We encourage parents to discuss bus safety with their children, and how inappropriate behavior can result in the loss of bus privileges.
All students must comply with the following rules or they will be subject to disciplinary action, including suspension and/or expulsion from the bus.

1. Students must be at their assigned bus stop on time.
2. Until the bus comes to a complete stop and the red lights are flashing, students must stay on the sidewalk.
3. Students must remain in their seats at all times. Only when the bus has reached a full stop may students begin to exit.
4. Students may talk quietly on the bus. Any loud noise distracts the bus driver and is forbidden.
5. Students may not eat, drink or throw objects on the bus.
6. Students may not open the windows without permission.
7. Students must keep all body parts inside the bus window.
8. Students may not call or shout out of the bus window.
9. Students must obey the bus driver at all times.

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10. Students may not board the bus unless the bus driver is on board (Dismissal).

NOTE: Parents are never permitted to board a school bus under any circumstances.

POSITIVE BEHAVIOR SUPPORTS (PBIS) AND STUDENT SUPPORT

PFPCS teaches and rewards expected behavior school-wide through Positive Behavioral Interventions and Supports (PBIS), as part of a Multi-Tiered System of Supports (MTSS). In Tier 1, all students learn the school-wide expectations and are recognized for meeting them. In Tier 2, students who need more help receive targeted supports such as check-in/check-out, small-group or individual counseling. In Tier 3, students who need intensive help receive an individualized plan based on a functional behavior assessment (FBA) and a behavior support plan. Families are told when a student begins Tier 2 or Tier 3 supports and are partners in the plan.

Any PFPCS staff member may refer a student to the counseling and behavioral health team for mental health, behavioral health or family needs, and parents may ask for support at any time by contacting their child's teacher or the Principal's office.

Supports through PBIS or MTSS never delay an evaluation. If you think your child may have a disability, you may ask for an evaluation at any time, orally or in writing, by contacting a Special Education Coordinator, Dr. Natasha Redden (nredden@pfpcs.org) or Zakeya Rodriguez (zrodriguez@pfpcs.org), at (215) 763-7060. You do not have to fill out a form.

For a student with an IEP, positive behavior supports, including any behavior support plan, are part of the IEP. PFPCS does not use corporal punishment or locked seclusion. A physical restraint is used only as a last resort when a student or others are in imminent danger, only by trained staff, and the parent is notified; for a student with an IEP, an IEP meeting is held within 10 school days.

The Board's Positive Behavior Support and Student Discipline Policy and the PFPCS Behavior Handbook are available on the school website or from the Principal's office.

STUDENTS WITH DISABILITIES AND THE DISCIPLINE SYSTEM

PFPCS is committed to ensuring that the rights of its students with disabilities are protected. PFPCS will comply at all times with local, state and federal special education law related to the consideration and application of discipline, including but not limited to suspension and expulsions, of special education students and with those procedures, as required by law and in accordance with the Individuals with Disabilities Act (IDEA).

A manifestation determination is required by the IDEA when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement. Disciplinary change of placement occurs when a student with a disability is removed from the student's current educational setting for more than 10 school days consecutively, or more than 15 school days cumulatively in a school year.

Within 10 school days of the decision to change a student's placement, People for People Charter School, the parent, and relevant members of the IEP team conduct a review to decide if the behavior of concern is a manifestation of the student's disability. During the manifestation determination hearing, the IEP team will answer the following questions: (a) Was the behavior caused by, or directly and substantially related to, the student's disability, and (b) Was the behavior the direct result of the Local Education Agency (LEA) not implementing the IEP. In addition, a manifestation determination hearing will be held for change of placement of any length of time for a student with an intellectual disability.

In conducting manifestation determination hearings, PFPCS follows the procedure and uses the materials recommended by the Pennsylvania Department of Education's Bureau of Special Education, vis-a-vis the Pennsylvania Training and Technical Assistance Network (PaTTAN).

People for People Charter School's full policy regarding manifestation determination and disciplining students with disabilities is available by contacting a Special Education Coordinator, Dr. Natasha Redden (nredden@pfpcs.org) or Zakeya Rodriguez (zrodriguez@pfpcs.org), at (215) 763-7060.

PROTOCOL FOR BULLYING/CYBER-BULLYING PREVENTION POLICY

In order to maintain a safe environment for pupils, the Administration at PFPCS has instituted a school wide Bullying and Cyber-Bullying Prevention Policy. These procedures are consistent with national best practices. The following procedures have been administered to prevent bullying at People for People Charter School:

- The Bullying and Cyber-Bullying Prevention Policy for PFPCS was reviewed and revised by the PFPCS Board.
- During a school wide Professional Learning Committee, administrators held a professional development session on various forms of bullying including but not limited to bullying related to one's race, color, natural origin, disability, sex, gender identity, gender expression, and/or sexual orientation.
- Teachers, administrators, and behavioral specialists reviewed the aforementioned policy with their students in their classrooms.
- Administrators mailed home letters to parents about bullying and reporting procedures.
- The Board of Directors approved hiring a School Culture Coordinator to work closely with the Behavior Specialist and PFPCS Counselor
- PFPCS began a "collaborative" team approach to address student behavior that includes the Principal, Director of Social Emotional Learning, Climate Manager, and Special Education Coordinator.

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- Administrators revised the referral process for student behaviors by creating more transparency in the referral process and revising the "Disciplinary Referral/Incident Report" for documentation of reported and witnessed incidents
- PFPCS produced a Bullying Prevention film as part of a class project for a school wide initiative. This film is now accessible to schools throughout the country.
- The Technology Instructor has access to a Bullying Curriculum that is used in the computer lab.

ZERO TOLERANCE POLICY

If a student is charged with a violation of the Zero Tolerance policy, the student could possibly be suspended for up to 10 days and face expulsion from school. The following behaviors will not be tolerated at People for People Charter School:

1) **Threatening a staff member**. A threat is defined as any behavior, verbal or physical communicated with the intent to terrorize another or which causes a staff member to reasonably fear for their safety presently or in the future.

2) **Communicating terroristic threats or committing terroristic acts directed at any student, employee, Board member, community member or school property**. A terroristic threat shall mean a threat to commit violence communicated with the intent to terrorize another; to cause evacuation of a building; or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. A terroristic act shall mean an offense against property or involving danger to another person.

3) **Using, possessing, distributing, and being under the influence of any controlled substances during school hours, on school property, or at any school-sponsored event**. "Under the influence" means noticeable impairment of ability to ambulate, converse, comprehend or perform motoric tasks as a result of consumption of alcohol and/or use of controlled substance(s). Controlled substances are defined as:

a) Substances controlled by Federal or State law, including, but not limited to, those in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act,
b) Look-alike drugs.
c) Alcoholic beverages.
d) Anabolic steroids.
e) Drug paraphernalia.
f) Any volatile solvents or inhalants, including but not limited to glue and aerosol products.
g) Prescription, patent drugs and/or over the counter drugs except those for which permission for use in school has been granted.
h) Tobacco and/or nicotine in any form.

4) **Possession or use of a weapon during school hours, on school property, or at any school-sponsored event**. A weapon is defined as any object, tool, instrument or implement capable of inflicting bodily injury. A student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school. An object will be considered a weapon even if its normal use is not as a weapon.

5) **Gang Activity**. Gang activities will not be tolerated and PFPCS hereby bars all gangs, gang affiliations and gang related activities from school buildings, school buses, school related activities and school property at all times. A "gang" is defined as any identifiable group or club which exists without the sponsorship or authorization of PFPCS and which engages in anti-social or criminal behavior or activity which is disruptive of PFPCS environment.

Activities of gangs/associations/organizations include recruitment, initiations, hazing, intimidation, retaliation and/or related activities which could potentially cause or are perceived as a threat of bodily danger, physical harm, or personal degradation or disgrace and result or could result in physical or mental harm to students. The use of

language, hand signals, graffiti, tattoos, haircuts, or the presence of any wearing apparel, footwear, jewelry, accessory, or manner of grooming which, by virtue of color, arrangement, trademark, symbol or any other attribute indicates or implies membership or affiliation with such a group is hereby prohibited.

PFPCS will also comply at all times with state and federal special education law related to the consideration and application of discipline, including but not limited to suspension and expulsions, of special education students and with those procedures required by law.

ZERO TOLERANCE DUE PROCESS

The parent/guardian will be promptly notified of the charges. PFPCS will provide all statements and reports freely to the parent/guardian. The Principal or designee will be responsible for arranging alternative education during suspension. All class work will be provided within 5 days of alleged incident. The Principal or designee will contact the appropriate teacher(s) and work will be distributed in a timely manner.

UNLAWFUL HARASSMENT

PFPCS strives to provide a safe, positive learning climate for students. Therefore, harassment in any form is not tolerated. PFPCS prohibits all forms of unlawful harassment of students and third parties by all students and staff members, contracted individuals, vendors, volunteers, and third parties in the school. PFPCS encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

PFPCS directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentially of all parties shall be maintained, consistent with the school's legal and investigative obligations.

No reprisals nor retaliation shall occur as a result of good faith charges of harassment.

For purposes of this policy, harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, sex, gender expression, gender identity, age, disability, sexual orientation or religion when such conduct;

1. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance, or
3. Otherwise adversely affects an individual's learning opportunities.

For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's academic status.
2. Submission to or rejection of such conduct is used as the basis for academic or work decisions affecting the individual.
3. Such conduct deprives a student or educational aid, benefits, services or treatment, or

4. Such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's school performance or creating an intimidating, hostile or offensive educational environment.

Examples of conduct that may constitute sexual harassment include but are not limited to sexual flirtations, advances, touching or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about an individual's dress or body; sexually degrading words to describe an individual; jokes; pin-ups; calendars; objects; graffiti; vulgar statements; abusive language; innuendoes; references to sexual activities; overt sexual conduct; or any conduct that has the effect of unreasonably interfering with a student's ability to work or learn or creates an intimidating, hostile or offensive learning or working environment.

COMPLAINT PROCEDURE

Step 1—Reporting
Students who believe they have been subject to conduct that constitutes a violation of this policy are encouraged to immediately report the incident to the Principal.

If the Principal is the subject of a complaint, the student shall report the incident directly to the CEO. If the CEO is the subject of a complaint, the student shall report the incident directly to the Board of Directors.

Step 2 —Investigation
Upon receiving a complaint of unlawful harassment, the Principal or designee shall immediately investigate the complaint, unless the Principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation of the incident is pending or has been concluded.

Step 3—Investigative Report
The Principal or designee shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

The findings of the investigation shall be provided to the complainant, the accused, and the CEO.

Step 4 —School Action
If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, PFPCS PFPCS shall take prompt, corrective action to ensure that such conduct ceases and will not recur.

Disciplinary actions shall be consistent with the Student-Parent Handbook, Board policies and school procedures, and local, state and federal laws.

If it is concluded that a student has knowingly made a false complaint under this policy, such student shall be subject to disciplinary action.

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DUE PROCESS PROCEDURES

AUTHORITY OF SCHOOL ADMINISTRATION (IN LOCA PARENTIS)

Every teacher, designated supervisory personnel and/or school administrator has the right to exercise the same authority as to the conduct and behavior over the pupils during the time they are in attendance at school, including traveling to and from school, as the parents or guardians may exercise over them.

WHEN THE INCIDENT OCCURS

The student will have the opportunity to hear from PFPCS administration of the complaint against the student and be allowed the opportunity to respond with the student's "side of the story." Prior notice of the intended suspension need not be given to the student when it is clear that the health, safety, or welfare of PFPCS community is threatened.

SUSPENSION

All suspensions will be approved by the Principal, who will sign a Notice of Suspension that will be given to the student. (A copy of the Notice of Suspension will be placed in the student's file.) In addition, the parent will receive a phone call or message from a member of PFPCS administration notifying the student of the suspension and the paperwork that the student will bring home. The Notice of Suspension will contain the reason(s) for the suspension, the length of the suspension, and the date and time of the reinstatement. For suspensions that exceed three (3) days, see below.

Suspensions for 4 to 10 days

Note: Suspensions may not be made to run consecutively beyond the 10-school day period.

1) The student and the parent have the right to an informal hearing with the CEO or Principal.
2) Informal hearing requirements:
   a) The informal hearing is meant to encourage the student's parents/guardian to meet with the CEO or Principal to discuss ways by which future offenses can be avoided.
   b) The steps below will be followed to ensure due process:
      i) The student and the parent/guardian will be notified in writing as to the reason(s) for the suspension.
      ii) Sufficient notice will be provided with notice of the time and place of the informal hearing.
      iii) A student has the right to question any witnesses present at the informal hearing, and has the right to speak and produce witnesses on the student's own behalf.
      iv) The informal hearing will be held within the first 5 days of the suspension.

For all suspensions, students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Board.

DUE PROCESS EXPULSION PROCEDURES

1) A Board decision is required to expel a student.
   a) Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing.
   b) During the period prior to the hearing and the decision of the Board of Trustees in an expulsion case, the student, unless on. suspension, shall be placed in the student's normal class except:
      i) If it is determined after an informal hearing that a student's presence in the student's normal class would constitute a threat to the health, safety, morals or welfare of others; and
      ii) If it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.
2) Notification of the charges will be sent to the student's parent/guardian by certified mail.
3) Parents will be provided with sufficient notice (minimum of three days) of the time/place of the hearing.
4) The hearing will be held in private unless the student or parent requests a public hearing.
5) The student will have the right to be represented by counsel.
6) The student will have the right to have a parent/guardian attend and participate in the hearing.
7) The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
8) The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined. (If the witness is a minor, parental consent is required and must be given before the minor can appear.)
9) The student will have the right to testify and present witnesses on the student's own behalf.
10) A record will be kept of the hearing, either by stenographer or by tape recorder.
11) Records of the hearing will be made available to the student/parent upon request.
12) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case a hearing shall be held as soon as reasonably possible:
    a) Laboratory reports are needed from law enforcement agencies;
    b) Evaluations or other court administrative proceedings are pending due to a student invoking the student's rights under the Individuals with Disabilities Education Act (20 U.S.C.A. 1400- 1482).
    c) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
13) In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of that Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. Students and their parents/guardians will be apprised of these rights.

DESCRIPTION OF THE DUE PROCESS HEARING

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the board, but whose adjudication must be approved by the Board, (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

1. PFPCS's and the student's representatives shall have the right to examine and cross-examine witnesses;

2. The student has the privilege against self-incrimination, but that if the student does testify, the student shall be subject to cross-examination;
3. PFPCS has the burden of proving the charges by a preponderance of the credible evidence;
4. A transcript of the proceedings shall be maintained and made available to the student's representative upon request;
5. The hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

1. The case will proceed by having PFPCS present its evidence through witnesses and other evidence first;
2. The school's witnesses shall be subject to cross-examination by the student's representative; and
3. The student will then have the opportunity to present witnesses on the student's behalf, subject to cross-examination by the school's representative.
4. Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed.

STUDENT RIGHTS

This policy sets forth guidelines by which student rights are to be determined consistent with law.

1. The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of students of this school. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association in accordance with these guidelines.
2. Attendant upon the rights established for each student are certain responsibilities, which include
3. respect for the rights of others, obedience to properly constituted school authority and compliance with the rules and regulations of this school.
4. A student who has reached the age of 18 years possesses the full rights of an adult and may authorize those school matters previously handled by the student's parents.
5. The Principal shall observe the disciplinary procedures consistent with law and Board policy to ensure that student rights under varying conditions are properly respected.

SEARCH AND SEIZURE

PFPCS reserves the right to search a student upon reasonable suspicion that a law or school rule has been violated. The Principal or designee will conduct any such search. The full policy is included as an appendix to this Handbook.

STUDENT SUPPORT TEAM

The People for People Charter School's Student Support Team (SST) utilizes a multidisciplinaryteam and intervention system to remove educational and behavioral barriers, which interfere with student learning. The SST relies upon the expertise of a professionally-trained team, which includes school staff and liaisons from community agencies, to address students' needs.

Parents and guardians are encouraged to be involved in the process. The process is designed to assist both parents/guardians and students by making in-school resources available and providing information about community resources. The SST does not provide treatment or implement disciplinary consequences. Referrals may be made to the program through the Social Work Team by staff, family members, community agencies, students, or any other concerned persons. Students seeking assistance may refer themselves.

STUDENT HEALTH AND WELLNESS

Objectives

1. Provide high quality state mandated screenings for related quality care coordination.
2. Provide high impact disease management and acute sick care for decreased school absenteeism and emergency room use and/or hospitalization.
3. Provide comprehensive routine well-child care including immunizations, health education, and quality care coordination.

SERVICES

1. Vaccine, physical, and dental tracking, and coordination as required by Chapter 23 of the PA School Code (Student Health Services):
    a. Annual physical exam – required upon entry into the school, and in 6th and 11th grade
        i. Only physicals dated 8/1/2016 and forward can be accepted as required
    b. Annual dental exam – required upon entry into the school, and 3rd and 7th grade
        i. Only dental exams dated 2/1/2017 and forward can be accepted as required (semi-annual exam)
    c. Please see "Immunization Requirements" below for more details on vaccine tracking and coordination.
2. State mandated health screenings and referral as follows:
    a. Vision screening annually for all grades. The Snellen Chart or other screening device approved by the Department of Health will be utilized for vision screening.
    b. Hearing screening tests will be conducted annually for students in kindergarten, grades one, two, three, seven, and eleven. Students in any grade who are known to have a loss which meets or exceeds the criteria for otologic referral established by the Department of Health shall be given a test each year in accordance with Chapter 23.
    c. BMI assessment will be conducted at least once annually for students in all grades.
    d. Scoliosis Screening will be administered to students in grades six and seven.
3. Injury and illness assessment and intervention.
4. Medication administration with signed parent/guardianconsent.
5. Preventative well-child care (vaccines and physicals) as consented to by the parent/guardian.
6. Chronic care assessment and management using spirometry for asthma, and coordination with the parent and primary care physician (PCP) as indicated.
7. Diagnosis and treatment of acute illness as consented to by parent/guardian.
8. Sexual health education, screening, diagnosis, and treatment of sexually transmitted infections for 8th grade and high school students.
9. Routine screening for student health risk including mental health using validated clinical. Inventories (Pediatric Symptom Inventory and Patient Health Questionnaire) for collaboration and referral to the school social work team and/or provider.
10. Health insurance enrollment support services.
11. Health and wellness education to the students and their caregivers individually and in group where

feasible, and to teachers as appropriate related to chronic health conditions and their considerations and requirements as it relates to the classroom.

IMMUNIZATION REQUIREMENTS

Vaccines are required on the first day of school:

- A child must have at least one dose of all vaccinations, or risk exclusion.
- A child may have a documented medical, religious, or philosophical exemption from these vaccinations, in accordance with Chapter 23.
- Even if a child is exempt, a child may be excluded from school during an outbreak of a vaccine-preventable disease.

All Grades	Doses	Notes
Tetanus, diphtheria, pertussis (DTP/Dtap/DT/Td, or Tdap*)	***4****	1st dose at/after age 4
Polio (OPV/IPV)	***4***	4th dose at/after age 4, at least 6 months after previous dose
Measles, mumps, rubella (MMR/MMRV)	***2***	At/after age 1
Hepatitis B (HBV)	***3***	
Chickenpox (Varicella/MMRV)	***2***	At/after age 1*
6th and 7th grade	***Doses***	Notes
Meningococcal conjugate vaccine (MCV4)	*1*	At/after age 2
Tetanus, diphtheria, pertussis (Tdap)	*1*	At/after age 7
12th grade	***Doses***	Notes
Meningococcal conjugate vaccine (MCV4)	***2***	If 1st dose is given at age 16 or older, only 1 dose is needed to enter 12th grade.

*Only 3 doses of Td-containing vaccine are necessary if the series is started at or after age 7, and at least one dose is Tdap.
**Or documentation of immunity by lab test or written statement from parent, guardian, or physician.

Pennsylvania regulations require that students have a tuberculosis test done when directed by the PA Department of Health and Philadelphia Department of Public Health or for students transferring to a

Pennsylvania school from certain countries, and for students in Kindergarten and 9th grade. The school TB testing program is focused on students born in high TB incidence countries who are entering school for the first time or transferring directly from high TB incidence countries. Only a positive interferon gamma release assay test result or a Mantoux intradermal test using 5 TU of stabilized PPD tuberculin skin test result measuring > 10mm of induration shall be considered a "significant reaction" and evidence of latent TB infection.

If a child doesn't have required doses, they must within the first 5 days of school:

- Receive the next dose, if medically appropriate.
- Have a parent/guardian provide a medical plan if the next dose isn't the final dose of the series.
- Have a parent/guardian provide a medical plan in the next dose is not medically appropriate.

Student health records are maintained for every child. The school nurse and medical team will review student health files for the above-mentioned immunization requirements. The school nurse and medical team will work with other school staff to ensure that any missing/required immunizations are submitted to the school. These records are kept at People for People Charter School and are available to the school nurse and medical team at all times.

REIMBURSEMENT

People for People Charter School submits Health Reimbursement through SHARRS. Other

Authority

1. For each student transferring to Charter School, the Chief Executive Officer ("CEO") shall request an adequate health record from the transferring school. If the record is not transferred or missing necessary documentation, Charter School shall conduct a medical exam for a comprehensive health appraisal upon student's entry to Charter School.

2. The individual student records of health examinations shall be maintained as a confidential record subject to statute and the policies of the Board of Trustees.

3. A student who presents a statement signed by his/her/their parent/guardian that a medical examination is contrary to his/her/their religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial health menace to the health of other persons exposed to contact with the unexamined person(s).

4. Where it appears to school health officials or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent/guardian of the student shall be so informed, and a recommendation shall be made that the parent consult a private physician or dentist. The parent shall be required to report to the school the action taken after such notification.

5. When the parent/guardian informs Charter School of financial inability to provide an examination, charter school shall advise them of the special educational medical procedures available.

6. Parents and guardians of students who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination and encouragement that the parent or guardian attend. Such notice may also include notification that the parent/guardian may have the examination conducted privately at the parents' expense and encouragement that the parent/guardian

does so in the interest of providing continuity in the student's health care; and, notification that the student may be exempted from such examination if it is contrary to the parent/guardian's religious beliefs.

Delegation of Responsibility

7. The CEO shall instruct all staff members to observe students continually for conditions that indicate physical defect or disability and to report such conditions promptly to the school nurse.

8. When a CEO receives a report of the existence of a communicable disease in a student's family, the school physician, school nurse practitioner, or nurse must be notified and vice versa and also the Department of Health in either circumstance.

9. A pupil with a communicable disease may not be readmitted to school except upon written receipt of a physician's certificate of recovery or a statement that the illness is not communicable, or upon instruction from the school physician, school nurse practitioner, or nurse.

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EMERGENCY PROCEDURES

All emergency actions to be taken are directed by the Principal. If the Principal is not present, the Principal's designee will direct all emergency actions.

FIRE DRILL AND EVACUATION PROCEDURES

If the fire alarm goes off or if the building must be evacuated, the following classrooms will exit via the Brown Street exit, into the parking lot of the Greater Exodus Baptist Church:

307, 308, 309, 310, 311, 312, 313, 406, 407, 408, 409, 410, 507, 508, 509, 607, 608, 609, Nurse's Office, Main Office

Classroom doors are to be shut and lights are to be turned off. Students are to **SILENTLY WALK** in a single-file line to the Brown Street stairwell. All students are to wait for the students on the floor below them to pass before they continue down the stairs. Once exiting the building, students are to walk across Brown Street into the parking lot of the Church and line up in an orderly fashion. Students are to remain silent for the duration of the fire drill or evacuation. All individuals will wait for further instructions from the Principal or Designee.

The following classrooms will exit via the Carlisle Street exit, into the PFPCS parking lot:

Cafeteria, 401, 403, 405, 411, 412, 501, 510, 511, 512, 601, 603, 606, 610, 611, 612.

Classroom doors are to be shut and lights are to be turned off. Students are to **SILENTLY WALK** in a single-file line to the Carlisle Street stairwell. All students are to wait for the students on the floor below them to pass before they continue down the stairs. Once exiting the building, students are to walk across Brown Street into the parking lot of PFPCS and line up in an orderly fashion. Students are to remain silent for the duration of the fire drill or evacuation. All individuals will wait for further instructions from the Principal or Designee.

LOCKDOWN PROCEDURES

LOCKDOWN: Code Blue – Activity outside of the building In a lockdown, no individuals are allowed IN or OUT of the building.
The Principal or Principal Designee and the Director of Operations will move swiftly throughout the building to communicate "we are in a Code Blue Lockdown" message to all staff. The Principal will start on the seventh floor, and the Director of Operations will start on the first floor. The Principal and the Director of Operations will meet at the third-floor Main Office to confirm that the message has been communicated throughout the building. The Principal or Director of Operations will use the intercom system to announce, "Attention. We are in a lockdown. Code Blue. All staff and students are to stay inside of their classrooms." The security staff will secure all entrances to the building. The Director of Security will conduct a floor search to ensure that there is no suspicious activity in or around the building.
LOCKDOWN: Code Red – Activity inside of the building In a lockdown, no individuals are allowed IN or OUT of the building. Students and staff must take immediate shelter in a nearby location, by sealing a single area from outside intruders.
The Principal or Principal Designee will make an announcement via the intercom system and cell phone communication: "Attention. We are in a lockdown. Code red. Lockdown. Code red." Administrative personnel will lock themselves in their respective offices. The Principal or designee will stay near phones, walkie-talkies and the intercom system to alert emergency personnel and PFPCS community. The Principal or Principal Designee will call 911 and PFPCS Police. Teachers will pull any children from the hallways into their classrooms; students will move into an area away from windows, doors, a potential line of fire. Teachers will turn off the lights and will place a sheet of chart paper over the classroom door windows. Teachers will direct students to

turn off their cell phones and refrain from using them. Teachers will lock their classroom doors. Teachers will silence their cell phones and will closely monitor their cell phone messages. Students who are in the cafeteria will remain in the cafeteria. Disregard any fire alarms. If possible, the Principal, Principal Designee, Director of Operations, and/or Director of Security will walk PFPCS floors checking for unlocked doors and students/staff walking the hallways. Anyone found in the hallways will be placed in the nearest classroom. All parties will remain in their respective secure locations until the "all clear" has been given by law enforcement personnel or the lockdown has been lifted by the Principal or Designee.

SHELTER-IN-PLACE PROCEDURES

In the event that a Shelter-In-Place is advised for the area, including People for People Charter School, all persons in the building will be notified that PFPCS is preparing to shelter in place and that all building doors will be closed after three (3) minutes. All employees and visitors must decide whether to shelter in place at PFPCS until the "all clear" is announced or whether they will leave the premises within three (3) minutes. After that time, no one will be allowed to break the seal on the building until the "all clear" is announced.

Employees and visitors cannot be forced to shelter in place. It is optimal if all employees and visitors stay. Therefore, it is important to maximize the cooperation of employees with the shelter in place plan.

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TITLE I

TITLE I

PFPCS receives federal funding through Title I, Part A - Improving Basic Programs. This federal program provides financial assistance to schools with high percentages of economically disadvantaged students to ensure that children meet challenging state academic standards.

Since more than 40 percent of the PFPCS student body is classified as economically disadvantaged (as determined by participation in the National School Lunch Program), PFPCS uses Title I funding to operate a school wide program to upgrade the instructional program for the whole school. Our school wide Title I program is based on effective means of improving student achievement and includes strategies to support parental involvement.

More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

PFPCS' Federal Program Coordinator can be reached at Omnivest, LLC., at phone number 215-497-8301.

ANNUAL TITLE I MEETING:

PFPCS invites parents to attend our annual Title I information meeting, which will be held as part of the Back to School Night. At these meetings we will describe our participation in Title I, Part A programs, explain the requirement of Title I, and explain parents' right to be involved (including developing our Title I Parent and Family Engagement Policy and Parent Compact).

PARENT RIGHTS UNDER TITLE I:

Under Title I, Part A, PFPCS parents have the right to:

- Be involved in our Title I, Part A programs - PFPCS, with the help of its parents, will continue to improve and implement a Title I Parent and Family Engagement Policy and a School-Parent Compact.
- Request regular meetings - Requests for meetings to discuss Title I programs should be put in writing and submitted to the Federal Programs Coordinator.
- Know teacher and paraprofessional qualifications - Parents may request, and PFPCS then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to their children. Requests should be put in writing and submitted to the Principal.
- Know non-highly qualified teachers - PFPCS will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more consecutive weeks by a teacher who is not highly qualified as defined by the State of Pennsylvania guidelines.

TITLE I COMPLAINT PROCEDURES

A parent who feels that PFPCS is not meeting its Title I or other responsibilities as outlined in this policy, should first discuss the problem with PFPCS Principal or Federal Programs Coordinator. Examples of violations would be such things as:

- An annual meeting was not convened by the Principal to explain Title I offerings to parents.
- Parents were refused information on the professional qualifications of their child's classroom teacher.

If the concern was not resolved at PFPCS level, a parent should begin a formal Pennsylvania Department of Education (PDE) complaint procedure as outlined below. A complaint is defined by PFPCS as a written, signed statement. It must include the following:

1. A statement that PDE or PFPCS has violated a requirement of federal statute or regulations.
2. The facts on which the statement is based.
3. Information on any discussions, meetings or correspondence with PDE or PFPCS regarding the complaint.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2021-22: LEA AND SCHOOL LEVEL

Part 1: General Expectations

PFPCS agrees to implement the following statutory requirements:

- PFPCS will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116, PFPCS PFPCS will ensure that these parent and family engagement policies meet the requirements of section 1116 (A)(b) of the ESSA, and each include, as a component, a school-parent compact. A school-parent compact will be jointly developed with parents and family members. The compact will outline how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which PFPCS and the parents will build and develop partnerships to help children achieve the State's high standards. The compact will describe the school's responsibility to provide a high- quality curriculum and instruction in a supportive and effective learning environment. The parents will be responsible for supporting their children's learning through volunteering in their child's classroom and/or participating as appropriate in decisions relating to their child's education. It will stress the importance of communication between teachers and parents on an ongoing basis through various conferences, reports, and reasonable access to facility, in a language that family members can understand.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, PFPCS PFPCS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1116 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. PFPCS will provide parents with the timely information about the Titles program via multiple methods of communication.
- PFPCS PFPCS will coordinate and integrate parent and family engagement strategies with other Federal, State, and local laws and programs (ESSA, Section 1116(a)(2)(C).

- PFPCS PFPCS will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:
- Parental engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
    - the carrying out of other activities, such as those described in section 1116 of the ESSA.

Part 2: Description of How School Will Implement Required Parent and Family Engagement Policy Components

1. PFPCS will take the following actions to involve parents in the joint development of its school wide parent and family engagement policy, Title 1plan and school level plan under section 1116 of the ESSA:
    a) Solicit feedback from parents during meetings of Family Engagement Nights (grade level meetings).
    b) Share draft parental involvement policy with parents via a focus group and solicit feedback on the policy from participants.
    c) Incorporate parent feedback into policy before it is brought in front of the Board of Trustees for approval.
2. PFPCS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:
    a) Solicit feedback from parents during regular meetings of Family Engagement Nights (grade level meetings).
    b) Provide ongoing parent training on topics related to school improvement.
    c) Inform parents of their right to be involved in our Title I, Part A programs and request regular meetings via a posting in the Student-Parent Handbook.
    d) Provide parents with the contact number for the school's Federal Programs Coordinator via a posting in the Student-Parent Handbook and/or website.
    e) PFPCS will hold annual Titles meetings for parents. This meeting will be held each fall, at the Back to School Night The meeting is held to explain Titles requirements, and the rights for parents to be involved in their child's education. Please see the Parent-Student Handbook or the website for date and time. PFPCS will use a variety of methods to notify parents. All parents and family members of participating children are invited and encouraged to attend.
    f) PFPCS will offer a flexible number of meetings, in the morning and/or evening to better accommodate the schedule of the school's parent community for those who cannot make it to the annual Titles meeting.
3. PFPCS will coordinate and integrate parental engagement strategies in Part A with parental involvement strategies under the following other programs: School Improvement Grant, IDEA, Farm to School, NSLP, etc.], by:
    a) Including the Federal Programs Coordinator on the advisory boards of the programs above.
    b) Including parents on the advisory boards of the programs above.
    c) Coordinating all parent engagement activities with the parent groups.
4. The CEO will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents and family members in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). PFPCS will use the findings of the evaluation about its

parent and family engagement activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies. The evaluation will likely include an annual survey and/or roundtable discussion (i.e. focus group).

5. PFPCS will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among PFPCS involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    a) PFPCS PFPCS will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
        i) the State's academic content standards,
        ii) the State's student academic achievement standards,
        iii) the State and local academic assessments including alternate assessments,
        iv) the curriculum at use at the school
        v) the requirements of Title I, Part A,
        vi) how to monitor their child's progress, and
        vii) how to work with educators.
        viii) Activities will include training provided at grade level Parent Engagement meetings, workshops, communication with home, etc.
    b) PFPCS will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Examples of materials to be provided also include test preparation activities, summer enrichment activities, middle school and high school planning resources, etc.
    c) PFPCS, with the assistance of its parents, will educate its teachers, pupil services personnel, administration and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing ongoing professional development.
    d) PFPCSPFPCS will take the following actions to ensure that information related to PFPCS and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. The annual home language survey will help to facilitate this effort.
    e) PFPCS will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Part 3: Discretionary Parent and Family Engagement Policy Components

In addition to the parent and family engagement activities listed above, PFPCS will promote parent involvement by:

- Paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home meetings between teachers or other educators, who work directly with participating children, with parents who are unable to attend those meetings at school;

- Adopting and implementing model approaches to improving parental involvement;
- Use the parent representatives on the Board to provide advice on matters related to parent and family engagement in Title **I,** Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental engagement activities under section **1116** as parents may request.

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RIGHT TO KNOW LETTER

Parent Right to Know Information as Required by The Elementary and Secondary Education Act (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

Dear Parent(s)/Legal Guardian(s):

Your child attends PFPCS which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout PFPCS year, you will receive from PFPCS information about such Title I funds and your child's education. This Notice informs you of your right to request information about the qualifications of the classroom staff working with your child and information about your child's assessments.

PFPCS is very proud of its teachers and how prepared the teachers are to provide your child a high-quality education for the coming school year. PFPCS receives Title I funding and therefore must satisfy federal regulations related to teacher qualifications as defined in ESEA. Such regulations provide you with the opportunity to learn more about your child's teachers' training and credentials, information PFPCS is happy to supply. You may request information regarding:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject the teacher is teaching;
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived;
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration; and
- Whether your child receives assistance from a paraprofessional and, if so, information about the paraprofessional's qualifications.

PFPCS shall also provide to parents of a child enrolled in the Charter School, if applicable and available, (a) information on the level of achievement and academic growth on each of the state academic assessments; and (b) timely notice if their child has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teachers has been assigned.

Per ESSA, you may request information regarding:

- Policies pertaining to student participation in assessments; and
- Procedures for students to opt out of assessments;
- Additionally, PFPCS shall post on its website assessment details such as:
    - Information on each state-required assessment;
    - Subject matter tested;
    - Purpose of the testing;
    - Source of the requirement for the testing (if applicable);
    - Amount of time students will have to complete the testing; and
    - Time and format of disseminating assessments results.

PFPCS staff is committed to helping your child develop the academic knowledge and critical thinking your child needs to succeed in school and beyond. That commitment includes making sure that all PFPCS teachers and paraprofessionals meet applicable Pennsylvania state requirements. If you have any questions about your child's assignment to a teacher or paraprofessional, please contact me at (215) 763-7060 or email me at afratanduono@pfpcs.org.

Sincerely,

Anthony Fratanduono
Principal

BOARD OF TRUSTEES

Members

- Mr. Keith Harris - Chair
- Mr. Andre Williams – Vice-Chair
- Ms. Lawanda Fowler - Treasurer and Chair of the Finance Committee
- Mr. Khaalis Carter
- Mr. Eric Godbolt
- Ms. Patricia Hamilton
- Mr. Angelo Perryman
- Ms. Deborah Ware
- Mr. AJ Comly

MEETING SCHEDULE

Board Meetings normally take place in the 7th Floor Conference Room at PFPCS (800 N. Broad Street, Philadelphia, PA 19130) and begin at 6:00 PM. Due to the COVID guidance, the Board meeting will be held virtually via GoToMeeting until further notice.

Any member of the public who wishes to participate in the meeting by making a public comment or presentation may register in advance to speak by emailing CEO Pri Seebadri at pseebadri@pfpcs.org prior to the start of the meeting. The member of the public should include the name and address of the participant, topic to be addressed, and group affiliation, if applicable.

The Public has three (3) minutes to address the full Board. This time limit is consistent with the Philadelphia School District handling of public comment. A written document covering the topic brought before the Board tonight will be expected to be received by PFPCS and Board before the close of business the day following the Board meeting, if not already presented before speaking. The Board will offer no response at the time of the comment.

The public may listen to the Board Meeting by conference line: You

can also dial-in using your phone.

- United States: +1 (571) 317-3112
- Access Code: 734-346-421

Meetings for the 2026-2027 school year will occur on the following dates:

- July 28, 2026
- September 22, 2026
- October 27, 2026
- November 17, 2026
- December 15, 2026
- January 26, 2027
- February 23, 2027
- March 23, 2027
- April 27, 2027
- May 25, 2027
- June 22, 2027

The People for People Charter School

PUBLIC PARTICIPATION AT BOARD MEETING POLICY

The PFPCS Board of Trustees recognizes the value to school governance of public comment on educational issues and the importance of involving members of the public in Board meetings. The Board also recognizes its responsibility for proper governance of PFPCS and the need to conduct its business in an orderly and efficient manner.

In order to permit fair and orderly expression of public comment, the Board shall provide an opportunity at each open meeting of the Board for public participants to comment on matters of concern, official action or deliberation before the Board prior to official action by the Board.

To ensure that all individuals attending public meetings of PFPCS have the opportunity to observe the meeting and hear those participants who wish to address the Board, all members of the public attending all meetings shall be expected to: turn off or silence all cell phones, pagers, and other electronic devices; know that it is unlawful to disrupt public meetings and that individuals who do so may be prosecuted; and understand that the presiding officer may instruct that an individual be removed if the officer determines that they are disrupting the meeting.

Any member of the public may address the Board of Trustees at a formally scheduled public Board Meeting in accordance with the procedures and limitations of this policy.

In order that the Board may fairly and adequately discharge its overall responsibility, all citizens who wish to participate in a public Board meeting by making a public comment or presentation shall register their intent with the Board Chair, or other designated Board member, prior to the start of the meeting and shall includethe name and address of the participant, topic to be addressed and group affiliation, if applicable. Anyone who has not contacted the Board Chair may be recognized at the discretion of the presiding officer.

Requests to participate can be made via first class mail or e-mail to: Chair

of the Board of Trustees
People for People PFPCS 800 N.
Broad Street Philadelphia, PA
19130 board@pfpcs.org

The following guidelines shall be followed for persons or groups wishing to make statements to the Board at any meeting:

1. Participants must first be recognized by the presiding officer and must preface their comments by an announcement of name, address and group affiliation, if applicable.
2. The Board reserves the right to postpone a reply until it has had time for appropriate deliberation and preparation of a response (this will usually be made at the next meeting);
3. If questions or problems relate to personnel issues, i.e. complaints about the conduct or performance of a particular PFPCS employee, the Board may direct that such issues be discussed with the CEO/Principal or may go into executive sessions to receive presentations;
4. Visitors at Board meetings shall not, without prior arrangements, enter into discussion of matters

being deliberated by the Board during the course of the business meeting unless recognized and given permission by the presiding officer;

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5. The agenda of Board meetings shall include opportunity for members of the public, without prior arrangements, to address the Board on any matter prior to the Board taking official action and at the conclusion of the business meeting;
6. Presentations to the Board shall be limited to a duration of three (3) minutes unless prior arrangements have been made and an extension of time has been granted. The presiding officer may extend the time limits at the officer's discretion;
7. Remarks on behalf of an organization or group may be presented through only one (1) speaker at each meeting, but additional representatives of the organization or group may submit written remarks to be included in the minutes of the meeting;
8. There shall be a limit of six (6) speakers on the same side of an issue, but the Board may, at its discretion, hold a special Board meeting or permit more than six (6) speakers on an issue;
9. Comments on agenda items and other public comments shall be directed to the presiding officer;
10. Members of the public shall not be permitted to participate in debate regarding issues before the Board nor to question school staff regarding Board and administrative issues and procedures during meetings of the Board unless permitted by the presiding officer;
11. The presiding officer shall maintain control of all meetings and may terminate a participant's statement when it has exceeded the time limits and/or
12. Persons refusing to follow the guidelines of the Board are subject to removal.

If the Board determines there is not sufficient time at a meeting for public comments, the comment period may be deferred to the next regular meeting or to a special meeting occurring before the next regular meeting.

The presiding officer at each public Board meeting shall follow Board policy for the conduct of public meetings. When a ruling is disputed, it may be overruled by a majority of those Board members present and voting.

The presiding officer may:

1. Interrupt or terminate a participant's statement when the statement is obscene, threatening, or exceeds the allowed time.;
2. Request any individual to leave the meeting when that person does not observe reasonable decorum; and
3. Request the assistance of law enforcement officers to remove a disorderly person when the person's conduct interferes with the orderly progress of the meeting.

Any person attending a meeting of the Board shall have the right to use electronic recording devices under the following rules:

1. No auxiliary lighting will be permitted.
2. Under no circumstances will recording devices or problems associated with them be permitted to interrupt or delay sessions of the Board.
3. Audio and video recording devices can be used from an individual's seat or from a location designated by the presiding Board officer.
4. An individual's right to record will be forfeited if there is an interference with the ability of others to observe the proceedings and all reasonable efforts have been made to attempt to correct the problem.
5. All taping shall begin when the meeting is called to order and termination of taping shall be at the time of adjournment.
6. Videotaping shall only be the proceedings and content of the meeting, and not attendees or otherwise.
7. No large placards or large banners will be permitted within the meeting room.

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TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

BOARD OF TRUSTEES CONTACT INFORMATION

Phone: 215-763-7060
Fax: 215-763-6210
Email: board@pfpcs.org
Address: 800 North Broad Street, Philadelphia, PA 19130

COMPLAINT POLICY

While the Board PFPCS encourages the public to attend Board meetings and to offer comment, the Board recognizes that from time to time issues may be made known to the Board in a forum other than at a public Board meeting. The Board welcomes the opportunity to address such issues within the parameters of the Open Meetings Law and this policy.

Constructive criticism of PFPCS is also welcomed by the Board whenever such criticism is motivated by a sincere desire to improve the quality of the educational program or to equip PFPCS to carry out its mission more effectively. The Board similarly welcomes the opportunity to address such complaints within the parameters of the Open Meetings Law and this policy.

The Board directs that a chain of review be followed prior to bringing criticisms or individual issues to the Board. The chain of review is as follows:

Delegation of Authority:

A. **Matters Regarding a Staff Member:**

- **First Level:** A matter specifically directed toward a staff member shall be addressed, initially, to the concerned staff member who shall discuss it with the complainant and make every effort to provide a reasoned explanation or take appropriate action within the staff member's authority.
- **Second Level:** If the matter cannot be satisfactorily resolved at the first level, it shall be discussed by the complainant and staff member with the staff member's direct supervisor.
- **Third Level:** If the matter cannot be satisfactorily resolved at the first or second levels, it shall be discussed by the complainant and staff member with the Principal.
- **Fourth Level:** If a satisfactory solution is not achieved by discussion with the Principal, or if the Principal is the subject of the complaint, the matter shall be discussed with the CEO.
- **Fifth Level:** If a satisfactory solution is not achieved by discussion with the CEO, or if the CEO is the subject of the complaint, the matter shall be discussed with the Board Chair.

At each of the above levels, the complainant shall be informed of the right to appeal the decision to the next level. Review of any decision made by a subordinate shall be on the basis of the facts of the matter and their appropriate disposition within the constraints of laws, rules, regulations and Board policy.

If a satisfactory solution cannot be reached after discussion with the CEO, the matter shall be referred to the Board of Trustees. The Board of Trustees has the discretion to refuse to accept complaints or criticisms pertaining to individual employees of PFPCS without specific documentation of attempts to resolve the issue

with the employee in question. Any matter appealed to the Board of Trustees by a complainant shall be in writing and sent to the Board President at least three (3) days prior to the Board meeting or other Board member designated to receive such complaint or issue.

When practical, matters will be addressed by the Board within thirty (30) days of receipt of the written request. The party appealing to the Board will provide a written background of the matter, with information such as the responses of individuals with whom the appellant met in the charter school. The Board may request additional documentation through the CEO and/or Principal.

Decisions of the Board of Trustees shall be final.

The Board recognizes that official action may only be made by a quorum of the Board in accordance with Pennsylvania's Open Meetings Law. Individual Board members do not have the authority to speak for the entire Board on specific subjects. Therefore, in the event that a criticism or a specific issue is made known to an individual Board member, whether verbally or through writing, the individual Board member will share that criticism with the full Board within the parameters of the Open Meetings Law.

The individual Board member will respond to the issue or criticism presented by an individual only in order to convey to the individual that the Board member cannot respond for the full Board.

The Board member will provide the individual/complainant with a copy of this policy. In the event that the Board determines that the delegation of authority process has been followed, the Board will determine whether to address the issue/complaint in executive session or at a public Board meeting depending upon what forum is necessary as recommended by Principal and permitted by the Open Meetings Law.

B. **Other Matters**

A request, suggestion, or complaint relating to a matter of school policy, procedures, program, operation, pupil progress, pupil well-being, extra-curricular activities, or instructional materials, etc., should be addressed, initially, to the principal or the head of the Department who is most directly concerned, and then, in turn to the progressive levels of authority in the manner prescribed in part A. Responses will be made in accordance with the parameters of part A and the Open Records Law.

C. **Civil Rights**

Complaints regarding race, color, national origin, age, sex, or disability (protected classes) are considered Civil Rights complaints. You have the right to file a Civil Right complaint directly at the Federal level. When contacting PFPCS, initially the Principal, regarding the complaint, PFPCS must first inform the complainant of Federal Civil Rights rules and regulations that have been established for protected classes. If PFPCS is unsure if the complaint falls under a protected class, PFPCS should provide the complainant the federal complaint information. PFPCS must provide the complainant the necessary information to file a complaint:

*Mailing address of USDA:*US Department of Agriculture Office of
the Assistant Secretary for Civil Rights
1400 Independence Ave, SW Washington,
DC 20260-9410

USDA's Telephone/Fax number and Email address:
T: (866) 632-9992 F: (202) 690-7442 E: program.intake@usda.gov

Electronic link to file a civil rights complaint:
htt://www.ascr.usda.gov/complaint_filing_cust.html

Only after providing the complainant with the information on how to file a Civil Rights complaint directly at the Federal level can PFPCS proceed to resolving the complaint internally, initially, with the Principal and then progressive levels of authority in the manner prescribed in part **A.** The actions taken must be documented. The complaint has the right to refuse to discuss the matter any further with PFPCS or if the matter cannot be resolved quickly, the complaint may continue to file the complaint at the Federal level.

D. Matters Regarding an Individual Board Member or Board Policy

A request, suggestion or complaint relating to an individual Board member shall first be made know to the individual Board member. The Board member may consider the issue within the parameters of this Policy and the Open Meetings Law. If the issue cannot be resolved between the individual Board member and the individual/complainant, the full Board shall be informed in writing. The full Board shall consider this issue in accordance with the provisions of Paragraph A and in accordance with the Open Meetings Law.

A request, suggestion or complaint relating to a Board policy shall be made known to the full Board. The full Board shall consider this issue in accordance with the provisions of Paragraph A and in accordance with the Open Meetings Law.

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THE PEOPLE FOR PEOPLE CHARTER SCHOOL

Parent Handbook Receipt and Agreement Form

Upon receipt, please remove, sign, and return this form to your child's teacher within 3 days.

Dear Families,

This handbook was produced as a resource for students and parents to explain the policies, rules, and regulations governing all students at The People for People Charter School. Please read and review this Student-Parent Handbook with your child. It is important that parents and students understand the expectations and rules for the school. Your signature will indicate that you have reviewed and discussed the handbook together and that you join with The People for People PFPCS in our efforts to keep our school safe and orderly. In signing this form, you agree to comply with all rules and regulations described in this handbook.

Student Name: _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____ **Grade:** _____

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APPENDIX A: INTERNET SAFETY POLICY PURSUANT TO THE CHILDREN'S INTERNET PROTECTION ACT (CIPA)

BACKGROUND

According to the Pennsylvania Department of Education ("PDE"), the Federal Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 and 47 USC 254(h), mandates that schools that receive federal technology funds must develop and implement measures and policies to prevent access to "visual depictions" that are determined to be "obscene", "child pornography", or "harmful to minors" as defined herein.

PDE has further stated that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children's Internet Protection Act (N-CIPA) to adopt and enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities. N-CIPA was passed as part of CIPA.

The PFPCS Board of Trustees and the PFPCS School Administration collectively have adopted this Policy in order to establish specific standards to comply with CIPA and N-CIPA requirements.

This Policy is to be read in conjunction with the School's Student and Parent Agreements for Internet Usage and shall supplement, not supplant, the School's Acceptable Use of Computer Resources Policy.

The Chief Executive Officer ("CEO") or designee is directed to include this Policy in the Parent and Student Handbook and the Employee Handbook. Failure to comply with this Policy and/or Internet safety requirements of PFPCS shall result in consequences as set forth in the school's Parent and Student Handbook, Code of Conduct or Employee Handbook, and/or as allowed by applicable law.
Consequences may include but are not limited to: denial of or restriction to access to technology, suspension, expulsion, notification of authorities, termination, commencement of civil and/or criminal proceedings, and/or other consequences available under school policy and/or applicable state and/or federal laws.

This Policy has been adopted after reasonable public notice and at a meeting held open to the public to address this Policy.

PURPOSE

PFPCS uses computer resources to facilitate the education of students and to aid in matters related to the operations of the Charter School. PFPCS further places student Internet safety as a primary concern.

It is every computer user's duty to use computer resources, including the Internet, responsibly, professionally,ethically and lawfully. Access to these resources shall be designated a privilege, not a right.

This policy applies to aspects of both adult and student compliance with Internet safety at School.

CIPA/N CIPA COMPLIANCE/INTERNET SAFETY

It is the policy of PFPCS to:

1. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, and all other forms of direct electronic communications;
2. Prevent unauthorized access and other unlawful online activity;

3. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
4. Comply with the Children's Internet Protection Act, Pub. L. No. 106-554 and 47 USC 254(h).

To the extent consistent with applicable state and federal laws and reasonably practical, technology protection measures (or "Internet filters") shall be used at PFPCS to block or filter Internet, and other forms of electronic communications, and access to inappropriate information. The form and type of technology protection measures used during PFPCS year include category based internet filtering software. This software is updated daily to ensure the category types are up to date and provide real time internet filtering. The software can also be configured to monitor/ filter specific sites, protocols, and IP addresses to ensure the safety of students, staff, and computing facilities.

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States
2. Child Pornography, as that term is defined in section 2256 of Title 18, United States Code; or
3. Harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
    a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
    b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
    c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

As required by the Children's Internet Protection Act (CIPA), blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Technology protection measures shall only be disabled pursuant to the direction of the CEO or designee to the extent allowed by applicable law and regulation, for bona fide research or other lawful purposes of an adult as determined by the CEO or designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the CEO of School or designee.

The CEO or designee shall take reasonable steps to promote the safety and security of users of the online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

As required by the Children's Internet Protection Act, prevention of inappropriate network usage at PFPCS shall include:

1. Unauthorized access, including so-called 'hacking,' and other unlawful activities;
2. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

It shall be the responsibility of all members of PFPCS staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and applicable laws, including the Children's Internet Protection Act as well as in accordance with any administrative procedures developed by the CEO in furtherance of this Policy.

In accordance with the "Protecting Children in the 21st Century Act" and its requirement to certify to the Schools and Library Division ("SLD") that the school's Internet Safety Policy includes educating minors about appropriate online behavior, students shall be educated about appropriate online behavior, including cyber-bullying awareness and response and interacting with other individuals on social networking sites and in chat rooms.

With regard to educating minors about appropriate online behavior, the CEO or designee is directed to:

1. Make such educational opportunities available to students during the school year;
2. Notify students and their parents about these educational opportunities in advance; and
3. Maintain documentation of:
    a. educational programs offered;
    b. the dates and locations of such opportunities;
    c. how online safety was taught and what was covered in the programs offered; and
    d. those in attendance at the programs offered.

The CEO or designee is directed to file and/or provide the appropriate certifications evidencing compliance with CIPA and N-CIPA as required by applicable state and/or federal laws and regulations.

The CEO or designee is directed to maintain documentation of compliance with CIPA and N -CIPA certification requirements including the annual filing of FCC Form 486.

The CEO or is directed to ensure that PFPCS employs necessary technology protection measures in accordance with this Policy and shall report to the Board when modifications are needed to technology protection measures at the School.

The online activities of students shall be monitored and minors' access to harmful materials shall be restricted to the extent required by applicable laws and regulations.

To the extent not inconsistent with applicable laws and regulations, the following disclaimers apply:

1. There shall be no expectation of privacy by users of the School's Computer Resources;
2. PFPCS does not guarantee the effectiveness of technology protection measures or internet filtering; and
3. PFPCS does not guarantee network functionality or accuracy of online information.

The CEO is directed to implement any procedures that may be necessary to implement this policy as well as to timely submit any forms and paperwork as required by CIPA and N- CIPA and/ or applicable state and federal Internet safety laws and regulations.

The Users of Technology Resources at PFPCS have the responsibility to act in an ethical and legal manner in accordance with all PFPCS policies, including, but not limited to, Charter School's Acceptable Use and Internet Safety Policy, Firewall Policy, and FERPA Policy, along with all applicable federal and state laws.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL. CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

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APPENDIX B: ACCEPTABLE USE AND INTERNET SAFETY POLICY

People for People Charter School

Board of Trustees Policy ACCEPTABLE

USE AND INTERNET SAFETY POLICY

The Board of Trustees of the PFPCS PFPCS("PFPCS") provides computer network and Technology Resources to enhance educational opportunities for PFPCS students, employees, and PFPCS community. This policy details acceptable use of Technology Resources provided by the Charter School. These services and equipment are provided by PFPCS as a privilege to the User (as defined below) and appropriate and ethical use of any PFPCS Technology Resources, tools and equipment is required.

It is every Technology Resource User's duty to use Technology Resources responsibly, professionally, ethically and lawfully. Access to these resources may be designated a privilege, not a right. This policy applies to aspects of both adult and minor acceptable use of Technology Resources.

This policy is intended to fulfill requirements of state and federal laws to the extent applicable, including the Federal Children's Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l) and the Neighborhood Children's Internet Protection Act (NCIPA), the 2008 Broadband Improvement Act, P.L. 110-385 and any applicable implementing regulations. As such, this policy addresses the following:

(A) Access by minors to inappropriate matter on the Internet and World Wide Web;
(B) The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
(C) Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
(D) Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
(E) Measures designed to restrict minors' access to materials harmful to minors.

In using or accessing PFPCS Technology Resources, Users must comply with the following provisions:

Definitions

For the purposes of this policy and related procedures and forms, the following terms are defined as follows:

Child Pornography. Under federal law, any visual depiction, including any photograph, film, video, picture, or computer image or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

1. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

18 U.S.C.A. §2256(8)

Under Pennsylvania law, any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.

18 PA CSA §6312(d)

Minor. For purposes of compliance with CIPA, an individual who has not yet attained the age of seventeen. For other purposes, minor shall mean any person under the age of eighteen (18).

Obscene. Under federal and Pennsylvania law, any material if:

1. the average person, applying contemporary adult community standards, would find that the material, taken as a whole, appeals to the prurient interest;
2. the subject matter depicts or describes sexual conduct in a patently offensive way; and
3. the subject matter, taken as a whole, lacks serious literary, artistic, political or scientific value.

Miller v. California, 413 U.S. 15 (1973)

Password. A unique word, phrase or combination of alphanumeric and non-alphanumeric characters used to authenticate a User ID as belonging to a specific User.

Sexual Act and Sexual Contact. Has the meanings given such terms under 18 U.S.C. § 2246(2), 18 U.S.C. § 2246(3), and 18 Pa.C.S.A. § 5903.

Technology Protection Measure. A specific technology that blocks or filters Internet access to content that is Obscene, Child Pornography or harmful to Minors and the material is covered by a certification regarding CIPA.

Technology Resources. Technologies, devices and resources used to access, store or communicate information. This definition includes, but is not limited to, computers, information systems, networks, laptops, iPads, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audio-visual equipment, digital cameras, wireless reading devices, i.e. Kindles and Nooks, Internet, electronic mail, electronic communications, devices and services, multi-media resources, hardware and software, including Moodle software.

User. Any person who has signed this policy and is permitted by PFPCS to utilize any portion of PFPCS Technology Resources including, but not limited to, students, parents, employees, Board of Trustee members, contractors, consultants, vendors and agents of the Charter School.

User Identification (ID). Any identifier that would allow a User access to PFPCS Technology Resources or to any program including, but not limited to, e-mail and Internet access.

Vandalism. Any malicious attempt to harm or destroy Technology Resources, data of another user, Internet or other networks. This includes, but is not limited to, the uploading or creation of computer viruses.

Authorized Users

PFPCS Technology Resources may be used by any authorized User. Use of PFPCS Technology Resources is a privilege, not a right. If a potential User has a history of discipline problems involving Technology Resources, the CEO or designee may make the decision not to give the potential user access to certain PFPCS Technology Resources.

User Privacy

Computer accounts and Technology Resources are given to Users to assist them in the performance of PFPCS related functions. A User does not have a legal expectation of privacy in the User's electronic communications or other activities involving PFPCS Technology Resources, including e-mail, in anything they create, store, send, share, access, view or receive on or through the Internet.

By using PFPCS network and Technology Resources, all Users are expressly waiving any right to privacy and consenting to having their electronic communications and all other use accessed, reviewed and monitored by the Charter School. A User ID with e-mail access will only be provided to authorized Users on condition that the User consents to interception of or access to all communications accessed, sent, received or stored using PFPCS technology and signs this policy.

Electronic communications, downloaded material and all data stored on PFPCS Technology Resources, including files deleted from a User's account, may be intercepted, accessed or searched by PFPCS administrators or designees at any time in the regular course of business to protect Users and PFPCS equipment. Any such search, access or interception will be reasonable in inception and scope and shall comply with all applicable laws.

Please refer to PFPCS policy relating to Remote Access and Monitoring of Technology Resources for a comprehensive review of the provisions governing PFPCS use of software to access, monitor and track school- issued Technology Resources.

Technology Administration

The Board of Trustees directs the CEO or designee to assign trained personnel to maintain PFPCS technology in a manner that will protect PFPCS from liability and will protect confidential student and employee information retained on or accessible through PFPCS Technology Resources.

Administrators may suspend access to and/or availability of PFPCS Technology Resources to diagnose and investigate network problems or potential violations of the law or PFPCS policies and procedures. All PFPCS Technology Resources are considered PFPCS property.

PFPCS may maintain or improve Technology Resources at any time. PFPCS or authorized PFPCS agents may remove, change or exchange hardware, equipment or other technology between buildings, classrooms or Users at any time without prior notice.

Content Filtering and Monitoring

PFPCS employs technology protection measures and will monitor the online activities of Minors on PFPCS network and/or all Technology Resources and equipment with Internet access, as required by law. At a minimum, they are meant to block visual depictions that are obscene, illegal, pornographic, Child Pornographic and/or harmful to Minors as well as Internet/World Wide Web/computer resource access to such material. If Users find a website deemed inappropriate, such website must be reported to CEO. After review of the site, appropriate steps will be taken to block inappropriate site from Users.

For purposes of bona fide research or other lawful purposes, certain blocked sites may be made available for those purposes only after approval of the request by the CEO.

In making decisions to disable PFPCS Technology Protection Measure device, the administrator shall consider whether the use will serve a legitimate educational purpose or otherwise benefit the Charter School. A student or parent/guardian claiming they have been denied access to Internet material that is not within the purview of this policy shall be afforded expedited review and resolution of the claim. A student or parent/guardian may request expedited review by submitting its request in writing to _[insert designee name or title and email address].__

The Technology Protection Measures will be used to protect against access to visual depictions that are Obscene, harmful to Minors, illegal, pornographic, and Child Pornographic, as required by law.

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Technology Protection Measures are not foolproof, and PFPCS does not warrant the effectiveness of Internet filtering except to the extent expressly required by federal and state laws. Evasion or disabling, or attempting to evade or disable, a Technology Protection Measure device installed by PFPCS is prohibited.

PFPCS shall not be held responsible when a student or other User knowingly or willingly accesses inappropriate material or communicates or shares such materials with others.

Viruses
Viruses can cause substantial damage to Technology Resources. Users are responsible for taking reasonable precautions to ensure they do not introduce viruses to PFPCS Technology Resources.

All material received on disk, flash drive, or other magnetic or optical medium, and all materials downloaded from the Internet or from Technology Resources or networks that do not belong to PFPCS must be scanned for viruses and other destructive programs before being transferred to PFPCS Technology Resources. Any User receiving an e- mail from a questionable source must contact the CEO before opening the e-mail or any attachment included in the e-mail.
To ensure security and avoid the spread of viruses, Users accessing the Internet through a Technology Resources attached to PFPCS network must do so through an approved Internet firewall or Technology Protection Measure.

Encryption Software
Users shall not install or use encryption software on any PFPCS Technology Resource without first obtaining written permission from the CEO. Users shall not use passwords or encryption keys that are unknown to the CEO.

The federal government has imposed restrictions on export of programs or files containing encryption technology. Software containing encryption technology shall not be placed on the Internet or transmitted in any way outside the United States.

Web Content Developed By Students
As part of class/course assignments, students may be developing and/or publishing content to the Internet via web pages, electronic and digital images, blogs, wikis, podcasts, vodcasts, and webcasts, or may be participating in videoconferences.

The following guidelines must be adhered to when students develop and publish information to the Internet:

1. Personal information such as phone numbers, addresses, e-mail addresses or other specific personal information shall not be published or shared to a public page or videoconference.
2. All web content must comply with this policy.
3. All web content and videoconferencing must be under the direction and supervision of the teacher/administrator and is to be used for educational purposes only.
4. All web content is subject to copyright law and fair use guidelines.
5. All web content shall only be posted to PFPCS approved web pages, blogs, wikis, podcasts, webcasts, vodcasts and videoconferences.

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Prohibitions

Students, staff and all Users are expected to act in a responsible, ethical and legal manner in accordance with PFPCS policies and federal and state laws. Specifically, the following uses of PFPCS Technology Resources are prohibited:

1. To facilitate illegal activity, including unauthorized access and hacking;
2. To engage in commercial, for-profit, or any business purposes, except where such activities are otherwise permitted or otherwise authorized;
3. Non-work or non-school related work;
4. Product advertisement or political lobbying;
5. Production or distribution of hate mail, unlawfully discriminatory remarks, and offensive or inflammatory communication;
6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials;
7. To access or transmit material that is harmful to Minors and/or Users, indecent, Obscene, pornographic, Child Pornographic, terroristic, or advocates the destruction of property;
8. Use of inappropriate language or profanity;
9. To transmit material likely to be offensive or objectionable to recipients;
10. To intentionally obtain or modify files, data and passwords belonging to other Users, or integral to system and network operations;
11. Impersonation of another User, anonymity and/or use of pseudonyms;
12. Loading or use of unauthorized games, programs, files, or other electronic media;
13. To disrupt the work of other Users;
14. Destruction, modification, or abuse of Technology Resources and peripheral hardware or software;
15. Relocation of PFPCS hardware without prior administrative consent;
16. Quoting personal communications in a public forum without the original author's prior consent;
17. To access or use any form of electronic mail on PFPCS Technology Resources unless authorized by the CEO or designee;
18. Using the network to participate in online or real-time conversations unless authorized by the teacher/administrator for the purpose of communicating with other classes, students, teachers, experts or professionals for educational purposes;
19. Using a disk, removable storage device or CD/DVD brought into PFPCS from an outside source that has not been properly scanned for viruses or authorized for use by a teacher/administrator in accordance with PFPCS established procedures;
20. To discriminate against, advocate violence against, harass, intimidate, bully or cyberbully others;
21. To send unsolicited (“spamming”) or forwarded e-mails and chain letters to persons;
22. Using “spoofing” or other means to disguise User identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, social networking sites, instant messages, e- mail systems, chat groups, chat rooms, or through other Technology Resources;
23. To send, transmit or otherwise disseminate proprietary data, trade secrets, or other confidential information of the Charter School;

The People for People Charter School

24. Posting or allow the posting of personal information about themselves or other people on the Technology Resources unless authorized by the CEO. Personal information includes address, telephone number (including home, work and cell phone numbers), school address, work address, pictures or video bites, clips, etc.;

25. To refer to or attempt to refer to PFPCS or its employees, agents, trustees, parents or students in any electronic communication, posting, blog, website, e-mail or social networking site, without written authorization of the CEO;

26. To access or transmit gambling, pools for money, or any other betting or games of chance;

27. To solicit information with the intent of using such information to cause personal harm or bodily injury to another or others;

28. Posting, sharing or attempting to post information that could endanger an individual, cause personal damage or a danger of service disruption; and

29. Indirectly or directly making connections that create "backdoors" to the Charter School, other organizations, community groups, etc. that allow unauthorized access to the Technology Resources or the Charter School.

Security

PFPCS intends to strictly protect its Technology Resources against numerous outside and internal risks and vulnerabilities. Users are important and critical players in protecting these assets and in lessening the risks that can harm Technology Resources. Therefore, Users are required to comply fully with this Policy and to immediately report any violations or suspicious activities to the CEO.

System security is protected in part by the use of passwords. All passwords must be at least eight (8) characters and include alphanumeric and special characters. Users will be required to change their passwords every thirty (30) days. PFPCS will maintain a password history that prevents the use of a repetitive password. After three (3) unsuccessful access attempts, an attempted User will be locked out and must contact the CEO or designee. After a period of inactivity, the User will be automatically logged off the system.

Failure to adequately protect or update passwords could result in unauthorized access to personal or PFPCS files. Users shall be responsible for safeguarding their passwords for access to PFPCS Technology Resources and for all transactions made using their passwords. To protect the integrity of PFPCS Technology Resources and systems, the following guidelines shall be enforced:

1. Students and other Users shall not reveal their passwords to another unauthorized individual.

2. Passwords shall not be printed or stored online.

3. Students and other Users are required to log off from the network when they complete working at a particular station.

4. Users are not to use a computer that has been logged in under another student's, teacher's or User's name.

5. Any User identified by the CEO or designee as having a history of discipline problems involving Technology Resources may be denied access to any or all of PFPCS Technology Resources.

6. Students and other Users shall not alter a communication originally received from another person or computer with the intent to deceive.

7. Users shall not misrepresent the identity of a sender or source of communication.

8. Users shall not disable or circumvent any PFPCS security; software or hardware.

9. Users shall not interfere with or disrupt PFPCS systems, network accounts, services or equipment.

10. Files, system security software/hardware or any PFPCS system shall not be altered or attempt to be altered without the written authorization of the CEO or designee.

11. Unauthorized hardware and electronic devices shall not be connected to PFPCS system.

12. Users shall comply with requests from the CEO or designee to discontinue activities that threaten the operation or integrity of PFPCS system.

Use of passwords to gain access to Technology Resources or to encode particular files or messages does not imply that Users have an expectation of privacy in the material they create or receive on Technology Resources. PFPCS retains access to all material stored on the Technology Resources regardless of whether that material has been encoded with a particular User's password, subject to limitations as set forth in PFPCS policy governing Remote Access and Monitoring of PFPCS Technology Resources, as well as applicable law.

Users shall not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another User does not imply permission to read, alter, or copy that file. Users shall not use the Technology Resources to "snoop" or pry into the affairs of other Users by unnecessarily reviewing the files and e-mails of another.

A User's ability to connect to another computer's system through the network or by any other electronic means shall not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems and the CEO.

Students Using Approved Personal Technology For Classroom Use

PFPCS retains the right to determine where and when personal technology may access PFPCS network. The CEO or designees will determine if Users are permitted to connect on a space-available basis and PFPCS resources will receive priority over non-PFPCS equipment and may connect on a space-available basis and PFPCS resources will receive priority over non-PFPCS equipment. Peripheral devices such as printers may not be disconnected from the network and connected to personal technology.

All personal technology must be running up-to-date, with Charter School-approved virus detection software and operating system critical updates prior to accessing PFPCS network. Equipment must be certified as virus-free before being connected to the network.

Charter School-owned software may not be installed on personal technology without written permission from the CEO or designee.

File storage on the network is limited to schoolwork only. The

User must supply all necessary hardware and software.

The CEO or designee has the right to deny the connection of personal technology to the network. Personal technology may be removed from PFPCS network at any time on the recommendation of the CEO or designee.

Photos, digital images, videos, and recordings taken of PFPCS students and staff without their consent or knowledge will not be tolerated. Violators will be subject to disciplinary actions that may include losing the privilege to possess and use electronic devices on PFPCS property, at PFPCS sponsored events/activities and on PFPCS transportation. Personal technology discovered on PFPCS network without authorization from the CEO shall be confiscated.

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Safety
To the greatest extent possible, Users of the network will be protected from harassment or unwanted or unsolicited communication. Any network User who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher, staff member or an administrator.

Communications through PFPCS Technology Resources are limited to only that which serves a demonstrable educational purpose. For safety reasons, PFPCS Users shall not reveal personal addresses or telephone numbers to other Users on PFPCS networks or on the Internet.

The CEO or designee shall be responsible for implementing protection measures to determine whether Charter School's computers, laptops, iPads, Kindles and other Technology Resources and technology related devices such as USB drives, digital cameras and video cameras, PDAs, MP3 players, printers, etc. are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:

1. Utilizing technology protection measures that block or filter Internet access for minors and adults to certain visual depictions that are Obscene, Child Pornography, harmful to minors with respect to use by Minors, or determined inappropriate for use by Minors by the Board of Trustees.
2. Maintaining a listing of all employees and Users with access to the room that contains Charter School's server.
3. Generate and maintain monitoring reports (including firewall logs) of User activity and remote access on Charter School's system by all Users, including but not limited to students, employees, contractors, consultants, and/or vendors.
1. The report should include the date, time and reason for access, whether it was remote access, changes made and who made the changes.
4. Maintaining documentation that students no longer enrolled at Charter School, terminated employees, and contractors/vendors with expired contracts or who are terminated are properly removed from Charter School's system in a timely manner.
5. Analyzing the impact of proposed program changes in relation to other critical business functions before adopting the proposed program changes.
6. Developing compensating controls to mitigate information technology (IT) weakness and alert PFPCS to unauthorized changes to student data, i.e. reconciliations to manual records, analysis of student trends, data entry procedures and review, etc.

Vendors
If PFPCS shares internally sensitive or legally/contractually restricted PFPCS data with parties outside PFPCS community, PFPCS shall first enter into a Non-Disclosure Agreement with the party. The Non-Disclosure Agreement is needed to protect PFPCS proprietary or otherwise sensitive information. Non-Disclosure Agreements are typically needed when entering into a business relationship with vendors, consultants and contractors. All Non-Disclosure Agreements must be reviewed by PFPCS legal counsel before signing.

All vendors, consultants and/or contractors shall only be granted access to PFPCS Technology Resources to make changes or updates with prior written authorization from the CEO or designee. Once the vendor, consultant and/or contractor, completes its work, access to PFPCS Technology Resources will be removed.

Vendors, consultants and contractors are required to assign unique user IDs and passwords to each of their employees authorized to access PFPCS system. Vendors, consultants and/or contractors may be terminated for violating this Policy and/or violating any state or federal laws.

All vendors, consultants and/or contractors and their employees who have direct contact with students must comply with the mandatory background check requirements for federal and state criminal history and child abuse. An official child abuse clearance statement for each of the vendors', consultants' and/or contractors' employees shall be submitted to PFPCS prior to beginning employment with the Charter School. Failure to comply with the background check requirements shall lead to immediate termination.

Closed Forum

PFPCS Technology Resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law.

All expressive activities involving PFPCS Technology Resources that students, parents/guardians and members of the public might reasonably perceive to bear the approval of PFPCS and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing and deletion on behalf of PFPCS for legitimate educational reasons. All other expressive activities involving PFPCS technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board of Trustees policies.

Records Retention

PFPCS personnel shall establish a retention schedule for the regular archiving or deletion of data stored on PFPCS Technology Resources that complies with PFPCS Record Retention and Destruction Policy as well as all federal and state laws and regulations. It is the User's responsibility to know which records are subject to these conditions and to comply with these laws and regulations or to contact the CEO for clarification.

In the case of pending or threatened litigation, PFPCS attorney will issue a litigation hold directive to the CEO or designee. A hold directive will direct all PFPCS administration and staff not to delete or destroy any electronic mail or other documentation on a computer as related to a specific student, employee, issue and/or for a specific time period. Failure to follow such a directive could result in negative legal consequences for the User and/or within the actual or threatened litigation. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal or destruction of relevant documents until the hold has been lifted by PFPCS attorney.

E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by PFPCS until the hold is released. No employee, who has been so notified of a litigation hold, may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Drafting E-mails

Like any other document, an e-mail message and other computer information is discoverable during litigation. An e-mail may be used in litigation to indicate what a User knew or felt. It is important to keep this in mind when creating e-mails and other documents. Even after you delete an e-mail message or close a computer session, it may still be recoverable and may remain on the system. Since e-mail communications are discoverable during litigation, they will have to be turned over to the opposing party unless determined to be privileged by PFPCS legal counsel.

Privileged Attorney-Client Communications

Confidential e-mail sent to or retained from counsel or an attorney representing PFPCS shall include this warning header on each page: "ATTORNEY CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

Damages

All damages incurred by PFPCS due to a User's intentional or negligent misuse of Charter School's Technology Resources, including loss of property and staff time, may be charged to the User. PFPCS administrators have the authority to sign any criminal complaint regarding damage to PFPCS technology.

No Warranty/No Endorsement
PFPCS makes no warranties of any kind, whether expressed or implied, for the services, products or access it provides.

The electronic information available to students and staff on the Internet or through web-based services does not imply endorsement of the content by the Charter School, with the exception of resources approved and adopted by the Board of Trustees. Nor does PFPCS guarantee the accuracy of information received using PFPCS Technology Resources. PFPCS is not and shall not be responsible for the loss of data, delays, nondeliveries, misdeliveries or service interruptions. PFPCS is not and shall not be responsible for any information that may be damaged or unavailable when using PFPCS Technology Resources or for any information that is retrieved via the Internet. PFPCS is not and shall not be responsible for any damages incurred as the result of using PFPCS Technology Resources, including but not limited to, the loss of personal property used to access Technology Resources. Further, PFPCS is not and shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other commercial online services.

Unauthorized Disclosure of Information of Minors
It is a violation of state laws, including, but not limited to Chapter 12 of Title 22 of the Pennsylvania Code, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and all other federal laws and regulations, to access data of a student the User does not have a legitimate educational interest in or to disclosure information about a student without parental permission or absent an exception to the disclosure requirements. Access and distribution of student data is recorded.

Questions regarding the disclosure of student information must be directed to the CEO prior to disclosure and must conform to PFPCS student records and confidentiality policies. Unauthorized disclosure, use and dissemination of personal information regarding Minors is prohibited.

Compliance with Applicable Laws and Licenses
In their use of Technology Resources, Users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. Users shall not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the e-mail system or by any other means unless it is confirmed in advance from appropriate sources that PFPCS has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by the Charter School, as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the CEO or designee.

Violations of Acceptable Technology Usage Policies and Procedures
Use of Technology Resources and equipment in a disruptive, manifestly inappropriate or illegal manner impairs PFPCS mission, squanders resources and shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all Users granted access to PFPCS Technology Resources. Any violation of PFPCS policies or procedures regarding technology usage may result in temporary, long-term or permanent suspension of User privileges. User privileges may be suspended pending investigation into the use of PFPCS Technology Resources and equipment.

Employees may be disciplined or terminated, and students suspended or expelled, for violating this Policy. Any attempted violation of PFPCS policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation.

Consequences for Inappropriate Use
PFPCS Users shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

Illegal use of PFPCS Technology Resources includes, but is not limited to: intentional copying, deletion or damage to files or data belonging to others, copyright violations, or theft of services. Any illegal usage of PFPCS Technology Resources will be immediately reported to the appropriate legal authorities for possible prosecution.

General rules for behavior and communications apply when using the Internet or any PFPCS Technology Resource. Suspension of access, loss of access and other disciplinary actions may be consequences for inappropriate use. Vandalism may result in cancellation of access privileges, discipline and possible criminal action.

Cessation of Access
Upon termination or ending of enrollment, employment or the termination of any contract with or from the Charter School, no further access to or use of Technology Resources is permitted without the express authorization from the CEO.

Education of Technology Resource Users
PFPCS shall implement a program that educates students and staff about acceptable use and internet safety associated with PFPCS Technology Resources. All students must complete a designated Technology Resources and Internet training prior to unsupervised use of PFPCS Technology Resources as required by the 2008 Broadband Data Improvement Act. This training includes, but is not limited to: appropriate online behavior, including interacting on social networking websites and in chat rooms; cyberbullying awareness and response; proper use of Technology Resources; restricted activities with Technology Resources; and access and monitoring of school-issued Technology Resources to students.

No Additional Rights
This Policy is not intended for and does not grant Users any contractual rights.
Users of PFPCS Technology Resources must review this policy closely and sign and return to PFPCS a form acknowledging receipt and acceptance of the terms in this policy, which is attached hereto. Venue for any legal action arising out of an alleged and/or actual violation of the attached Agreement(s) shall be in Allegheny County, Pennsylvania.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____day of _____, 2020

_____

President

_____

Secretary

The People for People Charter School

Acknowledgement of the Acceptable Use and Internet Safety Policy
(Student User Agreement)

Dear Parent/Guardian:

Please review the following Student User Agreement with your child. Then please return both the signed Student User Agreement and the signed Parent User Agreement, which acknowledges receipt of **People for People Charter School's** ("PFPCS") Acceptable Use and Internet Safety Policy ("Policy"), to your child's principal by **{DATE}**. This form is valid for the duration of your child's enrollment in PFPCS until replaced by another form or revoked in writing by a parent or guardian.

1. I,_____ , a student of PFPCS have read the entire Acceptable Use Policy, which consists of 17 pages, understand it and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any PFPCS Technology Resources, as defined above, I accept the following basic rules:

2. I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy or render inaccessible Technology Resources.
3. I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it or attempt to access, use, create, share or send it.
4. I shall always treat people online with respect. I shall not use any PFPCS Technology Resources to insult, harass, threaten, bully or cyberbully other Users, as defined above. I assume responsibility for the content of messages I send to others or that are sent to others via my account.
5. I shall respect the privacy of other Users and will not make any attempts to gain access into the private
6. mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.
7. I understand that Technology Resources are to be used for educational/professional/contractual use.
8. I understand that all Technology Resources belong to PFPCS and I shall treat them with respect.
9. I will not install or download any applications (games), programs or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.
10. I shall not add any software to PFPCS's Technology Resources unless the CEO gives me prior permission in writing.
11. I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the CEO.
12. I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N- CIPA.

By signing below, I agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including student disciplinary action up to and including expulsion from PFPCS in accordance with the Code of Conduct; charges for damages; and civil or criminal penalties.

X _____

(User Signature) **(Date)**

(MAINTAIN ONE COPY AND RETURN ONE COPY TO CHARTER SCHOOL)

Acknowledgement of the Acceptable Use and Internet Safety Policy
(Parent/Guardian User Agreement)

I, _____, a parent/guardian of _____, a student of **PFPCS** **PFPCS**("Charter School"), have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 17 pages, understand it and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any PFPCS Technology Resources, as defined above, I acknowledge the following:

1. My child and I shall treat all Technology Resources with care and will leave them in good working condition when my child is finished. My child and I will not damage, deface, destroy or render inaccessible Technology Resources.
2. My child and I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, my child and I will not access it, use it, send it, share it, create it or attempt to access, use, create, share or send it.
3. My child and I shall always treat people online with respect. My child and I shall not use any PFPCS Technology Resources to insult, harass, threaten, bully or cyberbully other Users. My child and I assume responsibility for the content of messages we send to others or that are sent to others via my child's account.
4. My child and I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. My child and I shall not allow other Users access to my child's mailbox and we will keep my child's password private.
5. My child and I understand that Technology Resources are to be used for educational/professional/contractual use.
6. My child and I understand that all Technology Resources belong to PFPCS and we shall treat them with respect.
7. My child and I will not install or download any applications (games), programs or materials from the Internet or from any Technology Resources unless the CEO gives prior permission in writing.
8. My child and I shall not add any software to PFPCS's Technology Resources unless the CEO gives prior permission in writing.
9. My child and I understand that the Technology Resources provided may be protected under copyright law. My child and I agree not to copy resources unlawfully and/or distribute any materials provided for our use without express prior permission by the CEO.
10. My child and I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of my and my child's privileges to Technology Resources; disciplinary action, including student disciplinary action up to and including expulsion from PFPCS in accordance with the Code of Conduct; charges for damages; and civil or criminal penalties.

X _____

(User Signature) **(Date)**

(MAINTAIN ONE COPY AND RETURN ONE COPY TO CHARTER SCHOOL)

Acknowledgement of the Acceptable Use and Internet Safety Policy
(Administrator and Staff User Agreement)

I, _____, a User of **People for People Charter School's** ("PFPCS") Technology Resources, have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 17 pages, understand it and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any PFPCS Technology Resources, as defined above, I accept the following basic rules:

1. I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy or render inaccessible Technology Resources.
2. I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it or attempt to access, use, create, share or send it.
3. I shall always treat people online with respect. I shall not use any PFPCS Technology Resources to insult, harass, threaten, bully or cyberbully other Users. I assume responsibility for the content of messages I send to others or that are sent to others via my account.
4. I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.
5. I understand that Technology Resources are to be used for educational/professional/contractual use.
6. I understand that all Technology Resources belong to PFPCS and I shall treat them with respect.
7. I will not install or download any applications (games), programs or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.
8. I shall not add any software to PFPCS's Technology Resources unless the CEO gives me prior permission in writing.
9. I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the CEO.
10. I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including termination of employment; charges for damages; and civil or criminal penalties.

The People for People Charter School

X _____

(User Signature) **(Date)**

(MAINTAIN ONE COPY AND RETURN ONE COPY TO CHARTER SCHOOL)

Acknowledgement of the Acceptable Use and Internet Safety Policy
(Vendor, Contractor and/or Consultant Agreement)

I, _____, a User of **People for People Charter School's** ("PFPCS") Technology Resources, have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 17 pages, understand it and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any PFPCS Technology Resources, as defined above, I accept the following basic rules:

1. I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy or render inaccessible Technology Resources.
2. I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it or attempt to access, use, create, share or send it.
3. I shall always treat people online with respect. I shall not use any PFPCS Technology Resources to insult, harass, threaten, bully or cyberbully other Users. I assume responsibility for the content of messages I send to others or that are sent to others via my account.
4. I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.
5. I understand that Technology Resources are to be used for educational/professional/contractual use.
6. I understand that all Technology Resources belong to PFPCS and I shall treat them with respect.
7. I will not install or download any applications (games), programs or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.
8. I shall not add any software to PFPCS Technology Resources unless the CEO gives me prior permission in writing.
9. I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the CEO.
10. I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including termination of employment; charges for damages; and civil or criminal penalties.

The People for People Charter School

X _____

(User Signature) **(Date)**

(MAINTAIN ONE COPY AND RETURN ONE COPY TO CHARTER SCHOOL)

APPENDIX C: BREACH OF ELECTRONIC INFORMATION POLICY

People for People PFPCS

Board of Trustees Policy

BREACH OF ELECTRONIC INFORMATION POLICY

The Board of Trustees ("Board") of the People for People PFPCS ("PFPCS") recognizes the role that technology plays in its daily operations. As such, the security of PFPCS electronic system and the prevention of a possible breach of electronic information is a priority of the Board. Therefore, the Board directs the CEO or designee to create a data breach threat response team of qualified staff and/or authorized vendors to respond to incidences where the unencrypted and unredacted personal information was or is reasonably believed to have been accessed or acquired by unauthorized persons from the PFPCS's computerized systems, networks or other storage.

DEFINITIONS - 73 P.S. § 2302

"Breach of the security of the system." The unauthorized access and acquisition of computerized data that materially compromises the security or confidentiality of personal information maintained by the entity as part of a database of personal information regarding multiple individuals and that causes or the entity reasonably believes has caused or will cause loss or injury to any resident of this Commonwealth. Good faith acquisition of personal information by an employee or agent of the entity for the purposes of the entity is not a breach of the security of the system if the personal information is not used for a purpose other than the lawful purpose of the entity and is not subject to further unauthorized disclosure.

"Business." A sole proprietorship, partnership, corporation, association or other group, however organized and whether or not organized to operate at a profit, including a financial institution organized, chartered or holding a license or authorization certificate under the laws of this Commonwealth, any other state, the United States or any other country, or the parent or the subsidiary of a financial institution. The term includes an entity that destroys records.

"Encryption." The use of an algorithmic process to transform data into a form in which there is a low probability of assigning meaning without use of a confidential process or key.
"Entity." A State agency, a political subdivision of the Commonwealth or an individual or a business doing business in this Commonwealth.

"Individual." A natural person. "Personal

information."

(1) An individual's first name or first initial and last name in combination with and linked to any one or more of the following data elements when the data elements are not encrypted or redacted:

(i) Social Security number.

(ii) Driver's license number or a State identification card number issued in lieu of a driver's license.

(iii) Financial account number, credit or debit card number, in combination with any required security code, access code or password that would permit access to an individual's financial account.

(2) The term does not include publicly available information that is lawfully made available to the general public from Federal, State or local government records.

"Records." Any material, regardless of the physical form, on which information is recorded or preserved by any means, including in written or spoken words, graphically depicted, printed or electromagnetically transmitted. The term does not include publicly available directories containing information an individual has voluntarily consented to have publicly disseminated or listed, such as name, address or telephone number.

NOTICE

Following discovery of a breach of electronic information by PFPCS, the CEO or designee shall ensure notice of the breach is provided to those whose information is reasonably believed to have been accessed and acquired by an unauthorized person. Unless advised by a law enforcement agency in writing, this notice of the breach shall be sent as soon as possible, and/or once PFPCS has assessed the breach in its entirety and taken necessary steps to prevent future breaches in this manner.

Notice may be provided by any of the following methods of notification:

1) Written notice to the last known home address for the individual.
2) Telephonic notice, if the individual can be reasonably expected to receive it and the notice is given in a clear and conspicuous manner, describes the incident in general terms and verifies personal information but does not require the individual to provide personal information and the individual is provided with a telephone number to call or Internet website to visit for further information or assistance.
3) E-mail notice, if a prior business relationship exists and PFPCS has a valid e-mail address for the individual.
4) (i) Substitute notice, if PFPCS can demonstrate one of the following:
   a) The cost of providing notice would exceed $100,000.
   b) The affected class of subject persons to be notified exceeds $175,000.
   c) PFPCS does not have sufficient contact information.

   (ii) Substitute notice shall consist of all of the following:

   (1) E-mail notice when PFPCS has an e-mail address for the subject persons.

   (2) Conspicuous posting of the notice on PFPCS Internet website.

   (3) Notification to major Statewide media.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this day _____of _____, 2020

_____

President

_____

Secretary

APPENDIX D: REMOTE ACCESS AND MONITORING OF SCHOOL-ISSUED TECHNOLOGY POLICY

People for People Charter School

Board of Trustees Policy

REMOTE ACCESS AND MONITORING OF SCHOOL-ISSUED TECHNOLOGY

The Board of Trustees ("Board") of the People for People PFPCS ("PFPCS") recognizes the need to establish regulations for school-issued Technology Resources consistent with the educational mission of the Charter School.

DEFINITIONS

Technology Resources means technologies, devices and resources used to access, store or communicate information, as issued by PFPCS to PFPCS students for use in connection with PFPCS academic program. This definition includes, but is not limited to: computers, laptops, iPads, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audio-visual equipment, digital cameras, e-readers, i.e. Kindles and Nooks, Internet, electronic mail, electronic communications devices and services, multi-media resources, hardware and software, including the Moodle software (abbreviation for "Modular Object-Oriented Dynamic Learning Environment").

Remote Access of Technology Resources means a situation where a PFPCS employee or agent, using client management software, accesses a Technology Resource in the student's possession. Software maintenance, which will download software and configuration changes automatically when a student connects to PFPCS Network with the Technology Resource, does not constitute remote access of the Technology Resource. Remote access of Technology Resources does not include voluntary participation by the student or other User in web conferences, chat rooms or other web-based activities not required as part of PFPCS academic program.

Software maintenance means any software or configuration changes sent out to all Technology Resources even if it only affects certain Technology Resources that are necessary for the maintenance and security of PFPCS Technology Resources and to ensure that only authorized software is installed on the Technology Resources.

REPAIR AND MAINTENANCE OF TECHNOLOGY RESOURCES

Technology Resources are the property of the Charter School**.** Students are responsible for the appropriate use of Technology Resources whether in PFPCS facility or if used in the student's home in accordance with PFPCS policies. If Technology Resources are in need of repair, service or other maintenance, students are to report to [DEPARTMENT OR OFFICE WHERE IT REPAIRS ARE AVAILABLE]. Students should not attempt to repair or service any Technology Resources. Vandalism to any Technology Resource or any of their accessories is strictly prohibited by PFPCS Student Code of Conduct.

REMOTE ACCESS

Certain Technology Resources may be equipped with the ability to be accessed remotely in the following two scenarios:

1. Technical Problems. In some instances it may be necessary for PFPCS to access the Technology Resource remotely to resolve a technical problem. If this is needed, the student will be asked for permission. If permission for remote access is given, a permanent record of the approval will be logged along with the time, date and duration of the access. PFPCS will only implement remote access software that automatically creates a record of its activation. If the student does not wish to have the technical problem resolved remotely the student may decline the request for remote access and [DESCRIBE PROCESS]. However, a student does not need to be asked for permission prior to remote software maintenance as defined above. Software maintenance may involve the correction of altered code or programming and in some cases may remove files from the Technology Resource if the files are deemed to be a threat to the operation or security of the Network or are stored in unauthorized software.

2. A Technology Resource Reported Missing or Stolen. If the student or parent/guardian believes the Technology Resource is missing or stolen, a written report of the incident must be filled out by the student and parent/guardian and filed with the CEO or designee. Once the report is filed, PFPCS may initiate the following procedures for reporting Technology Resources missing or stolen which provide as follows:

    i. Activate Internet Protocol tracking may be used with parent/guardian and student consent for the sole purpose of retrieving the equipment.

    ii. At no time will the Technology Resource's camera be activated remotely nor will screen shots, audio, video or on-screen text be remotely monitored.

NOTE: The Board of Trustees may from time to time approve other tracking technologies; however, no tracking technology will be used unless its function and capabilities have first been explained to the parent/guardian and student.

REVIEW OF STUDENT RECORDS

PFPCS Student Information System permits only authorized PFPCS users to remotely access student records and various remote levels of access are permitted depending on the reason for review and level of authority of authorized user, in accordance with applicable state and federal law.

REVIEW OF STUDENT FILES

At no time will any PFPCS employee, other than as stated above, review a student's files stored on the Technology Resource, except as follows:

- After the Student Technology Resource has been returned for reason of end of school year, disenrollment or for a replacement Technology Resource because of a defective Technology Resource.

- If PFPCS has a reasonable suspicion that a student is violating applicable state or federal laws, PFPCS Code of Conduct and/or PFPCS rules or policies, authorized PFPCS administrators may remotely access and/or take custody of the Technology Resource and review student files. "Reasonable suspicion" means reasonable grounds exist that the search will uncover evidence

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that the student has violated state or federal law, PFPCS Code of Conduct, or PFPCS rules or policies. The scope of the search must be reasonably related to the violation that justified the search.

- Where a Technology Resource is reported missing or suspected stolen, pursuant to a written and signed consent form that clearly and conspicuously sets forth the ability of PFPCS to access or review student files. Parents/guardians and student must be informed in writing that the failure to sign the consent form or to otherwise cooperate with PFPCS or an investigating law enforcement agency in connection with the retrieval of the Technology Resource may subject the parents/guardians and/or student to the cost of the full replacement value of the Technology Resource.

- Teachers and other PFPCS personnel may provide assistance to students in locating student files in the presence of and at the request of the student.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this _____day of _____, 2020

_____
President

_____
Secretary

The
People for People
Charter School

APPENDIX E: SOCIAL MEDIA AND NETWORKING GUIDELINES POLICY

People for People Charter School

Board of Trustees Policy

SOCIAL MEDIA AND NETWORKING GUIDELINES POLICY

PURPOSE:

The Board of Trustees ("Board") of the People for People PFPCS ("PFPCS") is committed to ensuring the safety and security of its members by establishing rules and guidelines for the use of social media by students, their families, volunteers and employees of the Charter School, as well as any guests accessing social media through the school's communications and information systems at PFPCS facilities, at PFPCS sponsored activities and events, on PFPCS transportation and off-school hours while engaged in private means and sites, but where postings and interactions by PFPCS families, students, employees and volunteers could impact and substantially disrupt functioning of PFPCS or the reputation of PFPCS or of the individual members of PFPCS community.

While safe and appropriate use of social media is useful in education, unsafe and inappropriate use of social media both inside and outside of PFPCS is prohibited and subject to PFPCS discipline and reporting to local, state and/or federal law enforcement pursuant to applicable Student or Employee Codes of Conduct, as well as to local and state child welfare agencies pursuant to the Board's Mandatory Reporter Policy (in accordance with the Pennsylvania Child Protective Services Law, at 23 Pa.C.S. §§6301 et seq.), and to other governmental agencies as part of its duties pursuant to the Safe Schools Act at 24 P.S. §§13-1301-A, et seq.

Additionally, this Policy is in compliance with other Board of Trustees approved policies that are in accordance with the Pennsylvania Department of Education ("PDE") guidelines, and the Federal Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 and 47 USC 254(h), which mandates that schools that receive federal technology funds must develop and implement measures and policies to prevent access to "visual depictions" that are determined to be "obscene," "child pornography," or "harmful to minors" as defined herein. This Policy is also is accordance with PDE's further guidance that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children's Internet Protection Act (N-CIPA), which was passed as part of CIPA, to enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities.

The CEO or designee(s) shall develop procedures to implement this policy, and may delegate to designee(s) the right to enforce this policy.

DEFINITIONS:

Users – Any person who has signed the Acceptable Use and Internet Safety Policy and is permitted by PFPCS to utilize any portion of the PFPCS's Technology Resources including, but not limited to, students, parents, employees, Board of Trustee members, contractors, consultants, vendors and agents of PFPCS. If any social media post is published using PFPCS technology resources, including computing devices, mobile devices, and networks, the PFPCS's Acceptable Use policy applies and is hereby incorporated by reference.

Technology Resources – includes technologies, devices and resources used to access, store or communicate information. This definition includes, but is not limited to, computers, information systems, networks, laptops, iPads, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audio-visual equipment, digital cameras, wireless reading devices, i.e. Kindles and Nooks, Internet, electronic mail, electronic communications, devices and services, multi-media resources, hardware and software, including Moodle software.

Social Media – includes websites that incorporate one or more of the following:

Blogs – are web logs or journals where authors and users can post textual, audio, or video content, and where some permit others to post comments or their blogs. Some websites enable individuals to create freestanding blogs, other special interest websites use blog tolls and message forums to engage users. Non-exclusive examples would include, but are not limited to: Facebook and Twitter.

Media sharing – are websites where users post and share videos, audio files and/or photos as well as tag them to enable searching. Non-exclusive examples would include, but are not limited to: YouTube, Twitter, Vimeo, Facebook and Snapchat.

Social media includes communication, collaborative sharing, and reaching students, employees and guests for educational purposes using websites, platforms, resources, or documents. Non-exclusive examples would include, but are not limited to: Google Plus, Teacher Tube.

Prohibited Communications – Communications which may not be posted through social media shall be set forth specifically in the aforesaid Guidelines and Student Code of Conduct and include, but are not limited to: (a) personally identifiable information about PFPCS students, and personal and/or confidential information about PFPCS employees, volunteers or guests; (b) child pornography, sexual exploitation, bullying/cyberbullying, inappropriate commercialization of childhood experiences; (c) defamatory, discriminatory and/or harassing statements and images that attack or mock an individual due to the individual's real or perceived race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion; (d) unauthorized or false information which could damage PFPCS's PFPCS reputation, its employees, its students or their families; (e) infringement upon intellectual property, proprietary information etc.

Limited Public Forum – a government operated location where the public may comment and post online, subject to viewpoint neutral guidelines.

Non-public Forum – a government operated location where the public may not comment or post online; free expression by the public is restricted regardless of message or viewpoint.

Personal Social Media Account – a social media account, regardless of platform, which is operated by a PFPCSPFPCS employee or Board member for the member's personal use, including personal professional development. A personal account is not regularly used to promote or communicate about PFPCS events or activities, or the activities of students.

PFPCS's Social Media Account – a social media account, regardless of platform, that is operated by a PFPCS employee or Board member in the member's professional capacity, and that is designed to further the educational mission of PFPCS by communicating with members of PFPCS community and the general public.

Third Party Social Media Account – a social media account, regardless of platform, that is operated by a volunteer, student, parent, alumni, or other member of the public on behalf of a club, foundation, sports team, or other extracurricular group affiliated with PFPCS. Third party social media accounts are not operated by PFPCS employees or Board members.

PFPCS's Social Media Accounts

The PFPCS's social media accounts must remain professional, and consistent with the educational mission of PFPCS at all times. The operators of the PFPCS's social media accounts are responsible for the content on the social media accounts that they manage.

Account Ownership

PFPCS'sPFPCS social media accounts are owned by PFPCS, and operated by PFPCS employees or Board members on behalf of the PFPCS. The Communication coordinator or designee(s) shall maintain a list of all social media accounts operated by PFPCS, along with a list of credentials to access the accounts.

Photos, Videos, & Livestreams of Students
PFPCS's PFPCS social media account operators may post photographs, videos, and livestreams of students engaged in the educational process or at school-related events unless the student's parent/guardian has declined to sign PFPCS's PFPCS media release form. The operators of PFPCS's social media accounts are responsible for complying with this provision.

Social Media Content

PFPCS's [Facebook, Twitter or Instagram] page(s) are provided for the PFPCS community and are not intended to be a public forum(s). The purpose of the page(s) is to inform the community about school events, activities, announcements, and accomplishments. All postings will comply with the Family Education Rights and Privacy Act ("FERPA") rules and regulations and the page(s) will be monitored regularly by [INSERT TITLE OF THE DESIGNEE RESPONSIBLE FOR SOCIAL MEDIA CONTENT].

All comments posed on the page(s) will be reviewed and may be deleted at PFPCS discretion in a manner that does not discriminate against speech based on viewpoint and is consistent with the page's purpose. PFPCS will delete comments that include any of the following:

- Profane, vulgar language, obscene or sexually explicit comments;
- Sexual content or links to sexual content;
- Content that is threatening, intimidating, hostile, offensive, or that promotes, fosters, or perpetrates discrimination based on race, creed, color, age, religion, gender, marital status, status with regard to public assistance, national origin, physical or mental disability or sexual orientation;
- Conduct or encouragement of illegal activity;
- Comments not topically related to PFPCS social media post being commented upon;
- Spam or links to other sites;
- Promotion of particular services, products, or political organizations without prior written approval from the Charter School;
- Infringement on copyrights or trademarks;
- Confidential, personally identifiable or otherwise sensitive information pertaining to the Charter School, its students, employees or guests;
- Information that may compromise the safety, security or proceedings of PFPCS or any criminal or civil investigations;
- Defamatory comments; and
- Any content not otherwise specified herein that violates Federal, state of local laws.

Any questions concerning the operation of PFPCS social media page(s), or to report an inappropriate comment, contact [INSERT CONTACT INFORMATION FOR DESIGNEE].

PFPCS Logo and Link

PFPCS logo shall not be used on websites or social media pages that are not owned or related to PFPCS or in forums/discussion boards to express or imply the official position of PFPCS without the expressed, written permission of PFPCS [INSERT CEO DESIGNEE]. Also, no personal social media pages shall provide a link directly to PFPCS website or social media pages without the expressed, written permission of PFPCS [INSERT CEO DESIGNEE].

Tagging

PFPCS's social media account operators may tag the social media accounts of educational applications, products, and services, so long as PFPCS and its employees do not receive financial or other tangible compensation for the tag.

PFPCS's social media account operators shall not tag individual students using their social media usernames or handles, but may tag other adult members of PFPCS community.

PFPCS's social media accounts shall not be used to communicate directly with students. One-to-one communication with a student shall be limited to electronic resources provided by PFPCS such as email or classroom management applications.

Copyright

The copyright for all content posted to Charter School's social media accounts must be either owned by the Charter School, licensed by the copyright owner, or not subject to copyright protection. The operator of a PFPCS social media account is responsible for ensuring compliance with this provision.

Retweets / Reposts

PFPCS's social media accounts may highlight social media posts by others by retweeting or reposting their messages, so long as the retweet/repost follows these guidelines.

Personal Social Media Accounts

PFPCS employees may not use personal social media accounts to communicate privately (via direct message or private chat) with students concerning any school business. One-to-one communication with a student concerning any school business shall be limited to the electronic resources provided by PFPCS such as email or classroom management applications.

PFPCS employees are urged to exercise extreme caution before communicating with students via social media about non-school matters. Such electronic communication may cross professional boundaries in violation of the Pennsylvania Code of Professional Practice and Conduct for Educators, and the Educator Discipline Act. PFPCS employees are urged to maintain strict professional boundaries on social media, and to protect against even the appearance of impropriety.

PFPCS employees and Board members shall not post personally identifiable and otherwise confidential information from educational records on their personal social media accounts. Personally identifiable information includes information that could indirectly identify a student through linkages with other information.

PFPCS employees are strongly encouraged to utilize privacy settings on personal social media accounts to ensure that a professional boundary is maintained between the employee and students and parents.

PFPCS does not actively monitor personal social media accounts for its employees. Nonetheless, should PFPCS administration or Board's attention be brought to a personal social media post that demonstrates insubordination, immorality, cruelty, unlawful discrimination, other unlawful act(s), or that impedes the efficient and effective operation of PFPCS, the employee may be subject to disciplinary action.

THIRD PARTY SOCIAL MEDIA ACCOUNTS

Third party social media accounts are not operated or controlled by the Charter School. These accounts are privately created and maintained, and are not actively monitored by the Charter School.

Third party social media accounts may not use the PFPCS logo, unless given express written permission by the CEO or designee(s).

PFPCS encourages the operators of all third party social media accounts to be good-faith ambassadors of the Charter School, and to operate these private social media accounts in a manner that represents PFPCS in a positive light.

Consequences for Violation of this policy

Employees that violate this policy may be subject to disciplinary action, up to and including dismissal.

RESPONSIBILITIES

To the extent consistent with applicable state and federal laws and reasonably practical, PFPCS Technology Manager shall be responsible for the management of PFPCS system's technology protection measures (or "Internet filters") to block of filter Internet, and other forms of electronic communications, and access to inappropriate information. Technology protection measures shall only be disabled pursuant to the direction of the CEO or designee to the extent allowed by applicable law and regulation, for bona fide research or other lawful purposes of an adult as determined by the CEO or designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the CEO designee.

In accordance with annually distributed "Guidelines to Parent/Guardian & Student Social Media and Networking With Acknowledgement Form," teachers shall educate students about appropriate and safe online behavior, monitor online behavior when in PFPCS facility or at PFPCS sponsored events and activities or on school transportation and to report any inappropriate behavior to PFPCS Administration for disciplinary measures in accordance with the Student Code of Conduct. Teachers shall explain and model appropriate use of the Internet for students through PFPCS information technology and communicating with alumni on social media.

Students' Responsibilities shall be set forth in the "Guidelines to Parent/Guardian & Student Social Media and Networking With Acknowledgement Form," and shall include, but not be limited to:

- Students should not reveal personally identifiable information about themselves or other persons on social media.
- Students shall be directed not to meet in person anyone they have met on the Internet.
- Students shall be encouraged to promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable.
- Students shall be encouraged to treat other people how they would want to be treated when using social media.

Parents' Responsibilities shall also be set forth in the "Guidelines to Parent/Guardian & Student Social Media and Networking With Acknowledgement Form," and shall include, but not be limited to:

- Parents are primarily responsible for transmitting social values and norms to their children and discussing with their children what material is and is not acceptable for their children to access through PFPCS information technology with the aforesaid Guidelines as a reference tool.

- Parents are exclusively responsible for monitoring their children's use of the Internet when PFPCS Internet systems are accessed from home or a non-school location. Parents take the responsibility for their children's behavior on social media in accordance with the aforesaid Guidelines and PFPCS Student Code of Conduct as to prohibited communications both inside and outside of PFPCS facility and at PFPCS sponsored events and activities.

Employees' responsibilities shall be set forth in the annually distributed "Guidelines to Employee Social Media and Networking With Acknowledgement Form," and shall include, but not be limited to:

- Safe and appropriate use of social media both in PFPCS facility and at PFPCS sponsored events and activities in accordance with the aforesaid Guidelines and PFPCS Employee Human Resources and Benefits Guide.

- Safe and appropriate use of social media outside of PFPCS facility and when not engaged in PFPCS sponsored activities or events in accordance with the aforesaid Guidelines and PFPCS Employee Human Resources and Benefits Guide.

Such safe and appropriate use includes, but is not limited to:

- Educational purposes unless approval by the CEO to use social media websites for a related educational purpose;

- Not posting PFPCS students' personally identifiable information or any student photos on personal or professional social media;

- Not contacting and/or enrolling prospective, current or former students through social media; and

- Preventing exposure or PFPCS students to prohibited information on social media.

SAFE SCHOOLS ACT AND MANDATORY REPORT DUTIES

PFPCS shall comply with the Safe Schools Act reporting requirements and all PFPCS staff and volunteers are Mandated Reporters regarding child abuse as defined in the Pennsylvania Child Protective Services Law for purposes of reporting. Therefore, PFPCS may be required to report certain communications posted to social media to local, state or federal law enforcement, local and state welfare agencies and/or other state or federal governmental agencies.

TRAINING

PFPCS shall provide training for employees, volunteers, and Board of Trustees, and instructional sessions for students to educate them about the importance of how to appropriately use social media, and how to comply with the requirements of this policy, and any administrative procedures and/or guidelines developed to implement this Board Policy.

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TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____day of _____**,** 2020

_____

President

_____

Secretary

The
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APPENDIX F: BULLYING/CYBER-BULLYING POLICY

The Board of Trustees and PFPCS Administration recognize the importance of a safe school environment to the educational process of People for People Charter School. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment; and since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate bullying. The policy detailed herein, is adopted to ensure compliance with HB 1067 (PA) Amending 'J\rticle XIII-A Safe Schools" in the Pennsylvania School Code of 1949, that requires each school entity to adopt a policy related to bullying.

DEFINITIONS

Bullying means an intentional electronic, written, verbal, psychological or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting or using school property that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly over time.
3. It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one person is physically larger, stronger, mentally quicker, or socially more powerful).

Bullying, as defined in this policy, refers to direct or indirect action, which may include but is not limited to:

- Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone;
- Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading **rumor; or**
- Non-Verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyberbullying.

Cyber-Bullying means bullying that occurs by use of electronic or communication devices through means of email, instant messaging, text messages, biogs, photo and video sharing, chat rooms, bash boards, or websites.

School setting means 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.

School property means PFPCS computer or telephone.

AUTHORITY

The Board and School Administration prohibit all forms of bullying.

The Board and School Administration expect students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board and School Administration encourage students who have been bullied to promptly report such incidents to the Principal.

Since bystander support of bullying can support these behaviors, PFPCS prohibits both active and passive support for acts of bullying. As such, the Board encourages students who have been witnesses to bullying to promptly report such incidents to the Principal. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The Board and School Administration direct that complaints of bullying be investigated promptly and thoroughly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the school's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

The Board and School Administration collectively prohibit any person from falsely accusing another of bullying.

DELEGATION OF RESPONSIBILITY

Each adult and student shall be responsible to respect the lights of others and ensure an atmosphere that is conducive to learning and free from bullying.

The Board requires the CEO of PFPCS (or designee) to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the CEO (or designee). All other members of PFPCS 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.

The Board requires the CEO (or designee) to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the CEO (or designee) shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three (3) school days after a report or complaint is made. The consequences and appropriate remedial action of a person found to have violated this policy must be determined and implemented within three (3) school days from the conclusion of the investigation.

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The Board requires the CEO (or designee) review this policy and administrative regulations annually with staff, students, and parents. This policy shall be incorporated in the School's Code of Conduct.

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The Board requires that this policy shall be accessible in every classroom. The policy shall be posted in a prominent location within PFPCS and on PFPCS website.

The CEO (or designee) in cooperation with other appropriate administrators shall review this policy every three (3) years and recommend necessary revisions to the Board.

School administration shall annually provide the following information with the Safe School Report:

- School's bullying policy.
- Report of bullying incidents.
- Information on the development and implementation of any and all research-based bullying prevention and intervention programs.

The PFPCS will comply with local, federal, state and local laws relating to bullying.

The PFPCS will comply with local, federal, state and local laws regarding the discipline of special education students who engage in an act of bullying.

EDUCATION

PFPCS may develop and implement bullying prevention -and intervention programs. Such programs shall provide school staff and students with appropriate training for effectively responding to, intervening in, and reporting incidents of bullying.

CONSEQUENCES FOR VIOLATIONS

Consequences for a student who commits an act of bullying 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, and must be consistent with the school's approved 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. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying may range from positive behavioral interventions up to and including suspension, expulsion, or referral to law enforcement officials in the case of a student, or suspension or termination in the case of an employee, as set forth in the school's approved Code of Student Conduct or Staff Handbook.

The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act,

The consequences and appropriate remedial action for a person found to have falsely accused another of bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another of bullying shall be disciplined in accordance with school policies, procedures, and agreements.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL. CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

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APPENDIX G: TITLE IX POLICY

People for People Charter School

Board of Trustees Policy

TITLE IX POLICY

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq*., protects students from discrimination based on sex in educational programs or activities that receive Federal financial assistance. Title IX states that:

> No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient, which receives Federal financial assistance.

This policy reaffirms the commitment of the People for People Charter School ("PFPCS") to comply with Title IX. This policy covers student on student as well as employee on student sexual harassment.

WHEN DOES TITLE IX APPLY?

Title IX covers sexual harassment that happens in a school's "education program or activity." This includes locations, events, and circumstances where a school exercises substantial control over the context of the alleged harassment and the person accused of committing the sexual harassment.

Sexual Harassment

Title IX prohibits the following conduct on the basis of sex that satisfies one or more of the following:

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.
- School employee conditioning educational benefits on participation in unwelcome sexual conduct, otherwise known as "Quid pro Quo" harassment.
- "Sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v) "dating violence," as defined in 34 U.S.C. 12291(a)(10) "domestic violence," as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30)

CHARTER SCHOOL'S RESPONSE TO ALLEGATIONS/KNOWLEDGE OF SEXUAL HARASSMENT

Once PFPCS has actual knowledge of sexual harassment or allegations of sexual harassment, PFPCS must respond or take action.

PFPCS has "actual knowledge" when it has been given notice that a person may have been victimized by sexual harassment. Any person, whether the alleged victim or a parent, friend, or bystander, has the right to report sexual harassment to put PFPCS on notice. A report to any school employee will result in PFPCS having "actual knowledge." Further, PFPCS personnel who personally witness sexual harassment can mean that PFPCS has "actual knowledge."

PFPCS cannot be "deliberately indifferent" in responding to a complaint of sexual harassment. That means that it cannot be "clearly unreasonable" in light of the known circumstances. Upon receipt of a complaint, the Title IX Coordinator must act promptly, and must provide the following information to the complainant:

- The availability of supportive measures
- The right to file a complaint
- How to file a complaint

Supportive Measures:

Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect or preserve equal access to education, protect safety, or deter sexual harassment. A complainant does not need to file a formal complaint for him/her to receive supportive measures. Supportive measures are intended to support a student and are not punitive or disciplinary with respect to another student. These measures do not unreasonably burden any other person. Each student, the complainant and respondent, must have equal access to education prior to any determination of responsibility.

Examples of supportive measures include:

- Counseling
- Extension of deadlines
- Modification or work or class schedules
- Escort services
- Mutual restrictions on contact between individuals

The Title IX Coordinator is responsible for implementing these supportive measures and must consider the alleged victim's wishes when it comes to requests for supportive measures. Generally, these measures must remain confidential.

TITLE IX COORDINATOR:

Per Title IX federal funding mandates, PFPCS shall designate a Title IX Coordinator whose duties will include:

(a) receiving reports from victims and third parties of sexual discrimination or sexual harassment in person or by mail, telephone, email, or any other means that results in the Title IX Coordinator receiving the report at any time, including nonbusiness hours;
(b) oversee mandated (seven-year) recordkeeping regarding investigations, appeals, informal resolutions, and training for Coordinator, investigators and decision-makers on the definition of sexual harassment in the Final Rule, the application of the Title IX policy, how to make relevancy determinations (including how to apply rape shield protections for complainants), PFPCS's education program or activity, and the grievance process, including how to conduct investigations, hearings (including technology for live hearings), appeals, informal resolution processes, how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
(c) maintaining current contact information in Charter School's nondiscrimination notices and website;
(d) ensuring PFPCS is compliant with Title IX, coordinating the investigation and disciplinary process and looking for patterns or systematic problems with compliance to ensure PFPCS fulfills federal obligations;
(e) signing formal complaints alleging sexual harassment;
(f) receiving notice of sexual harassment or allegations of sexual harassment (or authorized PFPCS representative authorized to institute corrective measures), triggering actual knowledge designation;

(g) upon receipt of a complaint, providing prompt info to complainants about availability of supportive measures, the right to file a complaint and how to file a complaint and consideration of complainant's wishes regarding supportive measures;
(h) ensuring PFPCS grievance process and the Title IX Coordinator, investigator, decision-maker and facilitator of an informal resolution process is free of conflicts of interest or bias against a party;
(i) dismissing a complaint (1) when complainant provides written notice to the Title IX Coordinator to do so, (2) when allegations do not constitute sexual harassment, (3) if the allegations did not occur in PFPCS educational program or activity, (4) if the allegations did not occur in the United States, (5) if respondent is no longer enrolled or employed by the Charter School, or (6) when specific circumstances prevent the gathering of evidence sufficient to reach a determination;
(j) coordinating PFPCS efforts to comply with Title IX; and
(k) respecting a complainant's wishes regarding whether PFPCS investigates, unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances;

PFPCS's Title IX Coordinator's duties do not include:

(a) the ability to be named the decision-maker tasked with issuing a written determination regarding responsibility with findings of fact, conclusion about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent and whether remedies will be provided to the complainant (Title IX Coordinator or the investigator cannot be named decision-maker);
(b) the ability to be named as the decision-maker on any appeal (cannot be the same person as the initial decision-maker on the formal complaint, the investigator, or the Title IX Coordinator);
(c) any other job responsibility that creates a conflict of interest with responsibilities under Title IX;
(d) becoming a complainant or a party during the grievance process upon the signing of a formal complaint; and
(e) a requirement that the Title IX Coordinator file a formal complaint any time PFPCS received notice of multiple reports against a particular respondent and corresponding safe harbor.

GRIEVANCE PROCEDURES

Procedures outlining the Title IX Grievance Process that are consistent with this policy and final rules from the United States Department of Education are attached to this policy.

PFPCS will follow a grievance process that complies with the Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

PFPCS will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.
PFPCS will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.

It is the policy of PFPCS during the grievance process to treat complainants and respondents equitably. That includes providing remedies to a complainant if a respondent is found responsible, and by following these policies in imposing discipline on the respondent.

The Title IX Coordinator shall be capable of conducting a thorough and complete investigation and shall seek advice and assistance from the Board of Trustees if the Title IX Coordinator believes that they lack the capacity to conduct a thorough and complete investigation of the alleged misconduct. If the Title IX Coordinator or the CEO is the one accused of sexual harassment, or the Title IX Coordinator has bias or a conflict of interest, the Board will appoint a qualified individual who is not employed by PFPCS to conduct the investigation.

If the Title IX Coordinator submits the complaint, the Title IX Coordinator must recuse him/herself from the investigation and allow the Board to appoint a qualified individual who is not employed by PFPCS to conduct the investigation.

Once the Title IX Coordinator completes the investigatory report, the case will be turned over to a neutral decision maker for the hearing process. A neutral decision maker must be a person(s) who is free from all conflicts of interest or bias for or against complainants or respondents and must receive special training about how to be impartial and how to decide what evidence is relevant.

A school can remove a respondent from PFPCS educational programs or activities on an emergency basis if the respondent poses an immediate threat to anyone's physical health or safety. If the respondent is an employee, PFPCS may place the employee on administrative leave pending the investigation.

No one will be forced, threatened, coerced, or discriminated against for choosing not to be a part of this grievance process.

Both complainant and respondent have equal rights throughout the entire investigation and hearing process, including, but not limited to, the opportunity to present witnesses and evidence, including expert witnesses, as well as inculpatory and exculpatory evidence. PFPCS will further comply with all disability laws to ensure that all participants are appropriately accommodated.

PUBLISHING REQUIREMENTS OF THIS POLICY:

PFPCS will disseminate a notice of nondiscrimination, which the U.S. Department of Education recommends should specify that sexual harassment and violence are prohibited. Such notice shall appear in PFPCS student handbook and/or code of conduct, on PFPCS website, and be available in print on campus so that school members may understand its purpose and utility and include enough detail in the policy so that members of the community realize that sexual harassment and sexual violence are prohibited forms of sex discrimination.

PFPCS will adopt and publish a grievance procedure outlining the complaint, investigation, and disciplinary process for addressing sex discrimination, sexual harassment, and sexual violence occurring within educational programs. This process should address discrimination perpetrated by students, employees, or third parties. Additionally, school security and/or law enforcement personnel must notify victims of their rights to use PFPCS grievance procedure in addition to being able to file a criminal complaint.

This grievance procedure requires PFPCS process be "prompt and equitable," meaning it must be a timely response to discrimination and provide both parties equivalent rights during the disciplinary process rather than having one- sided due process. For example, if the accused student is given a right to have an attorney present, so may the accusing student.

While sexual misconduct complaints may be resolved through informal mechanisms, such as mediation, students are not required to use informal methods of grievance resolution and should not be pressured into such a process.

PFPCS will provide educational and awareness programming on sexual harassment and discrimination. PFPCS must address hostile educational environments created by sex discrimination, sexual harassment, and sexual violence school-wide. Addressing a hostile environment means remedying a current situation, addressing its effects, and preventing its recurrence in the future.

PFPCS will maintain and make publicly available on its website all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process (or available in response to a request from the public if it does not maintain a website).

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PFPCS shall designate an individual as its Title IX Coordinator and publish the Coordinator's name, title, office address, email address and phone number on its website, notifying applicants for admission or employment, students, parents, legal guardians, employees, and unions of this designation. Designating one employee as the Title IX Coordinator ensures that students and employees know that notifying the Title IX Coordinator triggers PFPCS legal obligations to respond to sexual harassment under the regulations.

TRAINING

Title IX mandates that PFPCS employees that address sexual violence complaints have appropriate training. The U.S. Department of Education (ED) recommends that teachers, campus security, administrators, counselors, nurses, cleaning staff, coaches, and others likely to receive reports be trained on how to identify and report sexual harassment and violence.

Per the Department of Education, PFPCS will:

1) Ensure that responsible employees with the authority to address sexual violence know how to respond appropriately to reports of sexual violence;
2) That other responsible employees know that they are obligated to report sexual violence to appropriate school officials; and
3) That all other employees understand how to respond to reports of sexual violence.

PFPCS will ensure that counselors and advocates understand the extent to which they may and will keep a report confidential.

PFPCS will provide training to all employees likely to witness or receive reports of sexual violence, including teachers, campus security, school administrators, school counselors, general counsels, athletic coaches, and nurses.

PFPCS will train responsible employees to inform students of:

1) The reporting obligations of responsible employees;
2) Students' option to request confidentiality and available confidential advocacy, counseling, or other support services; and
3) Their right to file a Title IX complaint with PFPCS and to report a crime to campus security or local law enforcement.

PFPCS will ensure that the Title IX Coordinator, investigator, decision-maker, and/or facilitator of an informal resolution process be free of conflicts of interest or bias against a party and that such PFPCS Title IX personnel be trained on the application of the Title IX Policy, the definition of sexual harassment in the Final Rule, the scope of PFPCS education program or activity, how to conduct an investigation and grievance process, including hearings (and technology to be used at a live hearing), appeals, and informal resolution processes, as applicable, and how to make relevancy determinations (and applying rape shield protections for complainants) and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

PFPCS shall maintain and make publicly available on its website all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process (or available in response to a request from the public if it does not maintain a website).

The training materials must be impartial and not rely on sex stereotypes.

Additionally, PFPCS will ensure that staff members are capable of providing culturally competent counseling to all complainants. It will ensure that its counselors and other staff who are responsible for receiving and responding to complaints of sexual violence, including investigators and hearing board members, receive appropriate training about working with Lesbian/Gay/Bi-sexual/Transgender and gender-nonconforming students and same-sex sexual violence.

PFPCS will also ensure that any reporting forms, information, or training about sexual violence be provided in a manner that is accessible to students and employees with disabilities, for example, by providing electronically- accessible versions of paper forms to individuals with print disabilities, or by providing a sign language interpreter to a deaf individual attending a training.

To ensure that students understand their rights under the laws cited herein, PFPCS will provide age-appropriate training to its students regarding Title IX and sexual violence. Training may be provided separately or as part of broader training on sex discrimination and sexual harassment.

PFPCS may include these education programs in its orientation programs for new students, faculty, staff, and employees, training for student athletes and coaches, and assemblies and "back to school nights." These programs will include a discussion of what constitutes sexual harassment and sexual violence, PFPCS policies and disciplinary procedures, and the consequences of violating these policies.

PFPCS also will include such information in their employee handbook and any handbooks that student athletes and members of student activity groups receive. These materials will include where and to whom students should go if they are victims of sexual violence. These materials also will tell students and PFPCS employees what to do if they learn of an incident of sexual violence.

OTHER REPORTING REQUIREMENTS IN COMPLIANCE WITH LOCAL AND STATE LAWS:

If the complaint involves sexual assault, rape or conduct of a criminal nature, the local Police Department shall be contacted and a report of the incident made by the Charter School, in accordance with law enforcement. A report must also be made by the mandatory reporter to ChildLine and the Department of Public Welfare in accordance with PFPCS Board approved Mandatory Reporter Policy. If there is any question of whether the conduct complained of constituted criminal activity, PFPCS Board Solicitor should be contacted immediately. Knowledge of a law enforcement investigation does not relieve PFPCS of its independent obligation to investigate the misconduct.

Documents regarding substantiated charges of sexual harassment shall be placed in the accused student's file. Documents regarding unsubstantiated charges shall not be placed in student files, but shall be maintained by the Board of Trustees in a confidential file established expressly for retaining Title IX complaints against students.

Retaliation:

Charging an individual with code of conduct violations that do not involve sexual harassment, but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitutes retaliation.

PFPCS will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.

Complaints alleging retaliation may be filed according to PFPCS prompt and equitable grievance procedures. The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

CONCLUSION

If any section of this procedure is declared invalid, the remaining sections shall remain valid and unaffected.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____day of _____, 2020

_____

President

_____

Secretary

The
People for People
Charter School

People for People Charter School

Title IX Complaint Procedures

Once a formal complaint is filed, the student may seek either an informal or formal resolution of the student's complaint:

A. Informal

When a Title IX Coordinator receives a complaint, the Title IX Coordinator may offer an informal resolution process. An informal resolution process is only appropriate if each party enters the process voluntarily and the respondent is a student. PFPCS will not force, threaten, or require any party, complainant or respondent, into participating in informal resolution.

PFPCS will provide a facilitator to oversee the informal resolution process who is free from conflicts of interest or bias, and who has received special training.

PFPCS will provide both complainants and respondents with notice of the allegations, notice of their rights, information about whether an informal process is confidential, and about withdrawing from the process.

Any party, at any time, can decide to stop participating in an informal resolution process and instead go to a formal process.

B. Formal

A formal complaint is an official document alleging sexual harassment. Any student (or any parent of a student) who believes that the student's Title IX rights have been violated may file a complaint requesting a formal investigation into the allegations. Formal complaints shall be taken in writing by the Title IX Coordinator and signed by the complainant. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail at the Title IX Coordinator's posted contact information on PFPCS website.

In cases where an alleged victim does not file a formal complaint, a Title IX Coordinator might file a complaint and initiate grievance procedures where discipline is appropriate.

A thorough and complete investigation shall be conducted by the Title IX Coordinator.

This investigation shall determine: (1) whether or not the conduct occurred; (2) whether the conduct constitutes a violation of this policy, and, (3) if the conduct was a violation, what actions PFPCS will take to end the violation.

To the extent possible and allowed by law, confidentiality shall be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process. PFPCS is not allowed to access a party's personal records if they are maintained by a physician, psychiatrist, psychologist, or other professional for the purpose of treatment to the party, without consent.

C. Dismissals:

PFPCS **must** dismiss a complaint:

- That does not describe conduct that meets the definition of sexual harassment;
- That alleges sexual harassment that did not occur in PFPCS educational program or activity;
- That alleges sexual harassment that did not occur in the United States.

PFPCS **may** dismiss a complaint:

- If the complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint or some of its allegations;
- If the respondent is no longer enrolled or employed by the Charter school;
- If specific circumstances prevent PFPCS from gathering specific evidence sufficient to reach a determination about the allegation.

When PFPCS dismisses a formal complaint, or any allegations in it, PFPCS must promptly send written notice of the dismissal to the parties. That notice must also clearly state the reasons. PFPCS can still address dismissed Title IX complaints under the Student Code of Conduct, even if the misconduct is not sexual harassment under Title IX.

D. Conducting Investigations

The Title IX Coordinator receiving a complaint, including a Title IX complaint, shall take the details of the complaint in writing and have the complainant sign it. All Title IX complaints against a student shall be received, investigated and disposed of in accordance with the procedures set forth in this Policy.

- Upon receipt of the complaint, the Title IX Coordinator must provide the parties with written notice including the names of the parties, the date and location of the alleged misconduct, and a description of the alleged misconduct. The notice must further:
    - Provide the allegations and facts that would constitute sexual harassment
    - State the presumption of innocence
    - A statement that the parties are entitled to an advisor of their choice
    - A statement that the parties can request to inspect and review certain evidence
    - Provide information regarding PFPCS Code of Conduct and penalties for false statements.
    - If additional allegations come to light, notice must be supplemented.

- The Title IX Coordinator shall meet with every complainant and respondent. The complainant may have a Parent or parents present during any such meeting. The respondent, if is the respondent is a student, shall also have the right to have a parent or parents present at any meetings with the Title IX Coordinator as well.

- PFPCS shall provide written notice of the date, time, location, participants, and purpose of all interviews, or other meetings, with sufficient time for the party to prepare.

- The Respondent is presumed not responsible during the investigation.

- From these meetings, the Title IX Coordinator will conduct an adequate, reliable, and impartial investigation of complaint(s), which includes interviewing and obtaining statements from any witnesses of both the complainant and alleged perpetrator, and the review of all evidence presented. Parties will be provided updates until a determination is made in writing.

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- No information protected by a legal privilege, such as the attorney-client privilege, or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it.

- After gathering evidence, PFPCS must prepare an investigative report on the allegations of the formal complaint. The report, along with physical evidence (including written witness statements), must be provided to the parties. PFPCS will give each party ten (10) days to respond to the evidence in writing. PFPCS will review and consider the response of any party before making a final determination. After allowing time for a response, PFPCS will then finalize the report and submit it to the parties at least ten (10) days prior to any determination of responsibility or a hearing.

E. Hearings/Final Determination of Responsibility

- Final Determinations of Responsibility will only be provided after a hearing.

- PFPCS has the option to hold a live hearing. If a live hearing is held, the complainant can request to be in a separate room from the respondent, with technology allowing everyone to see/hear each other. A court reporter will be present at a live hearing and a transcript will be provided to all parties at the conclusion of the hearing.

- PFPCS shall provide written notice of the date, time, location, participants, and purpose of the hearing, with sufficient time for the party to prepare.

- If a live hearing is held, PFPCS must provide each party with an advisor, of PFPCS own choosing, free of charge, solely for the purpose of conducting cross examination on that party's behalf. **No party is ever allowed to personally cross examine anyone.** Live cross examination must only be done through an attorney or advisor provided by the Charter School.

- In the absence of a live hearing, PFPCS will provide the parties equal opportunity to submit relevant, written questions to each other, before PFPCS reaches a determination of responsibility. If a party refuses to answer any questions, the party must state the reasons why.

    - Questions and evidence about the complainant's prior sexual history are not relevant, except:
        - Where such information is offered to prove that someone other than the respondent committed sexual harassment
        - Where it relates to sexual behavior between the complainant and respondent and if offered to prove consent.

- If a party or witness chooses not to appear at a live hearing, or not to answer cross examination questions, the decision-maker excludes that party or witness's statements and evaluates any evidence that does not include those statements.

- A neutral decision maker, who did not prepare the investigatory report, will preside over the hearing and make the final determination of responsibility.

- The neutral decision maker will not make inferences about the determination regarding responsibility based on the fact that a party or witness did not come to the hearing or submit answers to cross examination.

- The neutral decision maker will make a determination on whether the respondent is responsible within sixty (60) days of the receipt of a complaint unless good cause is shown. Good cause can include law enforcement activities, the absence of a party or witness, the absence of a party's advisor of choice, or the need to provide language assistance or accommodation of a disability.

- The complaint will be decided using a preponderance of the evidence standard (*i.e.*, it is more likely than not that sexual harassment or violence occurred).

- The determination will be in writing, and include:

    - PFPCS Policies that were violated
    - Standard of proof used
    - A description of the procedural steps that were taken by the Charter school
    - A findings of fact section
    - A section that draws conclusions after applying the facts to the applicable portions of PFPCS policies
    - A statement and rationale for the ultimate determination of responsibility
    - Disciplinary sanctions that PFPCS will impose on the respondent
    - Possible remedies for the complainant (see supportive measures above)
    - A statement of the remedies provided to the complainant and rationale, addressing how those remedies will restore or preserve equal access
    - The right and procedure for each party to file an appeal.

- The determination will be provided to both parties simultaneously.

- Both parties have ten (10) days to file an appeal.

- Discipline for a respondent found responsible for sexual harassment can include but not be limited to in-school suspension, out-of-school suspension, or expulsion. If the Title IX Coordinator or the CEO believes that expulsion against an accused student may be appropriate, then a formal hearing shall be held pursuant to the Pennsylvania Code of Regulations, 22 Pa.Code §12.6 and §12.8. The formal disciplinary procedures contained in PFPCS Code of Conduct shall be followed for such hearings to assure due process protection for the respondent.

- Even though FERPA limits disclosure of certain information in disciplinary proceedings, PFPCS will disclose information to the complainant about the sanction imposed on the perpetrator when the sanction directly relates to the complainant. This could include an

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order that the perpetrator stay away from the complainant, or that the perpetrator is prohibited from attending PFPCS for a period of time, or is transferred to other homeroom/classes in PFPCS building.

- The Title IX Coordinator is responsible for carrying out the remedies contained in the written decision.

F. Appeals

- Both the complainant and respondent are permitted to appeal a determination of responsibility.

- Appeals can be taken:

    - After a dismissal before the grievance process, whether mandatory or discretionary
    - At the end of the grievance process

- Grounds for Appeal

    - A procedural irregularity affected the outcome of the matter
    - New evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal
    - A conflict of interest on the part of a Title IX Coordinator, an investigator who compiled evidence, or a decision maker, and the conflict of interest affected the outcome
    - Additional grounds

- Appeals will be referred to PFPCS Board of Trustees, unless the Board has or is scheduled to preside over a formal disciplinary hearing pursuant to 22 Pa.Code §12.6 and §12.8. In those cases, PFPCS Board of Trustees will appoint a neutral hearing officer to hear appeals of a determination of responsibility who is 1) not an employee of the Charter school, 2) not the investigator of the complaint, and 3) not the neutral decision- maker who made the initial determination.

- Both parties will have equal opportunities to submit a written statement supporting or challenging the outcome to the Board of Trustees or neutral hearing officer

- After considering the parties' written statements, the Board of Trustees or neutral hearing officer must issue a written decision and send it to the parties simultaneously. This decision is final.

APPENDIX H: ANTI-HARRASSMENT POLICY

People for People Charter School

Board of Trustees Policy

ANTI-HARASSMENT
AND ANTI-DISCRIMINATION POLICY

People for People Charter School ("PFPCS") shall provide an environment free from harassment of any kind, including sexual harassment, or harassment because of one's gender. Sexual harassment has been defined by the Equal Employment Opportunity Commission (EEOC), as well as by federal, state and local laws, and for the purpose of this policy, PFPCS has adopted this definition. This policy covers employee on student and employee on employee harassment.

A key aspect of such an environment is protection from harassment or discrimination based on sex, race, religion, age, marital status, ethnicity, disability, ancestry, sexual orientation, gender and/or any other legally-protected class for every employee. Such harassment will not be tolerated by or from any Board member, employee, student or vendor doing business with the Charter School.

Harassment or discrimination is defined herein as discriminatory treatment on the basis of race, color, sex, religion, national origin, age of forty (40) or older, disability, or any other protected activity or class under applicable law or statutes. An action may not rise to the level of harassment pursuant to federal law if it consists of simple teasing, offhand comments, or isolated incidents that are not "extremely serious." Rather, the conduct must be "so objectively offensive as to alter the 'conditions' of the victim's employment." The conditions of employment are altered if the harassment or discrimination culminated in a tangible employment action or was sufficiently severe or pervasive to create a hostile work environment.

Further, sexual harassment is defined as: unwanted sexual advances, including request for sexual favors, and/or inappropriate verbal or physical contact of a sexual nature when made by a member of PFPCS staff, administration or Board of Trustees ("Board"). Sexual advances, request for sexual favors, or other verbal or physical acts of a sexual nature constitute sexual harassment when:

A) submission to such conduct is made either explicitly or implicitly a term or condition of a student's success in school;

B) submission to or rejection of such conduct by a school employee is used as the basis for the employee's success in their employment with PFPCS or threatens their employment with PFPCS in any way;

C) submission to or rejection of such conduct by a student is used as the basis for school decisions affecting such student;

D) such conduct has the purpose or effect of unreasonably interfering with a student's work performance or creating an intimidating, hostile, or offensive school environment; or

E) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile work environment.

Recent court cases have recognized acts of harassment directed at a person because of gender to be sexual harassment, despite the intent behind the act. PFPCS adopts this interpretation as part of its policy. Sexual harassment is a violation of federal and state laws and may expose not only the Charter School, but also individuals to significant liability under the law.

Any student or employee who feels they are being subjected to harassing or discriminatory behavior of any kind is encouraged to object to the behavior and report the behavior to the Chief Executive Officer ("CEO") or other appropriate officials as indicated in the "Procedures for Making Complaints," which is incorporated herein. It is a violation of this policy to retaliate or engage in any form of reprisal because a student or employee has raised a concern, filed a complaint of, or been a witness to sexual harassment.

It shall also be the policy of PFPCS that the basic rights of all concerned must be respected at all times.

PROHIBITED SEXUALLY HARASSING CONDUCT

The following are examples of acts that violate PFPCS Anti-Harassment policy and position. These examples are not to be construed as an all-inclusive list of prohibited acts under the policy.

A) Physical assaults of a sexual nature, such as:

1) rape, sexual battery, molestation or attempts to commit those offenses, or committing an act with intent to cause fear in another of immediate bodily harm or death; and

2) intentional physical contact which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against or poking a person's body, or touching of the clothing covering the immediate area of the complainant's intimate body parts.

B) Unwelcome sexual advances, propositions or other sexual comments such as:

1) sexually-oriented gestures, sounds, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any student;

2) preferential treatment or promise of preferential treatment for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity for compensation or reward; and

3) subjecting, or threatening to subject, an individual to unwelcome sexual attention or conduct, or intentionally making success in school more difficult because of the individual's gender.

C) Display of publications anywhere within PFPCS control such as:

1) Displaying pictures, posters, cartoons, calendars, graffiti, objects, promotional materials, reading materials, music or other materials that are sexually suggestive, sexually demeaning, or pornographic;

2) displaying or publicizing, in the classroom environment, materials that are sexually revealing, sexually suggestive, sexually demeaning or pornographic;

3) displaying signs or other materials purporting to segregate a student by gender in any area of PFPCS (other than the rest rooms and similar semi-private lockers/changing rooms); or

4) possession of such material in a manner that is reasonably foreseeable that it might be seen by others.

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Exceptions will be considered in situations where nudity or sexually explicit language is necessary to convey a message important to public health and/or safety or pedagogically appropriate.

Subject to the foregoing exceptions, visual material will be presumed to be sexually suggestive if it depicts a person of either sex who is nude or seminude and/or who is posed for the obvious purpose of displaying or drawing attention to private portions of the person's body.

D) Sexual Favoritism: The granting or withholding of school opportunities and benefits, including, but not limited to, evaluation, salary, etc., constitutes sexual harassment when it is based on sexual favoritism, and is prohibited.

E) Other Forms of Prohibited Sexual Harassment: Other conduct that has the purpose or effect of unreasonably interfering with work performance on the basis of gender may also constitute sexual harassment, and therefore, is prohibited.

PROHIBITED RETALIATION

The following are examples of retaliatory acts that violate PFPCS Anti-Harassment and Anti-Discrimination Policy. These examples are not to be construed as an all-inclusive list of prohibited retaliatory acts. Examples of such retaliation may include:

1) Arbitrary discipline, threats, unwarranted change of assignments, providing inaccurate information, or failing to cooperate or discuss school-related matters with an employee because that employee has complained about, been a witness to, or resisted harassment, discrimination and/or retaliation; and/or

2) Intentionally pressuring, falsely denying, lying about, or covering up or attempting to cover up conduct such as that described in any items above.

PROCEDURES FOR MAKING COMPLAINTS

PFPCS is committed to resolving these complaints as quickly and efficiently as possible. Individuals who believe they are/have been the victims of or have knowledge or have witnessed harassment, discrimination and/or retaliation should report such incidents, in writing, as promptly as possible, to the CEO. Should the CEO be the person accused of the harassment, discrimination and/or retaliation or should the complainant feel that the CEO is in some way responsible for the harassment, discrimination or retaliation, the complainant may bring concerns directly to the attention of the Board President who will follow the procedures outlined below.

Any alleged incident involving an employee and another employee, administrator, Board member or vendor shall be investigated by the CEO or designee. After completing any such investigation, the CEO shall determine appropriate remediation and/or discipline and shall report to the Board of Trustees.

The reporting of an alleged incident shall remain strictly confidential, within the bounds of any legal and investigative requirements. The confidentiality and rights of the accused shall be similarly respected.

To the extent possible and as permissible by law, PFPCS shall maintain full and confidential records of all such investigation, remediation and discipline (if imposed).

Any retaliation by a PFPCS employee found guilty of harassment, discrimination and/or retaliation (or friend/supporter(s) of such an individual) shall be handled as a most serious offense by the appropriate level of jurisdiction, including possible referral to the appropriate law enforcement agencies. Equally serious is a complaint that is not made in good faith or based upon false information. Disciplinary action, including unpaid suspension or termination, may be taken against an employee who files such a complaint.

The People for People Charter School

All students and employees shall be made aware of this policy and their rights to protection against harassment and against any type of retaliation for reporting alleged harassment or discrimination. They also shall be informed of counseling services, where appropriate. The employee may seek either an informal or formal resolution to their complaint:

A. Informal (Employee)

The employee may request that the CEO intervene, after a full investigation by the CEO or designee, by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated in the work place. In such case, the CEO must discuss the matter with the alleged offender, and, if warranted, require that the alleged offender participate in non-disciplinary counseling. The CEO shall document responsive actions taken in writing. Copies will also be forwarded to the President of the Board. If a student, the accused shall have the right to have a parent/guardian present during the interview.

B. Informal (Student)

The student or student's parent/guardian may request CEO to intervene by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated. In such case, the CEO must discuss the matter with the alleged offender, and, if warranted, require that the alleged offender participate in non-disciplinary counseling. The CEO shall document actions taken in writing. Copies will also be forwarded to the Board President. If the accused, if is a student, the student shall have the right to have a parent present during the interview.

C. Formal

Individuals who believes that they have been harassed, discriminated, or retaliated against (or a witness to any such conduct) should make a written complaint to the CEO requesting an investigation into the allegation. Formal complaints shall be taken in writing and signed by the complainant. A thorough and complete investigation shall be conducted by the CEO or designee with results provided to the Board of Trustees. To the extent possible and allowed by law, confidentiality shall be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process.

PROCEDURES FOR INVESTIGATING AND RESOLVING COMPLAINTS

A. Equal Employment Opportunity Officer ("EEO")

The CEO or designee shall be designated as the EEO Officer, capable of conducting a thorough and complete investigation. This EEO Officer shall seek advice and assistance from the Board of Trustees if it is believed that this Officer lacks the capacity to conduct a thorough and complete investigation of the alleged misconduct. If the CEO is the alleged harasser or is alleged to have been responsible for the harassment/discrimination/retaliation, the President of the Board will conduct the investigation.

B. Conducting Investigations

The EEO Officer, receiving a complaint of harassment, discrimination or retaliation, shall take the details of the complaint in writing and have the complainant sign it. Copies of this document will be provided to the Board. All complaints of harassment, discrimination or retaliation against a PFPCS employee shall be received, investigated and disposed of in accordance with the

procedures set forth in this policy, and complainants shall be notified of the final disposition/action taken.

If the complaint involves sexual assault, rape or conduct of a potentially criminal nature, the local police department or law enforcement agency shall be contacted and a report of the incident made. If there is any question whether the conduct complained of constituted criminal activity, PFPCS solicitor should be contacted and consulted.

The EEO Officer shall attempt to secure statements from all participants in, and witnesses to the alleged incident. If the accused is a student, the student shall have the right to have a parent or guardian present.

All investigations shall be completed by the EEO Officer within ten (10) school days from the date of the written complaint.

A substantiated charge of harassment, discrimination or retaliation shall result in appropriate disciplinary action, including, but not limited to, potential employee discharge or suspension without pay, or student suspension or expulsion. Any disciplinary action shall be subject to the requirements of PFPCS Code of Conduct, the Public School Code, PFPCS Law, Department of Education Regulations and other applicable law. All complainants shall be guaranteed protection from reprisals of any type, including, but not limited to, continued employment, promotion, work assignment, grades awarded, etc., unless it can be proved such accusations were known to be false and malicious in their intent. If such malicious intent is proved, the complainant shall be subject to appropriate disciplinary action.

Documents regarding substantiated charges of harassment, discrimination or retaliation shall be maintained by the Charter School. Documents regarding unsubstantiated charges shall not be placed in employee personnel files, but shall be maintained by the Board of Trustees in a confidential EEO file established expressly for retaining complaints of harassment, discrimination and/or retaliation against students and/or employees.

C. Training

It is the responsibility of the PFPCS Board of Trustees to ensure that all administration, staff and Board receive the appropriate training to enforce this Policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____day of _____, 2020

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President

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Secretary

The People for People Charter School

APPENDIX I: ALTERNATE ASSESSMENT OF STUDENTS POLICY

People for People Charter School

Board of Trustees Policy ALTERNATE

ASSESSMENT OF STUDENTS POLICY

The Board of Trustees of the People for People Charter School ("PFPCS") approves that the CEO or designee shall ensure that all children with disabilities are included in all general state and district-wide assessment programs, including the Pennsylvania System of School Assessment ("PSSA"), with appropriate accommodations or alternate assessments where necessary and as indicated in their respective IEPs.

An assessment is a valid and reliable measurement of a student's performance on a set of academic standards in a subject area that captures the students understanding of the set as a whole and the central concepts, knowledge and skills of each content area. As part of the new regulations in place since March 1, 2014, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level.

In compliance with Chapter 4 (22 Pa Code §4.11), the PA Core State Standards are a set of identified learning skills in English Language Arts and Mathematics written by Pennsylvania educators to meet the needs of Pennsylvania's students. They set the benchmarks and guidelines for what a student should learn and master at the end of each grade level. The PA Core Standards are similar to the Common Core State Standards (CCSS). Students in grades 3 through 8 will continue to be assessed through the PSSA, which will include material aligned to the PA Core Standards only as of 2015.

The Keystone Exams are given in Algebra 1, Literature and Biology and replace the grade 11 PSSA for accountability purposes. The Keystones have also been aligned to the PA Core Standards. Therefore, all students with disabilities, except those students taking the PASA, are required to take the Keystone Exams no later than 11th grade. Pennsylvania has developed an alternative means for some students to demonstrate proficiency on the PA Core Standards, if needed.

The Pennsylvania Alternate System of Assessment (PASA) is a statewide alternate assessment designed for students with the most significant cognitive disabilities. Specifically, it is intended for those who are unable to participate meaningfully in the PSSA even with accommodations. By administering the PASA to students with severe disabilities, schools achieve compliance with federal laws and the Pennsylvania School Code that require that all students participate in the statewide accountability system.

Students who meet the eligibility criteria for the alternate assessment as determined annually by the IEP team take PASA in grades 3, 4, 5, 6, 7, 8, and 11. The PASA is an individually administered test given each spring to students by their teacher or another certified Test Administrator who knows the student well. Test administration can be adapted so that even students with the most severe disabilities can participate in the assessment and receive a score. Like the PSSA, the PASA is designed to take a snapshot of student's typical performance on a small sample of academic skills derived from the PA Core Standards.

The PASA will only include items related to the Alternate Eligible Content. The educational decisions about content rests with the PFPCS IEP team and the decisions are based on individual educational needs and involvement and progress in the general education curriculum. The Alternate Eligible Content is located on the

PaTTAN website under Initiatives – Students with Significant Cognitive Disabilities.

PFPCS must maintain information regarding the number of children who: participate in regular assessments; were provided accommodations in order to participate in those assessments; and participate in alternate assessments.

The CEO or designee is directed to develop procedures to ensure that students with disabilities participate in the PSSA or PASA and the Keystone Exams to the extent consistent with applicable law.

The CEO or designee is directed to monitor student participation in statewide assessment to foster participation.

The CEO or designee is directed to provide training opportunities to personnel regarding statewide assessment participation in PSSA, Keystone Exams and PASA requirements.

The CEO or designee is directed to make Pennsylvania's guidelines regarding statewide assessments available to personnel.

The CEO or designee is directed to develop procedures to prepare students in test-taking techniques prior to test administration.

The CEO or designee is directed to review assessment data and use data to drive any needed program changes. The CEO or designee is directed to report to the Board what changes are recommended and needed.

The CEO or designee must maintain information regarding the performance of children with disabilities on regular assessments and on alternate assessments.

IEPs must include a description of benchmarks or short-term objectives for children who take alternate assessments aligned to alternate achievement standards. IEPs must, if the IEP team determines that the child shall take an alternate assessment on a particular statewide or school-wide assessment of student achievement, provide a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child.

IEPs must also include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and district-wide assessments consistent with law. Under Chapter 4, IEP Teams will determine successful completion of graduation requirements for students with disabilities. Students with disabilities may attain the academic standards by completion of their IEPs under the IDEA and/or Chapter 4.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____day of _____, 2020

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President

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Secretary

APPENDIX J: EXCLUSION FROM ASSESSMENTS POLICY

People for People Charter School

Board of Trustees Policy EXCLUSION

FROM ASSESSMENTS POLICY

The Board of Trustees of the People for People Charter School ("PFPCS") takes seriously both its requirement to administer the Pennsylvania System of School Assessment (PSSA) and Keystone Exam (collectively referred to as "Assessments") as well as each individual student's religious liberty.

Pursuant to Section 4.4 of Chapter 4, a parent or guardian may excuse their child from either Assessment if, upon inspection of the testing materials, they find an Assessment to be in conflict with their religious beliefs. This is the only basis for a parent or guardian to excuse a child from the Assessment. Two weeks prior to each testing window, each Assessment must be made available for review by parents or guardians. Parents and guardians will be informed of the Exclusion from Assessments Policy via the PFPCS website and/or PSSA/Keystone Exams information handouts.

RELIGIOUS EXEMPTION PROCEDURES

- A parent or guardian must submit a request to review the Assessment in writing within a two-week period before the Assessment is administered;
- The Assessment must be reviewed on school property and school personnel must be present at all times;
- PFPCS must provide a convenient time for the review. This may include an evening review time, if requested;
- Proper security and confidentiality of the Assessment must be maintained at all times throughout the review process;
- PFPCS personnel may remove the prompt seals from one copy of a writing booklet to facilitate a review of the writing Assessment;
- Parents and guardians must sign a statement concerning the requirements of Assessment security and confidentiality;
- Parents and guardians may not photocopy, write down, or in any other manner record any portion of the Assessment, including directions;
- After reviewing the Assessment, parents and guardians must provide a written request addressed to the Principal to excuse their child based upon religious beliefs, not do they have to identify specific test content to which they object; simply stating that they are requesting exclusion based on religious grounds is sufficient; and

- If the student is excused from the Assessment due to parental or guardian request, school personnel must provide an alternative learning environment for the student during the Assessment and complete the "Non-Assessed Students" grid on the students answer booklet by marking "Student has a parental request for exclusion from the Assessment."

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____day of _____, 2020

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President

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Secretary

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APPENDIX K: SEARCHES OF STUDENT, LOCKER, AND PERSONAL PROPERTY POLICY

People for People Charter School

Board of Trustees Policy

SEARCHES OF STUDENT, LOCKER, AND PERSONAL PROPERTY POLICY

The Board of Trustees ("Board") of the People for People Charter School ("PFPCS") acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property of the students and may provide lockers and cabinets for such storage. The Board also acknowledges the need for all students, staff and visitors to function within a safe and healthy school environment.

While lockers are issued to each student for use during PFPCS day for storage of items related to the student's school day, all lockers are and shall remain the property of the Charter School. Students are encouraged to keep their assigned lockers or cabinets closed and locked against incursion by other students, but no student may use a locker as a depository for illegal or dangerous substances or objects which are prohibited by the Student Code of Conduct or substances or objects which constitute a threat to the health, safety or welfare of the student body or pose a threat to the building itself.

No student is permitted, pursuant to PFPCS Code of Conduct, to keep on or about their person, illegal or dangerous substances or objects which are prohibited by the Student Code of Conduct or substances or objects which constitute a threat to the health, safety or welfare of the student body or pose a threat to the building itself.

The Board may authorize its employees to inspect a student's locker, personal property, (book bag, handbag, etc.) and/or person, when such employee has a reasonable suspicion to believe that storage of contraband, a substance or object the possession of which is illegal, or any substance, object or other material which poses a hazard to the health, safety, welfare and good order of PFPCS is being stored in or on the student's locker, personal property or person.

The CEO shall develop procedures to implement this policy which shall require:

1. All requests or suggestions for the search of a student's locker, personal property or person shall be directed to the CEO.

2. Students shall be notified and given an opportunity to be present for a search of the student's locker and/or personal property except in the case where a reasonable suspicion exists that the locker/personal property contains materials that pose a threat to the health, welfare or safety of the students in the Charter School. The CEO shall appoint a third party administrator or staff person to be present at the locker and/or personal property inspection. An administrator or staff person of the same sex as the student being searched will be present in addition to another PFPCS administrator or staff person for a search of the student's person.

3. The CEO or designee shall be responsible for the safekeeping and proper disposal of any substance, object or material found to be improperly stored in a student's locker, personal property or on the student's person.

4. The CEO or designee shall be responsible for the prompt recording in writing of each such inspection which record shall include the reasons for the search, persons present, object found, and their disposition.

5. The CEO or designee shall be responsible for the safekeeping, confiscation and proper disposal of any substance, object or material found in a student's locker in violation of law, Board policy and/or Student Code of Conduct.

6. A random search may only be done if there is a compelling interest in protecting and preserving the health, safety or welfare of PFPCS population.

7. Illegal and prohibited materials seized during a student search may be used as evidence against the student in a PFPCS disciplinary proceeding. Searches conducted by PFPCS may include, but are not limited to, metal detection units, or any device used to protect the health, safety and welfare of PFPCS population.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____day of _____, 2020

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President

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Secretary

The People for People Charter School

APPENDIX L: RECORD MANAGEMENT, RETENTION, AND DESTRUCTION POLICY

People for People Charter School

Board of Trustees Policy

RECORD MANAGEMENT, RETENTION AND DESTRUCTION POLICY

This Policy pertains to all records and documents, regardless of physical form or characteristics, which have been created or received by the People for People Charter School ("PFPCS") in connection with the transaction of school business. For purposes of this policy, "records" are defined as recorded information that is generated internally or received from external sources that is utilized in the transaction of school business, related to the school's legal obligations, documenting a transaction or verifying a receipt. Recorded information can be comprised of various characteristics and can be found on different media including, but not limited to: paper, audio or video recordings, electronic messages, computer hard drives, tapes and discs microfilm and microfiche.

This policy pertains to records which are specifically defined herein. **This policy does not pertain to student records.**

DEFINITIONS

"Electronic Mail (E-mail) System" - a system that enables users to compose, transmit, receive and manage text and/or graphic electronic messages and images across local area networks and through gateways connecting other networks. This information consists primarily of messages but may include attachments such as calendars, directories, distribution lists, word processing documents, spreadsheets, and other electronic documents.

"Litigation Hold" - a communication ordering that all records and data relating to an issue being addressed by current or potential litigation or investigation be preserved for possible production during the litigation or investigation.

"Records" - regardless of physical form or characteristics, information that documents a transaction or activity of PFPCS and that is created, received, or retained pursuant to law or in connection with a transaction, business, or activity of the Charter School. The term includes a document, paper, letter, map, book, tape, photograph, film or sound recording, information stored or maintained electronically and a data-processed or image-processed document.

"Records Management Plan" - the system implemented by PFPCS for the retention, retrieval, and disposition of all records generated by PFPCS operations.

"Records Retention Schedule" - a comprehensive listing stating retention periods and proper disposition of records.

DELEGATION OF RESPONSIBILITY

Records Coordinator - In order to maintain a Records Management Plan that complies with federal and state laws and regulations and Board policy, PFPCS shall designate a person who shall be responsible for implementing this policy and for ensuring compliance with it. Any questions regarding document retention and/or destruction shall be directed to the person designated.

The Records Coordinator shall be responsible to:

1. Ensure that training appropriate to the user's position and level of responsibility is provided. Such training may include:
    a. Operation, care and handling of the equipment and software.
    b. Requirements of the Records Retention Schedule.
    c. Protocols for preserving and categorizing PFPCS records.
    d. Procedures and responsibilities of PFPCS staff in the event of a litigation hold.
    e. Identification of what is and what is not a record.
    f. Disposal of records.

2. Review the Records Management Plan periodically to ensure that record descriptions and retention periods are updated as necessary.

3. Identify, when the retention period expires, the specific records to be disposed of and ensure that all identified records are properly disposed of annually.

Records Management Committee - A committee responsible for the development and recommendation of PFPCS Records Management Plan may be established by the Board. The Records Management Committee shall give primary consideration to the most efficient and economical means of implementing the recommended Plan. Members of the Committee shall include the:

1. Open Records Officer.
2. CEO or designee.
3. Board Secretary.
4. Information Technology Director or designee.
5. Director of Administrative Services or designee.
6. Board member(s).

The Records Management Committee shall meet periodically to evaluate the effectiveness and implementation of the Records Management Plan and recommend changes as needed.

GUIDELINES

Records Management Plan

PFPCS Records Management Plan shall be the principal means for the retention, retrieval, and disposition of manual and electronic records, including e-mails. The Plan shall not rely primarily on backup systems to manage the retention and disposition of records. The Records Management Plan shall include:

1. Comprehensive listing of records and data of the Charter School.
2. Criteria to distinguish records of PFPCS from the supplemental personal records of individual employees.
3. System(s) of records storage and retrieval to be used, including in what form the records will be stored, maintained, reproduced, and disposed.
4. Preservation measures to protect the integrity of records and data.

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5. Data map or flow chart detailing the sources, routes, and destinations of electronic records.
6. Procedures and employee designated for determining whether an item is a record.
7. Procedures for adding, revising, or deleting records and data, and any other details necessary to implement the Records Management Plan.
8. Records Retention Schedule.
9. Provisions for the storage and retrieval of records in the event of an emergency or disaster.
10. Staff positions authorized to access PFPCS records.
11. Procedures to be implemented in the event of a litigation hold that immediately suspends disposition of all records relevant to the current or potential claim. Such procedures shall specify:
    a. Who can initiate a litigation hold.
    b. How and to whom a litigation hold is communicated.
    c. Who will determine which records are subject to the litigation hold.
    d. Who will be responsible for collecting and preserving such records and data.
    e. Who will be responsible for monitoring and ensuring PFPCS compliance with the litigation hold.
    f. In what format the records will be collected.

When possible, records and data shall be stored in their original form, including metadata, such as creation date, author, type of file, etc. For any record not covered by the Records Retention Schedule, the Records Management Committee shall determine how long the record shall be kept and recommend any necessary revisions to the retention schedule.

PFPCS shall maintain and dispose of records in a manner that protects any sensitive, proprietary, or confidential information or individual privacy rights, and helps conserve natural resources.

MANUAL RECORDS

Manual records, which include all records not stored electronically, shall be retained, and disposed of in accordance with the Records Management Plan.

Manual records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.

PFPCS shall develop and maintain adequate and up-to-date documentation about each manual record system. Documentation may:

1. List system title and responsible employee(s) or office.
2. Define the contents of the system, including record formats.
3. Identify vital records and information.
4. Determine restrictions on access and use.

ELECTRONIC RECORDS

Electronic records shall be retained and disposed of in the same manner as records in other formats and in accordance with the Records Management Plan.

Electronic records shall be indexed in an organized and consistent manner, reflecting the way the records will be retained and referenced for later retrieval.

PFPCS shall develop and maintain adequate and up-to-date documentation about each electronic record system. Documentation may:

1. List system title and responsible employee(s) or office.

2. Specify all technical characteristics necessary for reading or processing the records stored on the system.

3. Identify all defined inputs and outputs of the system.

4. Define the contents of the system, including records formats and database tables.

5. Identify vital records and information.

6. Determine restrictions on access and use.

7. Describe update cycles or conditions.

E-MAIL RECORDS

E-mail messages, in and of themselves, do not constitute records. Retention and disposition of e-mail messages depend on the function and content of the individual message. Records on an e-mail system, including messages and attachments, shall be retained and disposed of in accordance with PFPCS Records Management Plan.

E-mail messages and attachments that do not meet the definition of records shall be deleted as required by the Records Management Plan.

E-mail records may be maintained as an electronic record or be printed and maintained as a manual record. For each e-mail considered a record, the following information shall be retained:

1. Message content.

2. Name of sender.

3. Name of recipient.

4. Date and time of transmission and/or receipt.

Contractor Records created or maintained by contractors employed by PFPCS shall be retained and disposed of in accordance with the Records Management Plan.

PROPERTY OF THE CHARTER SCHOOL

All records are the property of PFPCS and no employee or contractor has any personal or property right to such records regardless of position or the fact that the individual may have developed or compiled them.

DOCUMENT RETENTION SCHEDULE

Trustees, employees, independent contractors, volunteers and members of the public should refer to the Document Retention Schedule attached to this policy for information concerning the period for specific types of records. Records shall not be destroyed before the required retention period has expired. Additionally, records shall not be retained for longer than the required retention period without first contacting the person designated by PFPCS to implement and ensure compliance with this policy. Duplicates of original documents should generally be discarded after use unless necessary to support current operations. If duplicates are so retained, they should be discarded after they have served their purpose. In no event should duplicates be retained for a period longer than the retention period for the original document.

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Electronic documents shall be retained as if they were paper documents. Any electronic files that fall into one of the document types on the above-schedule shall be maintained for the appropriate amount of time. Electronic and voice mail and other electronic data that are not official records should be destroyed unless subject to a Litigation Hold for legal purposes.

LITIGATION HOLD

Upon any indication of an official investigation of PFPCS or litigation involving the school, document destruction shall be suspended immediately. Destruction shall be reinstated upon the conclusion of the investigation or litigation. Employees are prohibited from discarding documents that would normally be retained for a longer period of time because they believe that the records might be harmful to any employee or the school. The unauthorized destruction, removal, use, falsification or inappropriate alteration of any record is prohibited.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this _____day of _____, 2020

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President

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Secretary

The People for People Charter School

RECORDS RETENTION SCHEDULE

All documents will be eligible for destruction January 1st of the year after. For example, if ten years for a document runs from June 1, 2019 until June 1, 2029, the document will be destroyed after January 1, 2030.

Record Description	Record Format ("E & P" - Electronic & Physically kept)	Record Classification	Retention Period (in years)
Accident reports (after settlement)	E & P	May Contain Exempt Information	6
Accounts payable and receivable ledgers and schedules	E & P	Public	6
All correspondence	E & P	May Contain Exempt Information	3
Annual Budget, Reports, Financial and Audit reports	E & P	Public	Permanent Records (never destroyed)
Articles of Incorporation	E & P	Public	Permanent Records (never destroyed)
Audit reports of accountants	E & P	Public	7
Authorization for change or deduction in payroll	E & P	May Contain Exempt Information	3
Bank statements and reconciliation	E & P	Public	6
Board and Committee minutes	E & P	Public	Permanent Records (never destroyed)
Board and Committee Policies	E & P	Public	Permanent Records (never destroyed)
Bylaws	E & P	Public	Permanent Records (never destroyed)
Certified financial statements	E & P	Public	Permanent Records (never destroyed)
Check register	E & P	Public	7
Checks used for important payments (e.g., taxes, property, etc.)	E & P	Public	Permanent Records (never destroyed)
Contracts and agreements –	E & P	Public	6 after contract termination
Contracts and leases (expired)	E & P	Public	6 after termination
Curriculum Records (not including textbooks)	E & P	Public	3 after last activity

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Record Description	Record Format ("E & P" - Electronic & Physically kept)	Record Classification	Retention Period (in years)
Deeds and titles	E & P	Public	Permanent Records (never destroyed)
Deposit Slips	E & P	Public	6
Depreciation schedules	E & P	Public	7
Donor contributions	E & P	May Contain Exempt Information	7
Employee contracts	E & P	Public	7 after employment termination
Employee evaluations, job descriptions and insurance records	E & P	May Contain Exempt Information	Permanent Records (never destroyed)
Employee wage and tax statements (W2)	E & P	May Contain Exempt Information	6 after employment termination
Employee withholding statements	E & P	May Contain Exempt Information	7 after employment termination
Employment applications and related documents for individuals hired	E & P	Public	7 after employment termination
Employment applications for individuals not hired	E & P	Public	3
Employment tax records	E & P	May Contain Exempt Information	7
Ethics Statements of Financial Interest	E & P	May Contain Exempt Information	7
End-of-year financial statement	E & P	Public	7
Federal Programs Records (Title I, Title II, Title III, and IDEA)	E & P	May Contain Exempt Information	7
Fixed assets records	E & P	Public	Permanent Records (never destroyed)
Free & Reduced Lunch Program Records	E & P	Public	5
General ledger	E & P	Public	Permanent Records (never destroyed)
Insurance matters: policies, accident reports, fire inspection reports, claims	E & P	May Contain Exempt Information	6 after settlement
Record Description	**Record Format ("E & P" - Electronic & Physically kept)**	**Record Classification**	**Retention Period (in years)**

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Insurance policies/contracts	E & P	May Contain Exempt Information	6 after expiration
Invoices (after payment)	E & P	Public	6
IRS examinations, rulings and comments	E & P	Public	Permanent Records (never destroyed)
IRS exemption application and determination letter	E & P	Public	Permanent Records (never destroyed)
Journals	E & P	May Contain Exempt Information	7
Labor agreements or contracts	E & P	Public	Permanent Records (never destroyed)
Leases – Real Estate	E & P	Public	Permanent
Monthly financial reports and statements	E & P	Public	7
Payroll journal sheets	E & P	May Contain Exempt Information	7
Payroll tax report	E & P	May Contain Exempt Information	6
Employee payroll tax reports	E & P	May Contain Exempt Information	7 after employment termination
Pension plan documents	E & P	May Contain Exempt Information	Permanent Records (never destroyed)

Record Description	Record Format ("E & P" - Electronic & Physically kept)	Record Classification	Retention Period (in years)

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Petty cash records	E & P	Public	7
Public Record Requests	E & P	Public	1
Receivable ledger	E & P	Public	7
Records of lawsuits and other claims	E & P	May Contain Exempt Information	Permanent Records (never destroyed)
Sales invoices	E & P	Public	7
Services contracts (after termination)	E & P	Public	3
State tax exemptions	E & P	Public	Permanent Records (never destroyed)
Tax and information returns and supporting documents (State and Federal)	E & P	Public	Permanent Records (never destroyed)
Time cards	E & P	May Contain Exempt Information	7
Trial balances – general ledger	E & P	Public	Permanent Records (never destroyed)
Worker's compensation claims – from date of employee termination	E & P	May Contain Exempt Information	10
Working papers: accounting and financial reports	E & P	Public	7

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APPENDIX M: EXTRACURRICULAR ACTIVITIES POLICY

People for People Charter School

Board of Trustees Policy

EXTRACURRICULAR ACTIVITIES POLICY

The Board of Trustees ("Board") believes that the goals and objectives of the People for People Charter School ("PFPCS") are best achieved by a diversity of experiences.

For purposes of this policy, "extra-curricular activities" shall be those activities which are sponsored or approved by the Board but are not offered for credit toward graduation. Such activities shall ordinarily be conducted wholly or partly outside the regular school day, contribute to attainment of PFPCS objectives and be available to all students who voluntarily elect to participate, subject to the eligibility requirements of this policy.

The program of interscholastic athletics shall be considered extra-curricular and shall be defined as all activities relating to competitive sports, contests, games, events or exhibitions involving individual students or teams of students of this PFPCS when such activities occur between schools.

The Chief Executive Officer ("CEO") shall be responsible for the development and administration of extra-curricular activities.

Any extra-curricular activity shall be considered to be under the sponsorship of PFPCS when it has been recommended by the CEO and approved by the Board.

The direct control of athletics in PFPCS may be delegated by the CEO to authorized staff within PFPCS in accordance with procedures established by the CEO.

Interscholastic activities shall not be scheduled to conflict with any educational activity necessary for meeting the requirements of the officially approved curriculum.

A faculty member shall be present at each game or contest and shall remain with the faculty member's group or team until it leaves the building or grounds where the event is held.

PFPCS shall maintain the program of extracurricular activities at no cost to participating students, except that PFPCS responsibility for the provision of supplies shall have the same exemptions as listed in PFPCS policy on regular school supplies. Students may be required to assume all or part of the costs of travel and attendance at extracurricular events and trips. Financial obligations shall not prevent a student from participating in an extracurricular activity for which the student otherwise is entitled to join.

Under PFPCS Law, students are eligible to participate in the extracurricular activities of their school district of residence. School districts cannot limit participation of PFPCS students in extracurricular activities on the basis that the activity is "full" with school district students. PFPCS students must be given an equal opportunity to compete for "spaces" in extracurricular activities. School districts are not required to provide transportation for a PFPCS student to or from the extracurricular activity. There may be additional requirements that the district of residence and PFPCS need to consider if the student participating or seeking to participate in extracurricular activities is a student with a disability.

The resident school district may charge PFPCS for PFPCS student participation in extracurricular activities since these costs were part of the per-pupil payment that is paid to charter schools. This fee is on a "cost basis", with the resident school district neither losing nor making money, as determined by PFPCS district using the expenses of each activity, including coach or director, uniforms, transportation and miscellaneous cost develop policies to establish which school building PFPCS students may participate in extracurricular activities, such as the building closest to PFPCS or the building the student would be assigned to if the student attended the public school district.

Disputes regarding a PFPCS student's participation in PFPCS district's extracurricular activities should be resolved between PFPCS district and the Charter School.

This policy mandates that students achieve minimum levels of academic and behavioral performance, that achievement comes first, and that the students participating in extracurricular activities will have earned that opportunity through their educational progress and citizenship as well as their physical skills and artistic or other talents.

BEHAVIOR STANDARDS

Any student may be prohibited from participation in any extracurricular activity at the direction of the CEO if the student violates the attendance, citizenship, or behavior standards of PFPCS in accordance with the Student Handbook and/or Student Code of Conduct. Additionally, PFPCS Student Handbook and Code of Conduct for Students remain in effect and are enforceable in relation to all clubs and activities.

All students must achieve basic or better in PSSA or its equivalent in Terra Nova in order to participate in extra- curricular activities with exceptions for students with IEPs and/or Section 504 Plans who will be measured in accordance with the accommodations/modifications for testing set forth in their respective IEPs or 504 Plans. Students failing to meet these criteria may participate providing they:

1. Participate in a mandatory support/remediation program; and

2. Submit a weekly report to the sponsor/coach certifying that the student has performed work in all classes.

ACADEMIC:

All students are eligible to participate in extracurricular activities until the end of the second report period. From the end of the second report period forward, the academic eligibility provisions for students apply.

Failures in two (2) or more subjects that meet five (5) periods a week shall result in the student being declared ineligible for participation in extracurricular activities.

Summer School - For purposes of determining academic eligibility, the mark earned in summer school shall replace the subject failure. The value of the summer school mark shall be used to calculate the grade point average of the student.

These standards apply to all students who are participating in extra-curricular activities including students in both regular and special education classes, as modified by IEP Goals and/or 504 Plans in the latter case.

For a student transferring into the Charter School, eligibility will be determined by the last marking period of PFPCS the student last attended. If such marks are unobtainable, the student may participate in extra-curricular activities until future eligibility is determined by the results of the first marking period in the new school.

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It is the responsibility of the coach/sponsor of any activity to be familiar with the eligibility policies listed above and to monitor the student's activity to assure adherence to the policies. Before a student is permitted to participate in any extra-curricular activity, the coach/sponsor must ensure that only students meeting eligibility criteria are, in fact, participants.

All coaches and sponsors are required to report to the CEO or designee necessary participant information on a timely basis. This information is critical to complete an accurate student accounting of participation in extracurricular activities.

A student's parent(s) may appeal an eligibility ruling by a coach or sponsor to the CEO. Any decision by the CEO may then be appealed to the Board.

Recruiting of students for the purpose of athletics is an unethical and unacceptable practice of athletics.

DRUG USE:

Coaches and other school personnel must not encourage or facilitate the use of drugs, hormones, blood doping, or other similar means by students for any purpose including bodybuilding or the enhancement of athletic performance.

Students must not use drugs, hormones, blood doping, or similar means for the purpose of bodybuilding or the enhancement of athletic performance.

Violations of this policy will lead to disqualification of students from extracurricular activities and disciplinary action.

ATTENDANCE:

Any student having three (3) or more unexcused absences or lateness during the prior report card period shall be ineligible for extra-curricular activities. Further, any student absent from school shall be ineligible for participation in any after school extra-curricular activity on that date of the absence.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____day of _____, 2020

_____
President

_____
Secretary

The People for People Charter School

APPENDIX N: STUDENT CONDUCT AND DISCIPLINE POLICY

People for People Charter School

Board of Trustees Policy

STUDENT CONDUCT AND DISCIPLINE POLICY

The Board of Trustees ("Board") of the People for People Charter School ("PFPCS") has the authority to make reasonable and necessary rules governing the conduct of students in the Charter School. The rulemaking power, however, is not unlimited; it must operate within statutory and constitutional restraints. The Board acts within those powers that are enumerated in the statutes of the Commonwealth, or that may reasonably be implied or necessary for the orderly operation of the Charter School. Authorized discipline of PFPCS students shall not include corporal punishment.

Accordingly, the Board's adoption of a Student Code of Conduct, which contains student rights and responsibilities as well as levels of misconduct and resulting discipline, is within its grant of authority from the General Assembly. The rules contained within this policy are to be implemented in a consistent and non-discriminatory manner and are a rational means of accomplishing the legitimate school purpose of a safe and orderly environment in which students may be instructed.
All students enrolled in PFPCS are entitled to share in its educational and related programs to the extent of their abilities without regard to race, color, sex, sexual orientation, national origin, religion or handicap. Every student is expected to behave at school and in school-related activities in accordance with public laws, school rules and lawful directions of assigned staff, and to deal fairly and courteously with fellow students, staff and the public.

The Board directs PFPCS administration to ensure that all PFPCS students are protected from any unlawful and excessive force used by teachers and school authorities for discipline purposes. PFPCS and its teachers and employees could be at risk of liability and criminal punishment by engaging in corporal punishment. For the above reasons, PFPCS strictly prohibits any corporal punishment on any student for disciplinary infractions. Teachers and employees may only use reasonable force to quell a disturbance, obtain possession of weapons or other dangerous objects, and for the purposes of self-defense or for the protection of persons or property.

PFPCS CEO and/or designee shall develop and disseminate reasonable rules to carry out the purpose of this policy. The CEO and/or designee is responsible for publishing and distributing to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct and the sanctions that may be imposed for violations of those rules. These rules shall comply with applicable public law and shall include the following elements:

a) Standards of student conduct shall inform students and staff what conduct is acceptable and what is prohibited. These standards shall apply to students while traveling to and from school, at school and in all school-related activities and shall be appropriate to students' ages.
b) Disciplinary sanctions shall state which staff may employ what sanctions to penalize and correct students who violate reasonable standards of conduct. Discipline must be rationally related to the offense, designed to teach responsibility for one's actions and applied without discrimination on account of race, color, sex, sexual orientation, national origin or religion.

Authorized sanctions shall not include corporal punishment of students. Corporal Punishment is defined as physically punishing a student for an infraction of the disciplinary policy. 22 Pa. Code § 12.5. It is a form of physical discipline that is intended to cause pain and fear and in which a student is spanked, paddled, or hit on any part of the body with a hand or instrument. 22 Pa. Code § 12.16.

Exceptions to use of force: Teachers and PFPCS employees may only use reasonable force under the following circumstances:

- To quell a disturbance;
- To obtain possession of weapons or other dangerous objects; and,
- For the purpose of self-defense or for the protection of persons or property.

22 Pa. Code § 12.5.

Penalties: If a teacher or an employee of PFPCS engages in corporal punishment or techniques, the teacher or employee is subject to discipline as outlined in the employee handbook, which may or may not include termination of employment at the Charter School.

Due Process: Procedures to enforce standards of conduct and apply disciplinary sanctions shall provide for due process by giving students notice of the offense charged and an opportunity to respond. The extent of appeal to review the application of any discipline shall be reasonably related to the weight of the sanction.

Discipline Records: Student records shall reflect disciplinary action to the extent necessary to support educational and counseling objectives with appropriate safeguards for proper use and limited dissemination.

Special Education Students: Special education students are afforded appropriate protection of their due process rights through a separate document, "Positive Behavioral Supports Policy."

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this _____day of _____, 2020

_____

President

_____

Secretary

The People for People Charter School

APPENDIX O: STUDENT EDUCATIONAL RECORDS POLICY

People for People Charter School

Board of Trustees Policy STUDENT

EDUCATIONAL RECORDS POLICY

The Board of Trustees ("Board") of the People for People Charter School ("PFPCS") recognizes the need to protect the privacy rights of students and their parents. PFPCS will adhere to the provisions of state and federal law pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the Individuals with Disabilities Education Act ("IDEA"), as amended, and its implementing regulations; the Pennsylvania Public School Code of 1949, and Chapter 12 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education. The Chief Executive Officer ("CEO") of PFPCS is designated as the Administrator responsible for the maintenance, access and release of student records and the maintenance, access and release of academic records.

The CEO shall be responsible for the implementation of this policy.

I. DEFINITION OF TERMS (20 U.S.C. §1232g unless otherwise noted)

A. The term "**applicable law**" shall mean all statutes and regulations applicable to the student records that are in effect when any action is taken or is to be taken and shall include, but not necessarily be limited to, the Family Education Rights and Privacy Act, the Code of Federal Regulations, Title 34 Part 99, the United States Code § 1232 and the regulations of the Pennsylvania State Board of Education at 22 Pa. Code §§ 12.31 *et seq.*

B. The term "**attendance**" means in person or by paper correspondence, videoconference, satellite, Internet or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program.

C. The term "**biometric record"** as used in the definition of "personally identifiable information" means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting. (National Security Presidential Directive 59 and Homeland Security Presidential Directive 24).

D. The term "**dates of attendance**" means the period of time during which a student attends or attended an educational agency or institution. Examples include an academic year, a spring semester or first quarter. The term does not include specific daily records of a student's attendance at the Charter School.

E. The term "**destruction" or "destroy**" means the physical destruction, obliteration or permanent removal of all or any portion of the information in a student record. Permanent removal of a record from the custody, care and control of PFPCS shall constitute destruction of that record even if the information contained therein is maintained by another agency or entity.

F. The term "**directory information**" means any of the following personally identifiable information when, in the judgment of the responsible administrator, the release of such information would not be harmful to or constitute an invasion of privacy for the student or the student's family. This information includes: the student's name, address, telephone number, date and place of birth, dates of attendance or participation in Charter School's program, electronic mail address, photograph, major field of study, grade level, degrees, honors and awards received, date of graduation, and similar information. 20 U.S.C. § 1232g(a)(5)(A).

(1) Directory information does not include:

- Student social security number; or
- Student identification (ID) number that does not require a password or PIN number to gain access to other student information. It is directory information if the student ID number, user ID, or other unique personal identifier is used by the student for purposes of accessing or communicating in electronic systems, but only if the personal identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user. 20 U.S.C. 1232g(a)(5)(A).

G. The term "**disclosure**" means permitting access to or the release, transfer or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means to any party except the party identified as the party that provided or created the record. 20 U.S.C. 1232g(b)(1); 34 C.F.R. § 99.3.

H. The term "**educational agency or institution"** means any public or private agency or institution which is the recipient of funds under any federal program referenced in applicable law. The term refers to the agency or institution recipient as a whole, including all of its component parts. 20 U.S.C. § 1232g(a)(3).

I. The term "**education records**" means those records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The record can be recorded in any form, including but not limited to, handwriting, print computer media, electronic files, electronic mail, video or audio tape, film, microfilm and microfiche or digital medium. The term includes **"Electronically Stored Information (ESI)**"and includes, but is not limited to emails, and electronic documents. The possible sources/locations of ESI are individual hard drives, local and remote servers, removable media and devices used to conduct PFPCS business. Educational records do not include:

1. Records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record. These records include instructional, supervisory and administrative personnel and education personnel ancillary to those persons, including, but not limited to: instructional support teachers, counselors, therapists and clinicians, school psychologists and psychiatrists, nurses and instructional aides.

2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of 34 C.F.R. § 99.8;

3. Records relating to an individual who is employed by an educational agency or institution that:

a. Are made and maintained in the normal course of business;

b. Relate exclusively to the individual in that the individual's capacity as an employee; and

c. Are not available for use for any other purpose.

However, records relating to an individual in attendance at the agency or institution who is employed because of the individual's status as a student are education records and are not excluded under this provision.

4. Records on a student who is eighteen (18) years of age or older, or is attending an institution of post-secondary education that are:

a. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in their professional capacity or assisting in a professional capacity;

b. Made, maintained or used in connection with the treatment of the student; and

c. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.

5. Records that only contain information pertaining to time periods after the individual is no longer a student at PFPCS which are records about alumni of the Charter School, created after the individual is no longer in attendance and which are not related to that individual's attendance as a student. 20 U.S.C. § 1232g(a)(4).

6. Grades and other forms of peer assessments or ratings before they are collected and recorded by a teacher.

7. Other records specifically excluded from the definition of "education record" and FERPA and its implementing regulation.

J. The term "**eligible student"** means a student who has attained eighteen (18) years of age, or is attending an institution of post-secondary education. Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the permission or consent shall be required of, and the right accorded to the student, except that the parent of an exceptional child or a disabled child as defined by state and federal law or a parent who claims the student as a dependent under Section 152 of the Internal Revenue Code of 1986 shall have the right of access to the student's records and information contained therein (as provided in Section V.A.).

K. The term **"emancipated minor"** means a student below age 21 who has chosen to establish a domicile apart from continued control and support of parents/guardian. The term includes a minor living with a spouse.

L. The term "**maintain** or **maintained"** with regard to personally identifiable information on paper or stored on magnetic or video tape, means that it will be kept in a secure file or desk drawer or

in the continuous and secure control of a school official with a legitimate educational interest in the content thereof. In the case of personally identifiable digital information that is electronically-stored, including electronic mail and/or instant messaging mail, the term shall mean kept in a secure database located on a server or servers, disk partition, or other electronic storage system specifically designated by the CEO or her designee as a "student records maintenance site." Charter School's electronic mail server or servers, or directory or directories, and the files on local disk drives dedicated to the storage of sent or received electronic mail and/or instant messaging mail, shall not for any purpose constitute a "student records maintenance site" and any mail stored thereon shall either be deleted or moved to a "student records maintenance site" at least once annually.

M. The term "**parent**" means a natural or lawfully-adoptive parent or legal guardian of a student, or a surrogate parent appointed in accordance with 34 C.F.R. § 300.515 of the regulations implementing Part B of the Individuals with Disabilities Act, or a person acting as a parent who is supporting a student gratis and has signed an affidavit assuming educational responsibility for the student in accordance with Section 1302 of the Public School Code, 24 P.S. § 13-1302. PFPCS shall afford to any person who qualifies as a "parent" under this section all of the rights afforded to parents by this policy or by any state or federal law, unless the responsible administrator receives and has reasonable opportunity to review a lawful custody order, divorce decree, separation agreement or similar document expressly terminating the right of that person to receive or have access to the student's records. 34 C.F.R. § 99.4. PFPCS does not assume responsibility for the discovery or location of such documentation.

N. The term "**Charter School"** means PFPCS and its officers, employees and agents, individually or collectively. The term does not include any other public or private school or other educational agency, or any officer, employee or agency thereof, at which PFPCS students are enrolled or from which PFPCS students receive services. 24 P.S. § 17-1715A.

O. The term "**personally identifiable information**" includes, but is not limited to:

1) Student's name;

2) Name of the student's parent(s) or other family members;

3) Address of the student or student's family;

4) A personal identifier, such as the student's social security number, student number or biometric record;

5) Other indirect identifiers, such as the student's date of birth, place of birth and mother's maiden name;

6) Other information, that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in PFPCS community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or

7) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates. 20 U.S.C. 1232(g).

P. The term "**record**" means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, microfiche. 34 C.F.R. § 99.3.

Q. The term "**school official with a legitimate educational interest**" means

1. Any person in one or more of the following positions:

   a. the CEO and the specifically authorized designees;

   b. the responsible administrator and the specifically-authorized designees;

   c. the administrator of any program to which the student is assigned and any other administrators employed by PFPCS who are responsible for the administration of programs in which the student is enrolled or participating;

   d. instructional staff, counselors, psychologists, social workers, educational diagnosticians, psychiatrists, program specialist, therapists, physicians, and nurses who are employed or contracted by PFPCS and are involved in the provision of education or other services to the student;

   e. attorneys or similar legal representatives of the Charter School, when the attorneys or legal representative is providing advice to PFPCS concerning the education or discipline of the student or where the records are relevant or thought to be relevant to the legal matter for which the attorney or legal representative is being consulted;

   f. members of any PFPCS student assistance program team to which the student is referred, including members who are not employed by the Charter School; and/or

   g. special education due process hearing officers and administrative review officers designated by the Secretary of Education for the Commonwealth of Pennsylvania.

   h. Board of Trustees of PFPCS when Board action concerning the student is required by law or when the education or treatment of the student is the subject of present or potential litigation or dispute.

2. A school official has a legitimate educational interest in personally identifiable information when access to that information is required for the effective, efficient or proper provision of education or other services to the student to whom the information pertains or with respect to required investigations, administrative or legal proceeding. PFPCS shall maintain for public inspection and for access under Section V.A.4 of this policy a list of the names and positions of school officials who are entitled to disclosure under this paragraph. 20 U.S.C. § 1232g(b)(1)(A).

R. The term ”**secure file”** includes student or subject-specific compilation of information stored on paper, audio or visual tape, microfiche, microfilm, computer storage disk or removable drive, or similar medium that can be maintained in a physically segregated form that is maintained in a locked file drawer, cabinet, or desk or, if unlocked, in the immediate custody and control of the custodian thereof, or a student or subject-specific compilation maintained on a computer storage system to which access is limited by security software that conforms to current computer industry standards.

S. The term "**student"** except as written otherwise in this policy, means any school-age person who is attending or has attended PFPCS and with respect to whom PFPCS maintains education records. 20 U.S.C. § 1232g(a)(6).

II. MANAGEMENT OF STUDENT RECORDS

A. **Collection and Maintenance of Information** – No information shall be collected from students and maintained by PFPCS without either prior "representational consent" of the Board or informed "individual consent" from the parent and/or students.

1. Representational Consent - Representational consent is hereby granted to the appropriately elected school representatives, in this case PFPCS Board of Trustees, and may satisfy the principle of consent for gathering of information which does not require individual consent by the parent or eligible student under state and federal law. 22 Pa. Code § 12.33.

In situations in which representational consent is sufficient, students and their parents shall be informed in advance, by school officials, on an annual basis, of the purposes and character of the information collection and shall be given reasonable opportunity by the Board to contest the necessity or desirability of the collection process or the proposed use of the information. The Board shall have the authority to grant consent for the collection of types of information listed in Section II.B., as noted below.

2. Individual Consent - If individual consent by the parent of eligible student is required by state and federal law, prior to gathering such information, such consent shall be obtained in writing. 22 Pa. Code § 12.33.

Prior to the requesting of individual consent, parents shall be fully informed, in writing, as to the methods by which the information will be collected; the uses to which it will be put; the methods by which it will be retained; and the persons to whom it will be retained; the persons to whom it will be available, and under what conditions and if the above explanations are impossible or undesirable, the reasons shall be presented. Individual consent from parents and/or "eligible" students shall be required for the types of information listed below in Section II.B. as noted in bold type below.

B. **Types of Information –** PFPCS shall collect and maintain the types of records described below in subparagraphs 1-3 and may collect and maintain records described below in subparagraphs 4-10. 22 Pa. Code §§12.31 and 12.32. The required form of consent is noted by each subparagraph in bold type below.

1. Core data, consisting of the name of the student; last known address and domicile of the parents/guardians of the student or, if the student is emancipated, of the student; the birth date of the student; the course, subject area, or project work completed by the student and the level of achievement attained; the last grade attended or the date of graduation and type of diploma issued; and attendance data. (**Requires Representational Consent**).

2. Discipline and law enforcement records, including the sworn statement or affirmation of suspension or expulsion required at registration and the record of incidents of violence maintained in a form prescribed by the Pennsylvania State Police as required under Section 1307-A of the Pennsylvania Public School Code, 24 P.S. § 13-1307-A; and, in a file maintained separately from other records concerning the student, information from the Office of Juvenile Probation concerning adjudications of delinquency. (**Requires Representational Consent unless collected through survey, analysis or evaluation – see Section II.C. below**). 24 P.S. Article XIII-A.

3. Health records, including immunization information, results of vision and hearing screenings, results of state-mandated physical examinations, in-school treatment and drug dispensing or administration orders or prescriptions from physicians, treatment and drug dispensing or administration logs, and health-related information provided by parents/guardians. (**Requires Representational Consent unless collected through survey, analysis or evaluation – see Section II. C. below**). 24 P.S. §§14-1402; 14-1409.

4. Student work samples and teacher grade books retained for purposes of ongoing assessment, instructional planning, or grade calculation; the results of School-wide group standardized or criterion-referenced testing and state-wide criterion-referenced assessments, if any, in which the student participated; and noncumulative report cards. (**Requires Representational Consent**). 22 Pa. Code §4.52.

5. Guidance department, psychologist, and student assistance team records, although personal records and notes maintained strictly in accordance with Section I.I.1 of this policy are not considered records subject to this policy. (**Requires Representational Consent unless collected through survey, analysis or evaluation – see Section II.C. below**).

6. Results of vocational and career aptitude and interest surveys, or of surveys to assist in planning for and providing guidance, health, or drug and alcohol abuse prevention instruction or programs. (**Requires Individual Consent**).

7. Reports of and other information describing or summarizing the results of individual testing and assessment by instructional support, child study, multidisciplinary, or IEP teams, or by professional staff responsible for determining eligibility for Title I, ESL, and other remedial programs, or by agencies and individuals not employed by or working on behalf of the Charter School; instructional support or child study team action plans; IEPs; and service agreements or accommodation plans. (**Requires Individual Consent and in a form as prescribed in Section II.D.**).

8. Protocol sheets and booklets; scoring sheets; answer books; rating forms; observation notes; anecdotal logs; running record forms; and other forms of raw data gathered in the course of testing and assessment or progress monitoring and assessment. (**Requires Individual Consent and in a form required by applicable state or federal law per Section II.D. or in absence of applicable law, in form as prescribed in Section II. E.**).

9. Records of awards and distinctions earned by students for work or activities in school and in the community and of participation in School approved extracurricular activities. (**Requires Representational Consent**).

10. Other records required by law or deemed by instructional or supervisory staff to be both accurate and necessary to the provision of education, education-related services, or extracurricular activities or experiences. (Requires **Individual Consent and in a form required by applicable state or federal law per Section II.D. or in absence of applicable law, in form as prescribed in Section II.E.**).

C. Collection of Records and Information Through a Survey, Analysis or Evaluation. 20 U.S.C. §1232h; 22 Pa. Code §4.4.

When a survey, analysis, or evaluation is used to obtain such information, the Board shall obtain prior informed consent in writing and in a form consistent with this policy. For purposes of this policy, the phrase

survey, analysis, or evaluation shall be limited to a planned method of inquiry or information

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collection used on a group or individual basis. The phrase does not apply to the ordinary give-and-take exchange that occurs in the course of the counselor-student, psychologist-student, teacher-student, or nurse-student relationship when the student initiates the contact or otherwise participates in it voluntarily. Consent otherwise required by this section is not required to investigate or substantiate a good faith suspicion of child abuse or neglect when the person from whom consent would be required is suspected of the abuse or neglect.

By adoption of this policy, the Board gives consent for the collection of records and information described in Section II.B. of this policy, unless the collection of such records and information is accomplished by use of a survey, analysis, or evaluation that requires or encourages the student to reveal:

1. Political affiliations or beliefs of the student or the student's family.
2. Psychological problems potentially embarrassing to the student or the student's family.
3. Sexual behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of persons with whom the student has close family relationships.
6. Information protected by legal privilege.
7. Income, unless income information is necessary to determine eligibility for participation in a program of assistance.
8. Religious practices, affiliations, or beliefs of the student or the student's family.

D. Prior Informed Consent in a Form Required by State or Federal Law

To collect records and information described in Subsections 7 and 8 of Section II.B. of this policy, other than reports and other documents provided by parents/guardians, PFPCS shall obtain prior informed consent in writing and in a form required by applicable state or federal law or, in the absence of a specific applicable law, in a form consistent with this policy below.

For purposes of collecting information in the form of an instructional support action plan, an IEP or service agreement, a written invitation to parents, and if applicable, to the Student, to participate in the development of such document shall constitute an adequate means of obtaining consent to develop the document, even if the parents or student do not participate in the meeting at which the content of the document is discussed. The description in an action plan, IEP, service agreement or accommodation plan of a means of data collection or ongoing progress monitoring or assessment shall suffice to allow such activities without need for additional written consent. 34 C.F.R. §300.300; §300.322.

E. Written Consent Form if No Specific Form Required by State or Federal Law

When state or federal law does not specifically prescribe the form for
obtaining prior written consent as required by this policy, such consent shall be obtained by mailing to the residence of record, as established in accordance with Section VII of this policy, or by hand delivery to the parent/guardian or emancipated minor, a written consent form that complies with the following requirements and is received a reasonable time prior to the information collection activity for which consent is sought:

1. The form shall use language that a layperson can readily understand and shall be written in the native language of the parent/guardian or emancipated minor from whom consent is sought.

2. The form shall contain an explanation of the type of information sought, the purpose for which the information is sought, and the specific types of testing, assessment, or data collection to be used to obtain the information.

3. The form shall make clear to the parent/guardian or emancipated minor that consent is required to proceed with the information collection activity or activities proposed, shall contain an assurance that such activity or activities will not proceed without consent, and shall contain a clear explanation of the time and place for responding to the form.

4. The form shall contain the name and number of a contact person whom the parents/guardians or emancipated minor can contact to obtain additional information about or seek clarification concerning the proposed activity.

5. The form shall provide a space for the parent/guardian or emancipated minor to elect whether to grant or withhold consent by marking one (1) of two (2) clearly-worded options and by signature. .

F. Transfer of Student to PFPCS

When a student who has attended another Pennsylvania public or private school registers to attend the Charter School, an immediate request, in writing, by PFPCS shall be made for a certified copy of the student's disciplinary record and a copy of the student's health record from the public or private school the student last attended. PFPCS shall also request all other current school records, including special education, necessary to ensure that the Student is placed in appropriate classes at the appropriate grade level and that PFPCS is able to meet all obligations under state and federal law. 24 P.S. §§13-1305-A; 14- 1409.

G. Special Situations

Where the principle of informed consent cannot be met, as for example in the course of interviews by PFPCS personnel, the following procedures will be followed:

1. PFPCS will inform the student as fully as possible about the data that is likely to be obtained;

2. PFPCS will stress the voluntary nature of the student's participation;

3. Where reasonable doubts exist as to the capacity of the student to understand the implications of the situation, either because of the student's age or other circumstances, parental permission will be sought before proceeding. In addition, where a student clearly in need of intervention declines to participate, the professional involved will seek parental consent; and

4. In either case, if parental consent cannot be obliged or is not given, further steps to provide assistance will be initiated only if:

   a. The guidance counselor or designated PFPCS official is entirely convinced, giving full attention to the privacy interests involved, that intervention is imperative;

   b. Both the student and parents have been fully informed to the extent that is possible; and

c. Appropriate school authorities such as Charter School's review panel has consented.

H. Information Collected for Non-School Purposes

1. Where either the information and/or data to be collected are for non-school purposes, by PFPCS personnel or by outsiders then the above recommendations shall be fully applied with the further provision that prior informed consent must be obtained from the responsible school authorities.

2. In cases where the information is to be collected under conditions of anonymity, the collecting agency must still obtain the appropriate form of consent. PFPCS authorities shall establish procedures for regulating the collection of such information, including the following:

   a. Notification to the students and parents that their participation is voluntary.

   b. Careful review of the instruments and procedures to be used for any such information collection to determine whether the methods and/or inquiries constitute a significant potential invasion of privacy, even though the information is to be collected under conditions of anonymity.

I. Notification of Rights

1. Parents and eligible students shall be notified annually of their rights under the Family Educational Rights and Privacy Act of 1974 ("FERPA"). The notice must inform parents of students currently in attendance, or eligible students currently in attendance, of their rights under the Act and this part.

2. The notice must inform parents or eligible student that they have the right to:

3. Inspect and review the student's education records;

4. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;

5. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and §99.31 authorize disclosure without consent; and

6. The procedure to file complaints for non-compliance concerns.

7. The parent or eligible student who wishes to file a complaint with regard to compliance of this policy may do so by contacting the Chief Executive Officer.

8. If further appeal is necessary, the parent or eligible student may contact:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, S.W. Washington,
D.C. 20202-5920

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The notice must include all of the following:

1. The procedure for exercising the right to inspect and review education records.

2. The procedure for requesting amendment of records under §99.20.

3. A specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest since PFPCS has a policy of disclosing educational records without prior consent as set forth above.

4. A listing of the types, content, and location of education records maintained by PFPCS shall be made available annually to include the names, titles, and addresses of PFPCS officials responsible for such records.

5. The annual notification shall be accomplished by publication in the local newspaper and distributed to parents of currently attending students. It shall effectively notify parents who have a primary or home language other than English and parents and eligible students who are disabled.

III. MAINTENANCE OF RECORDS -TIMING (See Attachment A - Record Retention Schedule)

A. Maintenance: All student information shall be retained and maintained by PFPCS in accordance with procedures identified with the classification of the material.

1. Core data of the kind described in Section II.B.1, *(Core data, consisting of the name of the student; last known address and domicile of the parents/guardians of the student or, if the student is emancipated, of the student; the birth date of the student; the course, subject area, or project work completed by the student and the level of achievement attained; the last grade attended or the date of graduation and type of diploma issued; and attendance data)* of this policy shall be maintained for a period of **six (6) years** beyond PFPCS year during which the student to whom such data pertains attains age twenty-one (21).

2. The following records, per Section II.B.2 (*Discipline and law enforcement records, including the sworn statement or affirmation of suspension or expulsion required at registration and the record of incidents of violence maintained in a form prescribed by the Pennsylvania State Police as required under Section 1307-A of the Pennsylvania Public School Code, 24 P.S. § 13-1307-A; and, in a file maintained separately from other records concerning the student, information from the Office of Juvenile Probation concerning adjudications of delinquency*) shall be maintained for a period of **two (2) years** after a student's last date of enrollment.

3. The following records, per Section II.B.7 (*Reports of and other information describing or summarizing the results of individual testing and assessment by instructional support, child study, multidisciplinary, or IEP teams, or by professional staff responsible for determining eligibility for Title I, ESL, and other remedial programs, or by agencies and individuals not employed by or working on behalf of the Charter School; instructional support or child study team action plans; IEPs; and service agreements or accommodation plans)* shall also be maintained as core data for a period of **six (6) years** beyond PFPCS year during which the student to whom such data pertains attains age twenty-one (21) or **six (6) years** after student's graduation.

a. For students with disabilities, copies of the first and last evaluation reports of the multidisciplinary team, the notice of recommended assignment or educational placement, or similar document by which the parents of the student initially consented to the provision of special education services, and the first and last IEP, last notice of recommended assignment or educational placement, and the summary of performance developed for the student.

b. For students receiving accommodations or modifications to instruction or other activities under a Section 504 service agreement or accommodation plan, copies of the first and last such plan and the notice by which the parents of the student initially consented to the provision of accommodations or modifications.

c. For students evaluated to determine eligibility either for special education services in accordance with state and federal law or for accommodations or modifications in accordance with Section 504 of the Rehabilitation Act, and who were determined to be ineligible, copies of all evaluation reports supporting the determination of ineligibility and of all notices by which the parents of the student indicated agreement with such determination. 29 U.S.C. Sec. 794.

B. Other Types of Records:

1. Health records of the sort described in Section II.B.3 *(Health records, including immunization information, results of vision and hearing screenings, results of state-mandated physical examinations, in-school treatment and drug dispensing or administration orders or prescriptions from physicians, treatment and drug dispensing or administration logs, and health- related information provided by parents/guardians)* of this policy shall be maintained for a period of at least **two (2) years** beyond the date on which the student ceases to be enrolled in the Charter School.

2. All other education records described in Section II.B. 4-6 and 8-10, (*4. Student work samples and teacher grade books retained for purposes of ongoing assessment, instructional planning, or grade calculation; the results of School-wide group standardized or criterion- referenced testing and state-wide criterion-referenced assessments, if any, in which the student participated; and noncumulative report cards. 5. Guidance department, psychologist, and student assistance team records, although personal records and notes maintained strictly in accordance with Section I.I.1 of this policy are not considered records subject to this policy. 6. Results of vocational and career aptitude and interest surveys, or of surveys to assist in planning for and providing guidance, health, or drug and alcohol abuse prevention instruction or programs. 8. Protocol sheets and booklets; scoring sheets; answer books; rating forms; observation notes; anecdotal logs; running record forms; and other forms of raw data gathered in the course of testing and assessment or progress monitoring and assessment. 9. Records of awards and distinctions earned by students for work or activities in school and in the community and of participation in School approved extracurricular activities. 10. Other records required by law or deemed by instructional or supervisory staff to be both accurate and necessary to the provision of education, education-related services, or extracurricular activities or experiences)* of this policy shall be maintained at least **six (6) years** or as long as the information contained therein remains relevant to the education of the particular student or to the design and provision of educational programs in general or as long as such information remains essential to the protection of the legal interests of the Charter School. PFPCS alone shall determine whether education records remain relevant to education or essential to the protection of legal interests.

C. Destruction of Records: A record is destroyed for purposes of this policy when, at a minimum, all personally identifiable information is removed from it or is otherwise obscured or obliterated. Nothing in

this policy shall require the destruction of an education record except under the conditions described in subsection (2) below**. (See attached Attachment B – Template Notice Letter to Parents/Guardians/Eligible Students of Destruction of Educational Records)**

1. An education record shall not be destroyed by PFPCS if there is an outstanding request to inspect and review it by the parent or eligible student. 34 C.F.R. § 99.10(e).

2. PFPCS maintains the right to destroy some records that are considered invalid because of age and content matter. Student education records shall be maintained in accordance with Sections A. and B. above, and shall be destroyed in such time as provided.

3. Before any such destruction of student special education records the parent or eligible student shall be given advance notice, in writing, of the date after which the records will be destroyed and the opportunity to obtain copies of records prior to the specified date. The written notice shall be in the native language of the parents/guardians or the eligible student shall be mailed to the last known address of the parent/guardian or the eligible student and shall:

a. Identify the specific records or categories of record that are no longer relevant.

b. Contain an explanation that PFPCS shall destroy the records thus identified if a parent/guardian or the eligible student so requests, and that PFPCS may destroy such records without a request if no further need for the records exists.

c. Contain the name and number of a contact person at PFPCS whom the parents/guardians or eligible student can contact to obtain additional information about or seek clarification concerning the records thus identified. 34 CFR §300.624.

IV. MAINTENANCE - LOCATION

A. **Person(s) Responsible** - The CEO or designee shall be responsible for record maintenance, access, and release of records. Staff training programs will be conducted for the professional staff on the record policy, with emphasis placed on security and the privacy rights of students and parents.

B. **Location** – During any given school year, student records, whether on paper, audio or visual tape, microfiche, microfilm, computer storage disc or removable drive, or any medium that can be maintained in a physically segregated form, will be kept in locked filing cabinets or similar storage space at all times under the supervision of designated personnel, e.g., the CEO or designee. If student records are maintained on a computer storage system, access must be limited by security software that conforms to current computer industry standards. Charter School's Student Information System permits only authorized PFPCS users to remotely access student records and various remote levels of access are permitted depending on the reason for review and level of authority of the authorized user.

Education records essential to the daily provision of education, education-related services or extracurricular activities during a given school year, may be maintained in a secure file in the personal possession, office or classroom of PFPCS personnel with a legitimate educational interest therein.

C. Other Educational Records

1. Health Records shall be maintained in a secure file in the nurse's office or health suite in the Charter School.

2. Office of Juvenile Probation records shall be maintained in a secure file, separate from other records concerning the student.

3. Special Education records shall be maintained in a separate secure file at PFPCS or in secure possession of staff working with student in the home or in a nonpublic school site.

D. Confidentiality Notice – PFPCS shall protect the confidentiality of personally identifiable information including at the collection, storage, disclosure, and destruction stages of that information. PFPCS will ensure that any records kept or transmitted electronically are subject to high standards of electronic security. PFPCS uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All PFPCS electronic mail correspondence shall include the following notice:

CONFIDENTIALITY NOTICE

The information in this transmission is intended only for the individual or entity named above. It may be legally privileged and confidential. If you have received this information in error, notify us immediately by calling PFPCS at **(TELEPHONE NUMBER).** Send the original transmission to us by mail at the main office at **(ADDRESS)**. Return postage is guaranteed. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited.

E. Access to and Consequences of Unauthorized Access to Student Records

1. Every file from which access might be had by, or disclosure might be made to, persons or agencies other than the parents or the eligible student, shall have as part thereof an access and disclosure log that shall be maintained for as long as the records in that file are maintained and that shall consist of the following:

   a. The identity of such person or agency to which access is granted to or disclosure made from the file.

   b. The purpose for which access was granted or disclosure made.

   c. The date of access or disclosure.

   d. The name or initials of the person granting access or making the disclosure.

   e. In the case of disclosures to persons who will make further disclosures or allow further access on behalf of the Intermediate Unit, the identity of the person or agency to whom or to which, and the specific purpose for which, such further disclosure or access will be made or allowed.

   f. Any record of further disclosures made by state or federal agencies that are permitted to do so under law.

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2. Any PFPCS employee, contractor, consultant or volunteer who accesses student records without proper authorization and/or consent, is subject to discipline in accordance with the Employee Handbook.

V. ACCESS TO STUDENT EDUCATION RECORDS

A. Access to Records

1. PFPCS shall provide the parent or eligible student access to the educational records of the student. 34 C.F.R. § 99.10(a).

2. Access rights of the parent or eligible student shall consist of the right to:

   a. Inspect and review the content of the education records;

   b. Obtain copies of the education records at the expense of the parent or eligible student, at a cost not to exceed the actual cost of PFPCS reproducing such records. No parent or eligible student shall be refused copies if the financial obligation would prevent them from exercising their right to inspect and review the education records. 34 C.F.R. § 99.11;

   c. A response from PFPCS to reasonable requests for explanation and interpretation of the education records. 34 C.F.R. § 99.10(c);

   d. An opportunity for a hearing to challenge the content and validity of those records, as provided in Section VI of this policy;

   e. Inspect and review only material or documents that relate to the student in question. 34 C.F.R. § 99.12(a).

3. Procedure for gaining access to records:

   a. The parent or eligible student seeking access to education records shall make a written request of the CEO ordesignee.

   b. Access to the education records requested shall be granted as soon as possible, but no later than forty-five (45) days after the receipt of a written request. 34 C.F.R. § 99.10(b).

4. PFPCS shall maintain a current list of the names and positions of the professional employees who are authorized to have access to personally identifiable information. This list shall be available in Charter School's main office.

B. Record of Access

1. PFPCS shall maintain a record, kept with the education records of each student, which will indicate all parties, except for PFPCS officials, including teachers, who have been determined by PFPCS to have legitimate educational interests, who have requested or obtained access to a student's education record and which will indicate specifically the legitimate interest that each such party had in obtaining this information. 20 U.S.C. § 1232g(b)(4)(A).

2. Such record of access shall be available only to the parent or eligible student, to PFPCS officials and their assistants who are responsible for the custody of such records, and to persons and organizations authorized to see such records. 20 U.S.C. § 1232g(b)(4)(A).

C. Transfer of Information by Those Gaining Access to Education Records.

PFPCS shall release personal information on a student only on the condition that the party to whom the information is being transferred will not permit any other party to have access to such information without the written consent of the parent or the eligible student.

VI. CHALLENGING THE VALIDITY OF INFORMATION

If the parent or student wishes to challenge any of the information in the student record because of the initial conference, and if the conflict cannot be resolved informally, the following formal procedures will be followed:

A. The parent or student must submit a written request for amendment of the record of the student. The request will contain a brief statement that specifies the records to be amended and the reason that the amendment is requested. This request will be submitted to the CEO.

B. The challenge will be reviewed by Charter School's review panel within a period not to exceed forty-five (45) days from the receipt of the written request.

1. If PFPCS does decide to refuse to amend the information in accordance with the request of the parent, PFPCS shall inform the parent in writing of both the refusal and the specific reasons for the refusal and shall notify the parent in writing of the right to request and receive a hearing.

2. The hearing shall be conducted according to the following provisions:

a. The hearing shall be held at a mutually agreed upon time and place within thirty (30) days after PFPCS received the request for a hearing from the parent.

b. The parent shall be notified in writing of the date, place, and time of the hearing, no later than five (5) days in advance of the hearing.

c. The hearing shall be conducted by the review panel that does not have direct interest in the outcome of the hearing. The duties of the review panel shall be the following:

- to review challenges made by parents and/or students and render decisions as to the correction or deletion of inaccurate or misleading information;

- to grant representative consent in situations where the intervention is judged to be imperative, parental consent cannot be obtained, and there is reasonable doubt as to the capacity of the student to understand the implications of the situation; and

- To grant representative consent to persons or agencies to conduct studies involving PFPCS population under the conditions of anonymity.

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- The party conducting the hearing may be a member of the Board of Trustees of the Charter School.

- The parent shall be afforded a full and fair opportunity to present evidence relevant to information in the educational records that the parent believes is inaccurate, misleading, or violates the privacy or rights of the child.

- The parent may, at the hearing, be assisted or represented by persons of the parent's choice at the parent's expense, and such persons may include legal counsel.

3. PFPCS shall render a written decision on the issues presented at the hearing and shall render such decision within thirty (30) days after the conclusion of the hearing. The decision shall be based solely upon evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

4. If as a result of the hearing the review panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or rights of students, PFPCS shall amend the education records accordingly and so inform the parent in writing.

5. If as a result of the hearing the review panel decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, the review panel shall inform parent of the parent's right to place in the educational records of the student a statement which sets forth the written comments of the parent in the educational records of reasons for disagreeing with the decision of the review panel or both written comments and reasons.

6. The statement of the parent shall be appended by PFPCS to the educational records so long as the record or the contested portion thereof is maintained by the Charter School.

7. If the education records of the student or the contested portion thereof are released by PFPCS to any party, the statement of the parent shall also be released to the party.

Nothing in this section on parent requests for amendment of records shall be interpreted to mean that the parent and PFPCS may not, by mutual agreement, meet prior to either a parent request for a hearing or the hearing itself in order to discuss the concerns of the parent regarding the accuracy or inaccuracy of the records of the student.

VII. DISSEMINATION OF STUDENT INFORMATION

In situations in which PFPCS is asked by other agencies, institutions or individuals to transmit student information to those parties, stringent precautions are required to protect the rights of the student against infringement of privacy, misinterpretation of data and inappropriate use.

A. Release of Information to Educational Officials

PFPCS may, without the consent of parents or student, release appropriate information in a student's permanent record file, including those previously defined in Section II.B. to:

1. All PFPCS personnel, other than those directly involved with the child (the child's teacher, the counselor, CEO, etc.) desiring access to pupil records shall be required to sign a

written form which will be kept permanently on file, indicating specifically the

"legitimate educational interest" that they have in seeking this information. PFPCS officials include contractors, consultants, volunteers and other parties with whom PFPCS has outsourced institutional services or functions if this outside party performs such a service or function for which PFPCS would otherwise use a PFPCS employee. This outside party must be under direct control of PFPCS with respect to use and maintenance of educational records and is subject to 34 CFR § 99.33(a) governing use and redisclosure of personally identifiable information from education records.
99.31(a)(1).

2. PFPCS officials responsible for record maintenance. 99.31 (a)(1).

3. The Comptroller General of the U.S., Attorney General of the U.S., the Pennsylvania Secretary of Education and state and local educational authorities as long as the intended use of the data is consistent with the Secretary's statutory powers and responsibilities. 99.31 (a)(3).

4. State and federal educational and other agencies for purposes of investigation and auditing, when those agencies are bound by the provisions of FERPA. 99.31 (a)(5).

5. Officials of other school systems in which the student intends to enroll.

   a. The student's parents shall be notified of the transfer and shall receive a copy of the records, if desired.

   b. The student's parents shall have an opportunity to challenge the record's content via a review panel as previously defined.

B. Release of Information to Other Than Educational Officials

1. PFPCS is permitted pursuant to 34 CFR § 99.31, to disclose information, without consent for the following purposes:

   a. Appropriate parties including student's parents, law enforcement and Charter School's legal counsel, in connection with a health or safety emergency when such disclosure is necessary to protect the health or safety of the student or others. This disclosure is not subject to the confidentiality restrictions of the ADA or Rehabilitation Act. Charter School's legal counsel may be consulted to determine if the threat is significant enough to warrant disclosure. A record of the significant threat and who received disclosure must be maintained by the Charter School. 99.32(a)(5) and 99.36(a)&(c).

   b. To persons seeking directory information when the Parents have received notification in the form of an Annual Publication of this Policy in a newspaper of general circulation or a school publication of the policy to disclose directory information without parental consent and the Parents or eligible student has not objected to the release of such information without consent in writing to PFPCS on or before the first day of PFPCS term.

   c. To the student who is not an eligible student. 99.31(a)(12).

   d. To the Parents of an eligible student who remains a dependent student as defined in the Internal Revenue Code. 99.35(a).

e. To accrediting organizations to carry out accrediting functions. 99.31(a)(7).

f. To comply with a judicial order or lawfully issued subpoena only if PFPCS makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance so that the parent or eligible student may seek protective action. However, PFPCS does not have to notify the parent or eligible student if notification is prohibited by the following:

(i) A Federal grand jury subpoena and the court has ordered that the existence of the subpoena or information furnished shall not be disclosed.

(ii) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence of the subpoena or information furnished shall not be disclosed.

(iii) An exparte court order obtained by the US Attorney General for certain criminal investigations including those pursuant to the U.S. Patriot Act. Disclosures to the Department of Justice need not be recorded by the Charter School. 99.31(a)(9).

g. To a court, without a subpoena or court order, if PFPCS initiates legal action against a student or parent or if a parent or eligible student initiates legal action against PFPCS for the Student's education records that are relevant for PFPCS to proceed with the legal action or to defend itself. 99.31(a)(9)(ii)(A-C).

h. To comply with the Campus Sex Crimes Prevention Act, regarding education records of a student required to register as a sex offender. 99.31(a)(16).

2. PFPCS personnel may not divulge, in any form to any persons other than the education officials listed above, any information contained in PFPCS records except:

a. With written consent from the student's parents specifying records to be released and to whom a copy of the records to be released.

b. When a student reaches the age of eighteen (18), or is an emancipated minor, or is married (whether eighteen or not), the student's consent alone must be obtained unless Student remains a dependent Student as defined in Internal Revenue Code.

c. PFPCS may provide anonymous information from the records for outside research purposes without consent under conditions where the likelihood of identifying any individual because of unique characteristics is negligible.

C. Re-disclosure of Information

1. An educational agency or institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student. The officers, employees, and agents of a party that receives information under this paragraph may use the information, but only for the purposes for which the disclosure was made.

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2. Paragraph (1) of this section does not prevent an educational agency or institution from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the educational agency or institution if:

(a) The disclosures meet the requirements of 99.31; and

(b) The educational agency or institution has complied with the requirements of 99.32(b).

3. Paragraph (1) of this section does not apply to disclosures made to parents of dependent students under 99.31(a)(8), to disclosures made pursuant to court orders, lawfully issued subpoenas, or litigation under 99.31(a)(9), to disclosures of directory information under 99.31(a)(11), to disclosures made to a parent or student under 99.31(a)(12), to disclosures made in connection with a disciplinary proceeding under 99.31(a)(14), or to disclosures made to parents under 99.31(a)(15).

4. Except for disclosures under 99.31(a) (9), (11), and (12), an educational agency or institution shall inform a party to whom disclosure is made of the requirements of this section.

5. If the Family Policy Compliance Office determines that a third party improperly re-discloses personally identifiable information from education records in violation of 99.33(a) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years. 20 U.S.C. §1232g(b)(4)(B).

D. Waiver

Rights of access may be waived for PFPCS confidential references and/or recommendations submitted as part of the student's process of applying for admission to another educational institution.

VIII. LEGAL HOLD PROCEDURES

A. Initial Procedure

When the PFPCS believes that a matter is likely to lead to litigation by or against the Charter School, pursuant to written advice from the School's legal counsel, a "legal hold" will be placed on such relevant matters, requiring that education records, including electronic data, relating to the matter, incident, person or entity, be retained by PFPCS until such time as the legal hold is lifted.

B. PFPCS Employees

When a PFPCS employee has reason to believe that a matter may give rise to potential litigation, that employee shall:

1. advise CEO and/or other administrator, if requested, prepare a written report stating what the individual saw and/or heard, the names of the people and entities involved and the names of any witnesses; and

2. preserve education records relating to the matter, pending a determination regarding

whether a legal hold is necessary. The administrator must forward a written report to

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the CEO, which, in consultation with PFPCS legal counsel, will determine whether to place a legal hold on education records, including Electronically Stored Information, relevant to the incident(s). If a legal hold is implemented, then the CEO or designee shall direct the appropriate administrator(s) to make all reasonable efforts to retrieve and maintain any archived Electronically Stored Information before that data is purged and to further prevent potentially relevant records from being purged or deleted. The CEO or designee shall direct the appropriate administrator to advise PFPCS employees involved with the incident(s) or matter(s) at issue of the legal hold and advise them to retain all documents, data and information regarding the matter including, but not limited to email communications, notes, letters and voice mail messages pending further notice.

C. Release of Legal Hold

If a matter is settled or resolved or the relevant statute of limitations has run out or it otherwise becomes apparent that litigation is not likely to arise, then the CEO or designee, in connection with the School's legal counsel, will release the legal hold and the retained and stored documents may then be disposed of in accordance with the ordinary document retention policies of the Charter School.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this day _____of _____, 2020

_____

President

_____

Secretary

The People for People Charter School

STUDENT RECORD RETENTION SCHEDULE

Description	Retention Period	Disposal
Student Records - Medical	Two (2) years after a student' s last date of enrollment due to withdrawal or graduation.	Destroy in confidential/secure manner.
Student Records - Special Education	Retain relevant information for at least six (6) years after a child ' s graduation or six (6) years after that child is no longer of school age.	Destroy in confidential/secure manner.
Student Records - Discipline	Two (2) years after a student's last date of enrollment due to withdrawal or graduation..	Destroy in confidential/secure manner.
Student Records: Directory Information, Enrollment documents, Academic records including standardized test results and grade reports/transcripts	Retain relevant information for at least six (6) years after a student's last date of enrollment due to withdrawal or graduation.	Destroy in confidential/secure manner.

The
People for People
Charter School

DATE

RE: Student Education Records Destruction Dear

Parent(s)/Guardian(s) and/or Eligible Student,

The federal laws known respectively as the Individuals with Disabilities Education Act ("IDEA") and the Family Education Rights and Privacy Act ("FERPA") require PFPCS to inform parents and students when personally identifiable information collected, maintained, or used by the Charter School, is no longer needed or will no longer be needed to provide educational services to your student.

Therefore, kindly accept this letter as notice by Charter School, pursuant to PFPCS Student Educational Records Policy, which is in accordance with IDEA and FERPA requirements, that your student's special education records, as generated during your student's enrollment at Charter School, will be destroyed (on the six year anniversary of your student's graduation, disenrollment or attainment of 21 years of age, whichever is earliest in time), without need of further notice to you or your student. Both Medical and Discipline records will be destroyed two years after the student's last date of enrollment at the Charter School. All other non-special education records, including but not limited to student work samples, results of School-wide group and state-wide criterion-referenced assessments, noncumulative report cards, Guidance department, psychologist, and student assistance team records, results of vocational and career aptitude and interest surveys, any forms of raw data gathered in the course of testing and assessment or progress monitoring and assessment, records of awards and distinctions earned by students for work or activities in school and in the community and of participation in PFPCS approved extracurricular activities will be destroyed six years after the student's last date of enrollment. All such information may be maintained beyond these time frames if such remains essential to the protection of the legal interests of the Charter School. A record is "destroyed" as defined by applicable law, when, at a minimum, all personally identifiable information is removed from it or is otherwise obscured or obliterated.

The following records are included in the definition of PFPCS special education records: IEPs, NOREPs, progress monitoring and (NAME ANY OTHERS MAINTAINED). Please be advised that a permanent record of your student's name, address, and phone number, the student's grades, attendance record, classes attended, grade level completed, and year completed may be maintained by PFPCS without any time limitation.

Please also be advised that if you, as parent, or your student, if 18 years or older, want access to such records and/or to obtain a copy (which may incur a charge per the School's Annual "FERPA" Policy), for purposes such as accommodations for employment, higher education, public benefits, insurance or other post-school benefits in the future, that this letter is your notice to make such a request before the records are destroyed. Kindly be advised that if your Student is 18 years or older that, pursuant to FERPA, a Parent or Guardian may only obtain continued access to student records if the student meets the definition of a "dependent" pursuant to the IRS Code; otherwise such right is held only by the eligible student pursuant to FERPA.

If you have any questions or have a request regarding student records, please contact: [insert designee name and contact information]

Sincerely, CEO