

Pennsylvania
Leadership Charter
School is an online
charter school for
Pennsylvania
students in grades K-12

PALCS

Parent - Student Handbook

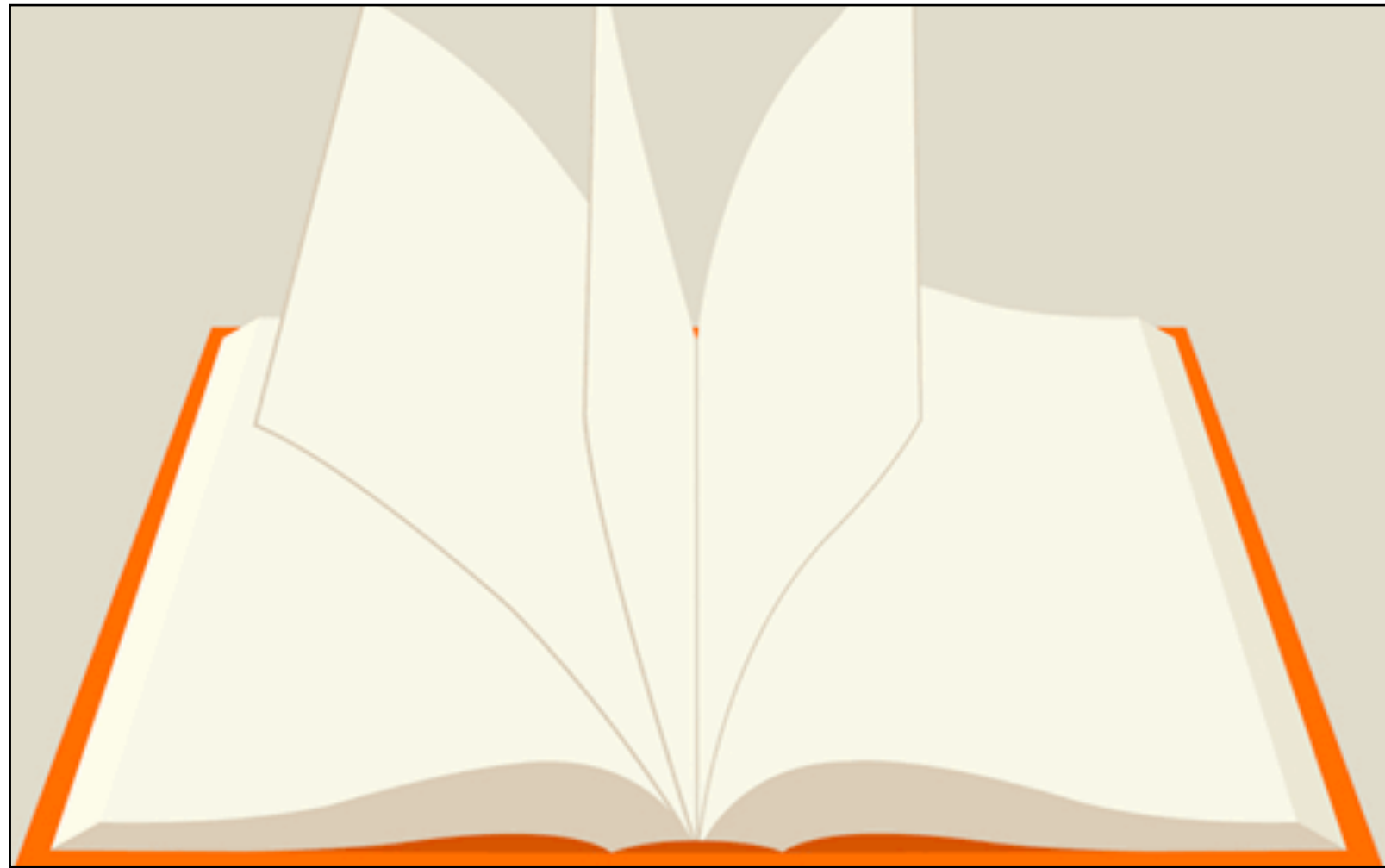
2014-2015

All information in this handbook is intended to provide a general summary of the Pennsylvania Leadership Charter School (PALCS) policies, procedures, rules, regulations, and requirements from enrollment to graduation.

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PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Parent Student Handbook



All information in this handbook is intended to provide a general summary of the Pennsylvania Leadership Charter School (PALCS) policies, procedures, rules, regulations, and requirements from enrollment to graduation. PALCS will be required to make changes as deemed necessary in the best interests of our students and will strive to keep parents / students updated on such changes.

School Overview

Contents

1. Founder's Welcome
2. School Mission
3. Vision of PALCS
4. School Board
5. Solicitor
6. School Contact Information



Dr. James Hanak, Founder and CEO of Pennsylvania Leadership Charter School

Dear Parents and Students,

Pennsylvania Leadership Charter School's educational goal is to prepare students to be creative, intuitive, and analytical leaders with a firm understanding of the forces, leaders, and thinking that have shaped world cultures. The curriculum prepares students to be problem

solvers both individually and collaboratively using skills developed through a comparative interdisciplinary study. Pennsylvania Leadership Charter School teaches competency in reading, writing, mathematics, history, science, and the arts. Pennsylvania Leadership Charter School prepares students to be successful whether they

continue formal education or enter immediately into the work force. The strong emphasis on computer skills will provide the tools to address the unique career and global opportunities facing them in the 21st Century.

The unique aspects of the school's vision include:

1. Partnerships with faculty, staff, and parents to provide the opportunity for every student to achieve and reach his/her goals and potential through individualized assistance and/or instruction;
2. Live teachers who provide instruction in the online classroom allowing students to attend class and do class work wherever they can connect to the World Wide Web;
3. Fully interactive technology that allows for live classroom instruction, live chat rooms, and live individual instruction, as well as timely responses to submitted assignments;
4. Periodic conferences for students to allow them to excel in an area or discipline;
5. Integrated curriculum;
6. Instruction that provides an opportunity for gifted or highly motivated students to accelerate their learning and allows for special education students to work at a pace conducive to their needs;
7. Continuous grading of assignments that allows teachers, students, and Home Facilitators to see an online report card that tracks the progress of the student

; and

8.A curriculum that meets the Pennsylvania Academic Standards and Assessment Anchors.

Our faculty and staff are all committed to helping you achieve your educational goals this year. Have a wonderful year!

Dr. James Hanak

Founder and CEO

Mission Statement

The Pennsylvania Leadership Charter School's (PALCS) purpose is to provide an academically challenging, knowledge-based curriculum, individually designed for each child's needs. PALCS will combine the benefits of a classical basics-oriented education with the latest Internet/computer technology and the best teaching and learning education practices. By studying the lives and works of the great leaders in history, PALCS students will develop multi-cultural perspectives and a global awareness. PALCS will prepare students to be informed, responsible citizens with a global mentality who will succeed through mentoring leadership.

Vision

The vision of Pennsylvania Leadership Charter School is to provide parents with an option for public education that tailors the educational experience to the unique needs of their child and allows him/her to receive that experience via the World Wide Web. The PALCS curriculum incorporates different learning styles within a strong academic environment. PALCS teachers are encouraged to develop a flexible curriculum that incorporates state-of-the-art resources to ensure that each student can utilize a learning style that is most effective for him/her.

Each student in grades K-8 receives instruction in music, art, and technology as well as basic core requirements to ensure a well-rounded education. Students in grades 9-12 receive instruction in core courses; additionally, high school students are offered the

option to participate in music, art, technology, and foreign language courses.

Unique and innovative aspects of the school's vision include:

- Partnerships with faculty, staff, and parents to provide the opportunity for every student to achieve and reach his/her goals and potential through individualized assistance and/or instruction;
- Live teachers providing instruction in online classrooms that allow students to attend class and do curriculum work wherever they can connect with the World Wide Web;
- Fully interactive technology that allows for live classroom instruction, live chat rooms, and live individual instruction as well as timely responses to submitted assignments;
- Periodic conferences for students to allow them to excel in an area or discipline;
- Instruction that provides an opportunity for gifted or highly motivated students to accelerate their learning and allows for special education students to work at a pace conducive to their needs;
- Continuous grading of assignments that allows teachers, students, parents, and/or Home Facilitators to see an online progress report that tracks individual student progress; and
- A curriculum that meets or exceeds requirements of the Pennsylvania Academic Standards.

School Board

James Hanak, D.Min., Chief Executive Officer & Founder

- Founded and directed non-profit organizations since 1971
- Founded and directed Doctor of Ministry Degree Program for Pastors – Leadership Training Center, Philadelphia.
- CEO of a Pennsylvania Cyber Charter School 2002
- Director of AFM Communications
- Contributing columnist to the Philadelphia Inquirer and the National Educator
- Served on the High Flight Foundation’s Advisory Board; Founder and Chairman Col. James Irwin, Moon Astronaut

Board of Directors

Mr. Bill Middleton, President

Mr. Bill Albrecht, Secretary

Gary Dougherty, Treasurer

Sheriff Carolyn Bunny Welsh, Board Member

Dr. Brian Shuffler, Board Member

Solicitor

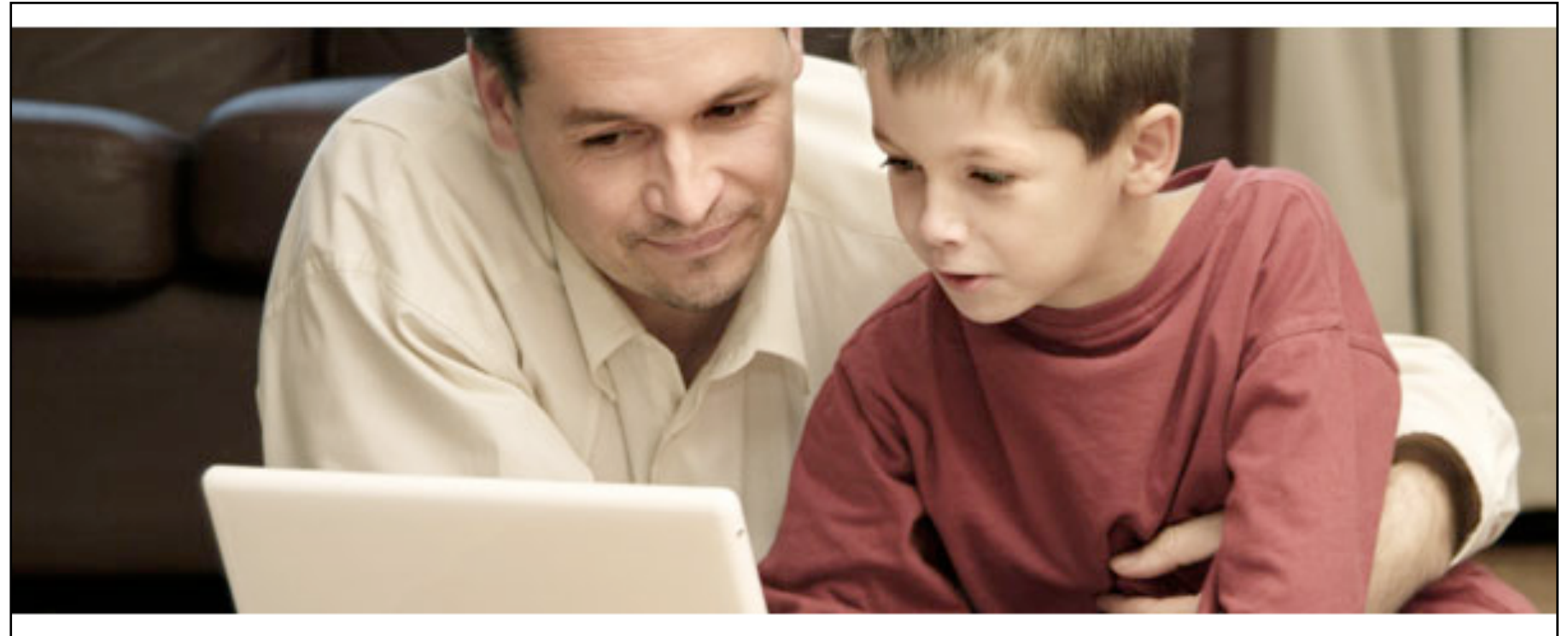
Andrew G. Lehr, Esquire

- Dickinson School of Law J.D. 1980
- Private Law Practice
- Director, Phase V of Delaware, Inc., Development Corporation

Information for the Home Facilitator

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1. School Calendar
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4. Handbook Information
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6. Facilitator
7. Updated Student
8. Information
9. Fall Enrollment



Home Facilitators serve a critical role in the education model at PALCS.

2014 - 2015 School Calendar

September 2	First Day of School for Students
October 13	Columbus Day - No School for Students
November 23-28	Thanksgiving Break - No School
December 24- January 2	Winter Holiday - No School
February 16	President's Day - No School
??	School Spirit Week
March 30 - April 6	Spring Break - No School
May 25	Memorial Day - No School
May 29	Last Day for Seniors
June 9	Last Student Day
June 13	Commencement

Please Note: PALCS reserves the right to revise the calendar throughout the school year

2014-2015 Grading Calendar

Marking Period 1			
Progress Check 1	9/23/14	Grades Posted	9/29/14
Progress Check 2	10/14/14	Grades Posted	10/20/14
End of Marking Period	11/4/14	Grades Posted	11/10/14
Marking Period 2			
Progress Check 1	11/25/14	Grades Posted	12/5/14
Progress Check 2	12/19/14	Grades Posted	1/6/14
End of Marking Period	1/20/15	Grades Posted	1/26/14
Marking Period 3			
Progress Check 1	2/10/15	Grades Posted	2/17/15
Progress Check 2	3/3/15	Grades Posted	3/9/15
End of Marking Period	3/27/15	Grades Posted	4/8/15
Marking Period 4			
Progress Check 1	4/21/15	Grades Posted	4/27/15
Progress Check 2	5/19/15	Grades Posted	5/26/15
End of Marking Period	6/9/15	Grades Posted	6/12/15

The Role of the Home Facilitator

What is a Home Facilitator?

Each student at PALCS is required to have a Home Facilitator (HF) to partner with the school to ensure that the student is attending school and assignments are completed on time. All home facilitators are to be parent/legal guardians. The requirements for the HF vary with the age and motivation of the student and involve a commitment that goes beyond a traditional public school. Students in lower grades (K-8), students with lower motivation levels, and students with special needs require more direct involvement. The HF is an integral part of each student's success. Without the full commitment of the HF at all grade levels, a student's academic success will suffer.

What Are the Primary Responsibilities of the Home Facilitator?

The Home Facilitator is the essential link between the teacher and the student. By signing and dating the signature form of this agreement, the HF and parent in the case of a non-parent HF agrees:

To comply with basic steps:

- Attend a mandatory orientation at one of our designated locations before enrollment.
- Complete the Home Facilitator Intro to Online Learning Course.
- Arrange for high speed Internet to be connected before enrollment to provide the optimum online learning connection. Other connections may be insufficient for some aspects of

online education; an inadequate connection is not an acceptable excuse for incomplete school assignments.

- Agree to keep HF username and password confidential.
- Agree not to log into the student's account for attendance reasons without the student present.
- All HF-Teacher electronic communication must go through the Home Facilitator accounts.

To assist with student learning:

- Ensure the student has a sufficient amount of time on the Internet to complete a day of school work and provide supervision for the student at all times when he/she is logged on to the PALCS site.
- Agree to log in to the HF's account to view student's daily attendance, daily assignments and profile, and to answer PALCSMail in a timely manner. Home
- Facilitators should be familiar with what the student is working on and be able to assist where necessary. Failure to do so may result in the withdrawal of your student.
- To comply with state and local testing requirements:
- Agree to participate in all required activities including, but not limited to, state- mandated testing. HF MUST provide transportation to state-mandated testing for student and see that the test is completed in its entirety.

- Agree to participate in all online proctored local assessments throughout the year.

To communicate with PALCS teachers, administrators, and staff:

- Agree to communicate with the student's teachers regularly as needed and to respond to requests for information from the teacher.
- Agree to communicate with PALCS administrators and staff as needed.
- Agree that in the event of Level 4 non-compliance with the Attendance Policy, HF
- and student are required to attend a mandatory truancy meeting. Failure to do so may result in the withdrawal of your student.
- Attend all parent-teacher conferences.

What Technological Knowledge Is Needed to be a Home Facilitator?

The Home Facilitator must have a basic understanding of technology to provide supervision of the student while the student is in attendance at PALCS. If the HF does not have a sufficient understanding of computer technology, PALCS will provide training until the HF is able to demonstrate sufficient knowledge. Basic knowledge includes, but is not limited to: e-mail, basic use of Microsoft Office Products (or similar software), Internet, and Moodle navigation.

What is the Home Facilitator's Involvement?

All Home Facilitators must be fully engaged no matter what the specified level of involvement indicates. Each course at PALCS has been assigned a level of involvement for the HF from one to five. The following are only guidelines indicating the level of involvement for each course or program. The HF's level of involvement is indicated in each course in the online course description catalogue.

The levels are as follows:

HOME FACILITATOR INVOLVEMENT LEVELS	
Level 5	The HF is expected to assist the child 90-100% of the time that the child is working on material. This commitment involves making sure students are completing all parts of lessons and assignments, monitoring student understanding of readings, and checking HF PALCSMail daily. Level 5 courses require full time participation for the HF.
Level 4	This course involves a major commitment of time from the HF. The HF will need to assist the child 70-90% of the time the child is working on course material. This commitment involves making sure students are completing all parts of lessons and assignments, monitoring student understanding of readings, and checking HF PALCSMail daily.
Level 3	This course involves a major commitment of time from the HF. The HF will need to assist the child 70-90% of the time the child is working on course material. This commitment involves making sure students are completing all parts of lessons and assignments, monitoring student understanding of readings, and checking HF PALCSMail daily.
Level 2	This course requires student monitoring by the HF 10-30% of the time and minimal intervention in the class. Students will be expected to display the appropriate maturity level to attempt the material without the HF. Students advocate for themselves as well as request help directly from their teachers most of the time. HF should continue to check on student progress regularly and check HF PALCSMail daily.
Level 1	This course requires monitoring by the HF only 1-10% of the time. Students are expected to complete assignments independently with occasional help from their teachers above and beyond the instructional time. The HF should continue to check on student progress regularly but should not need to be involved instructionally. The HF should continue to check HF PALCSMail daily.

Updated Student Information

To ensure proper school district credit, any change of address or phone number must be reported to the child accounting office within three days of the move/ change.

PALCS should have on file information on any divorced or separated parents and the exact terms of legal custody from the time the student enters our school. Teachers should be able to check the office files to know what information can be given out over the phone or by mail to either parent. It is the parents' responsibility to provide that information to the school.

All staff will keep any conversations or materials confidential in accordance with the School

Records Retention Policy

Solicitation—No addresses, e-mail addresses, or phone numbers may be distributed or used for solicitation. Solicitation is prohibited.

Fall Enrollment

At the end of the school year, families will be asked to fill out a form indicating their interest in continuing at PALCS for the next year.

Policies, Procedures, Notifications

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1. Admission Policy
2. Attendance Policy
3. Communication Policy
4. Enrollment Procedure Policy
5. Health Services Policy
6. Student Profile Policy
7. Student Record Retention Policy
8. Policy
9. Withdrawal Procedure
10. Annual Notice of
11. Nondiscrimination
12. Rights Under the Family
13. Educational Rights
14. Privacy Act of 1974 (FERPA)
15. Annual Public Notice



ADMISSION POLICY

The Board of Trustees of Pennsylvania Leadership Charter School authorizes the Pennsylvania Leadership Charter School as follows:

Pennsylvania Leadership Charter School (PALCS) will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to PALCS.

Student Enrollment policies and procedures follow all applicable Pennsylvania Department of Education requirements and state law. The Pennsylvania Leadership Charter School Board recognizes that all resident children in Pennsylvania qualify for admission to PALCS as follows:

- As a charter school, Pennsylvania Leadership Charter School shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a person with a disability or proficiency in the English language, or any other basis that would be illegal if used by a school district. No tests will be administered to students in order to determine eligibility for admission.
- As a charter school, Pennsylvania Leadership Charter School may limit admission to a particular grade level, a targeted population group composed of at-risk students, or areas of concentration of the school such as mathematics, science, or the arts.
- As a charter school, Pennsylvania Leadership Charter School may establish reasonable criteria to evaluate prospective students as outlined in the school's charter.

Applications for student enrollment must be submitted by a deadline that will be established and made known by PALCS. Preference in enrollment may be given to siblings of students presently enrolled in the charter school.

Kindergarten is offered. Kindergarten eligibility will be determined by the entrance age in the district where that child resides.

If more students submit applications than can be accommodated by the school's capacity (class, grade, or building), students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by PALCS.

Before the lottery, qualified students will be separated by grade, and a specified date will be made known to all applicants and their families. A drawing of names will then be held by grade until all open slots in each grade level are filled. A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year. Students whose applications are received after the deadline will be placed on the waiting list in the order that their applications are received.

Students are permitted to withdraw from the charter school at any time upon written notice by the child's parent/legal guardian and upon evidence of arrangements at an admitting school. The district of residence will be notified by the school when a student withdraws.

Students who have been expelled from school because their behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations

ATTENDANCE POLICIES

Attendance

State law requires that Pennsylvania Leadership Charter School (PALCS) be open 180 days a year and in operation for 990 hours. In compliance with this law PALCS has established and published a 180-day academic calendar.

Due to the nature of PALCS, there is a great deal of student flexibility regarding participation in the academic program. In many cases, students will access the program beyond the traditional Monday to Friday academic schedule.

Attendance Requirement is met by the following:

- Log in each school day listed in the academic calendar
- Remain current with all assignments

“Current” is defined by actively participating and submitting all work assignments no later than the due date given by the teacher. When students are not actively participating in their online classes and are not submitting assignments by the due date, they will be considered absent. These accumulated absences will be recorded as unexcused absences.

Some students will be required to participate in some synchronous learning assignments and classes. Students will also be required to meet with their teacher live on a weekly basis for assessments, virtual lessons and/or lesson help. Students who do not attend these required activities may incur attendance and academic

penalties which will accrue and may affect the student’s attendance status.

The Bridge to Student Success Program (BtSS) is a comprehensive support program for students and families who are struggling in the cyber environment. If a student is enrolled in the BtSS due to academic truancy, the BtSS attendance policy will apply.

Excused Absence

Parents are responsible for providing the Attendance Office with verification of the reason (notes and/or documentation) for each absence. It is preferable that the excuse is submitted on the morning after the absence but no later than three days following the absence. The excuse must be submitted online by logging in with Parent Username and Password or by calling the PALCS toll free number: 1-877-725-2785, Option 8.

The reasons listed below may be designated as valid excuses for absence of a student from school provided satisfactory evidence or documentation for the excuse is provided to the Attendance Administrator. For illness, any student missing more than three consecutive school days requires a note from a physician.

Death in the Immediate Family: An absence resulting from the death of a member of the student’s immediate family. The immediate family of a student includes, but is not necessarily limited to, parents, grandparents, brothers, and sisters.

Medical or Dental Appointments: An absence resulting from a medical or dental appointment that cannot be scheduled outside of regularly scheduled academic calendar days. Notice should be

given to the Attendance Office prior to the absence, except in the case of an emergency.

Illness or Injury: An absence resulting from illness or injury which prevents the student from being able to attend school. Any student missing more than three consecutive school days requires a note from a physician.

Quarantine: An absence that is ordered by the local health office or by the State Board of Health.

Court or Administrative Proceedings: An absence resulting from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.

Observance of a Religious Holiday: An absence may be considered excused if the tenets of a religion, to which a student or his/her parent adhere, require observance of a religious event.

Educational Opportunities or Family Educational Trips: An absence may be excused when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity / experience. A maximum of 5 consecutive days of excused absences will be considered for approval by the division principal. A work plan must be completed with the student's teachers and principal before the educational trip commences.

Students are limited to one such request per year. Approval for such an absence must be granted prior to the absence in accordance with the Student Educational Leave of Absence Policy.

Student Educational Leave of Absence Policy

Any planned absence requires a formal application process in

advance. Requests should be submitted online by logging in with Parent Username and Password. Application must be submitted at least two weeks in advance. An Administrator will review request and will reply to family. A work plan must be completed with the student's teachers and principal in conjunction with the request.

Cumulative Lawful Absences

A maximum of ten days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days should require an excuse from a physician.

Unexcused/Illegal Absences

1. One unexcused absence is incurred by the student not logging in to school and parent not submitting a valid excuse within three days of student returning to school.
2. Any missed day of logging in to school that is not deemed legal or excused will be documented as unexcused / illegal.
3. If a student's parent / guardian does not present a valid excuse within three days of student returning to school, the school administration may contact the parent / guardian to inform him / her of the absence and the need to submit a valid excuse. The excuse must be submitted online by logging in with Parent Username and Password or by calling our toll free number: 1-877-725-2785, Option 8.
4. Failure to submit a valid excuse will result in the absence being classified as an unexcused missed day.

5. Failure to submit a valid excuse within three days of returning to school will result in the absence being classified as an unexcused missed day.
6. A violation of the attendance policy is considered a violation of the Student Behavior Code. The student will then be subject to disciplinary action and/or loss of privileges.

Truancy

Attendance at PALCS is a student obligation and responsibility. A student who abuses the attendance policy cannot be expected to do well in school.

Upon the first, second, and third unexcused missed days, the student and parent/guardian will receive a phone call with the opportunity for the parent/guardian to reply with an excuse for consideration.

Level 1: Upon the first unlawful absence, the student and parent/guardian will receive a phone call and a letter notifying them of the first unlawful absence from PALCS. The legal penalties established by law for violation of compulsory attendance requirements will be attached to the notice.

Level 2: Upon the second unlawful absence, the student and parent/guardian will receive a second notice of unlawful absence from PALCS via a phone call and a letter. Once again, the legal penalties established by law for violation of compulsory attendance requirements shall be included.

Level 3: Upon the third unlawful absence, parent/guardian will receive notice by

mail providing “official notice of child’s third illegal absence.” Attached to this notice will be penalties for violation of compulsory attendance requirements as they pertain to both the student and the parent/guardian. The information states that three days after giving such notice, the student or parent/guardian who again violates the compulsory attendance requirements shall be liable without further notice.

PALCS must report to the student’s school district of residence when a student has accrued three or more days of unlawful absences.

Level 4: Upon the fourth subsequent unlawful absence, at any point within the school year, an official notice of unlawful absence will be sent home. The purpose of this correspondence is to inform the child’s parent/guardian that the child has again violated the compulsory attendance requirements set forth by the Pennsylvania Department of Education. PALCS will advise the parent/guardian that a citation can be sent to the magisterial district judge by their school district. After this step, the school is not obligated to inform parents in writing of absences; however, the school will continue to call the parent/guardian to inform them of additional truant behavior. PALCS will refer all future incidents of truancy directly to the school district of residence.

Continued Truancy: PALCS shall coordinate a school/family conference to discuss the cause of the child’s truancy and develop a mutually agreed upon Truancy Elimination Plan (TEP) to resolve truant behavior. Issues to be reviewed at the school/family conference include the appropriateness of the child’s educational environment, current academic difficulties, physical or behavioral

health issues, and family / environment concerns. At the end of the conference all parties will sign a comprehensive TEP that is agreed to by the school representative, the child, and the parents and/or family. The plan could include accessing academic and social/ health supports from the school, outlining family / parent and student responsibilities, and monitoring levels of performance that could include rewards.

If a child of any age continues to be truant after the above actions have been taken, then school districts are encouraged to file citations with the local magisterial district judge citing the child's continued truancy on a weekly basis. School districts will be notified for every absence thereafter.

Students of compulsory school age, who have not complied with compulsory attendance requirements and are consistently truant, may be withdrawn from PALCS and referred back to their school district of residence. PALCS administration, however, reserves the right to refer any student with a pattern of truancy to the PALCS C.A.R.E. Team.

If you have any questions regarding PALCS Attendance Policies, please contact the Attendance Administrator at 610-701-3333 X 1214.

Synchronous Courses Attendance Policy

As part of your student's curriculum your his/her may be required to attend virtual sessions one or more times per week. Absences from these lessons will affect your student's grade and must be made up. Participation in synchronous lessons is a critical component of your student's educational experience at PALCS.

Communication Policy

Communication among the student, parent / Home Facilitator and school is extremely important. As a cyber school, we communicate through a number of means such as MoodleMessage, PALCSMail, news announcements, course news, and others. Students are required to read and respond to all relevant communication from school personnel on a daily basis. Parents will be supplied with a school account and are required to check their communications at least three times a week.

Enrollment Procedure Policy

The Student Services Departments in West Chester and Pittsburgh facilitate the enrollment of new students. The process begins by a parent or legal guardian filling out an Application of Intent. This form can be found on the PALCS website and is also available at both offices. Once this form has been submitted, a Registration Packet can be downloaded from the school's website or mailed out from either office. Registration can be done online as well. If submitting a packet by mail, use the address that is closest to your residence.

Students living closer to Philadelphia, please mail to:

PALCS
1332 Enterprise Drive
West Chester, PA 19380-5970

Students living closer to Pittsburgh, please mail to:

PALCS
The Landings

55 Alpha Drive West
Pittsburgh, PA 15238-1401

Parents/legal guardians will be notified by the Admissions Office within two days of the receipt of the Registration Packet. All documentation must be submitted before an orientation is scheduled.

The original or reissued birth certificate must be brought to orientation. In addition, please be prepared for vision screenings and academic testing by bringing student's eyeglasses or contact lenses.

Orientations are done both individually and in small groups. Upon completion of the orientation, course selection is done with the Guidance Department.

Lastly, the Student Services Department will notify the student's former school district of their enrollment at PALCS.

HEALTH SERVICES POLICY

Mission of School Health Services

"School Nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self management, self advocacy and learning."

All students must comply with the requirements of the State Immunization Code (28 PA Code, Ch 23). Complete immunization records must be delivered to the school prior to a student's acceptance for enrollment. It is the parent's responsibility to notify PALCS nurses when new immunizations have been administered to their child.

Children in all grades need the following immunizations to attend school in 2012/2013:

- 4 doses Tetanus- 1 dose given after the 4th birthday (DTP, DTaP, DT, Td)
- 4 doses Diphtheria- 1 dose given after the 4th birthday (DTP, DTaP, DT, Td)
- 3 doses Polio (OPV, IPV)
- 3 doses Hepatitis B (properly spaced)
- 2 doses Measles, Mumps, Rubella, preferably as the combined MMR (both doses must be administered after the child's 1st birthday)
- 2 doses Varicella (Chicken Pox) or proof of having had the disease

In addition, students entering 7th grade for the 2012-2013 school year require:

- 1 dose Tetanus, Diphtheria, Acellular Pertussis (Tdap, Adacel, Boostrix)
- 1 dose Meningococcal Conjugate Vaccine (MCV, Menactra)

There are two exceptions to the immunization requirement, both of which require adequate documentation.

Medical Exemptions- must be signed by a physician or physicians' designee. Once the physician determines that the immunization is no longer detrimental to the health of the child, the child shall be immunized according to PA law.

Religious Exemptions- must be based on a religious belief or a strong moral or ethical conviction similar to a religious belief and submitted in writing, signed by a parent/guardian.

Please Note: If a child is exempt from an immunization, in the event of an outbreak of that disease, students attending on-site facilities or school activities may be excluded according to the PA Department of Health recommendations

Health Screening Requirements

For each student transferring to PA Leadership Charter School, we will request an adequate

health record from the previous school. Health Services will accept reports of privately conducted physical and dental examinations within one year prior to a student's entry into the grade when an exam is required.

In compliance with School Code, all students are required to follow the state's health and dental exam policies:

- Each child shall submit to the school nurse a comprehensive dental examination upon original entry into school and while in the third and seventh grades.

- Each child shall submit to the school nurse a comprehensive physical examination upon original entry into school and while in the sixth and eleventh grades.
- In compliance with PA Public School Code, PALCS offers dental and physical exams arranged by the West Chester or Pittsburgh school nurse with parents' written request.
- Parents/Guardians of students who require physical or dental exams shall be notified of the date, time and location of scheduled school health exams. The parent/guardian may choose to attend the school exams with their child, or may opt to provide Health Services with a copy of a privately conducted exam at the parent's expense. To promote continuity of care for your child, PALCS Health Services recommends private exams scheduled with your family physicians and dentists.
- These exams should follow the timelines established by the school for the respective year requested and should not carry over from year to year.
- A student who presents a statement signed by his/her parent or guardian that a medical examination is contrary to his/her religious or moral beliefs shall be examined only if the Secretary of Health determines that the student presents a substantial health threat to the health of other persons.

In Addition:

- All students must have yearly far and near point vision screenings and height/weight, BMI(Body Mass Index) screenings.

- All students in Kindergarten, 1st, 2nd, 3rd, 7th and 11th grades must have documented hearing screening results on file with the school nurse.
- All students in grades 6 and 7 must have a scoliosis screening; the results are to be reported, in writing, to the school nurse.

Annual Health Screening results may be performed during your child's annual physical exam and results sent to PALCS Health Services. PALCS nurses will schedule health screenings to be performed in the nearest PALCS facility, at parent/guardian request.

PALCS faculty and staff observe students for conditions that indicate defect or disability and are instructed to promptly report such conditions to the school nurse. All student health information is maintained as a confidential health record, and its contents shall be divulged only when necessary for the health of the student or at the request of the parent/guardian to a physician.

Health forms are available online: Moodle>INFO Center>Health Center>Emergency Care Forms

An Emergency Care Form is kept on file in the health office for each PALCS student. Each year we request that the forms be completed and returned to PALCS prior to the first day of school. At the University Scholars Program, the Center for Performing and Fine Arts Center, and any on-site school activities, the emergency form is used to contact the parent/guardian if a student becomes ill or sustains injury. It is our first and most important resource during an emergency. Please remember to update any changes to

your child's emergency contacts or health history during the course of the school year.

First Aid and Illness

First aid is defined as immediate, temporary care given in case of an accident or sudden

illness. First aid will be given by the school nurse or designated assistant following PALCS Health Procedure Guidelines. If emergency care is deemed necessary for the student, school personnel will attempt to contact the parent/guardian or other contacts listed on the Emergency Care Form, including the doctor. If we are not able to reach your listed contacts

in an emergency, we will make the arrangements necessary to assist your child, at no expense to PALCS.

Children should not attend school or field trips when they are ill or when they are not well enough to participate. A child should not have a fever and/or vomiting, diarrhea, or rash for at least 24 hours prior to returning to school to prevent the spread of infection.

When a child exhibits any of the following symptoms, he/she should be kept at home. Some general guidelines are:

- Fevers: A child running a fever of 100 degrees or higher should stay home.
- A child running a fever of 99+ degrees may have trouble keeping up with normal school activities and may well become sick before the day is over.

- A child with a low grade fever (99+ degrees) combined with other symptoms should stay home.
- The rule of thumb is: “Fever free for 24 hours without medications” before returning to school.
- Severe or Persistent Coughing
- Congestion or Very Runny Nose
- Unexplained Rashes
- Contagious Disease or Infection
- Untreated Head Lice

Please alert Health Services if your child has chicken pox, head lice, or any other communicable disease. Children with communicable diseases will be excluded from school or school activities.

Allergies: For students who attend school activities or on-site programs and who have serious allergies, i.e., nuts or latex, parents/guardians should contact the school nurse to discuss appropriate accommodations necessary for their child’s well being.

Communicable Diseases:

Students are excluded from on-site school programs and activities for the following:

Strep Throat: 24 hours after prescription antibiotics are started

Conjunctivitis: 24 hours after prescription antibiotics are started and eye discharge ends Head Lice: Until the condition has been

treated with a pediculicide or approved shampoo Impetigo: Until adequately treated by a physician and lesions are no longer draining Ringworm: Until adequately treated by a physician

Chicken Pox: Until all lesions are dry (usually at least six days)

Scarlet Fever: 24 hours after prescription antibiotics are started

Scabies: Until adequately treated by a physician

Pertussis: Until first five days of prescription antibiotic have been completed

Medications: School and Field Trips

It is recommended that no medications be given during school hours; most medications can

be given prior to or after school hours. The Pennsylvania Department of Health has issued new guidelines for medication administration in schools which the Department of Education and PA law support.

No Medication will be given in school without written consent from a parent/guardian and specific written orders from a health care provider.

This refers to any medication, whether prescription or over-the-counter, that is to be administered to a student while attending a PALCS sponsored function, i.e., field trips without parent supervision, the University Scholars Program, or Center for Performing and Fine Arts. Each medication must be accompanied by a copy of the physicians’ authorization and directions for administration and the parents’/guardians’ written permission for

their child to receive the medication. (Medication Authorization Form)

If a medication must be given during school or during a school field trip, it must be in its original container accompanied by a completed Medication Authorization Form.

PALCS school physician has approved that students may receive Tylenol, Ibuprofen, Benadryl, or Tums as directed on the bottle while attending school sites with their parents/guardians' written permission.

NO medications will be sent from PALCS Health Services for field trips; it is the parents' responsibility to provide any medication their child may need during a field trip accompanied by a completed Medication Authorization Form.

Please contact the school nurse with any questions regarding health requirements or the medication policy.

Medication Authorization Forms

Forms can be found online at: Moodle>INFO Center>Health Center> Forms

Please print, complete, and return to Health Services.

STUDENT PROFILE POLICY

Guidelines for suitable profile pictures:

During enrollment new students are scheduled to have their picture taken which is uploaded into their Moodle profile.

PALCS encourages students to express themselves by posting a picture that best represents them. Posted pictures must adhere to the following guidelines:

1. Shirts with written or picture references to drugs, alcohol, sex, tobacco products, or suicide are unacceptable. This includes clothing with vulgar language, double meanings, or disrespectful references to individuals, groups of individuals, religion, race, or ethnic origin.
2. Any indecent clothing is unacceptable. Indecent clothing is defined as half or cut off shirts, mesh or see through clothing, any clothing that exposes bare midriff on any student, and blouses or shirts that are cut low in such manner as to inappropriately expose a student's chest.
3. Pictures of guns or any other pictures that depict violent content are unacceptable.
4. Pictures of students using any obscene gestures are unacceptable.

PALCS reserves the right to protect and remove any content that does not adhere to these guidelines.

Consequence for Non –Compliance:

1st Offense – The student will be contacted by a school administrator, and the picture will be removed. The student will have another chance to upload another picture.

2nd Offense – The student will be contacted by a school administrator, the picture will be removed, and the student will lose the ability to upload pictures to the profile.

STUDENT RECORD RETENTION POLICY

The Student Record Retention Policy is on file at the main offices of PA Leadership Charter School. For further information on the policy or for a full copy, please call 610-701-3333, or email at info@palcs.org.

Withdrawal Procedure

If a parent/ guardian would like to discuss withdrawal of their child from PALCS, the Withdrawal Procedure requires the completion of the Preliminary Withdrawal Form (located under “Forms” in the PALCS Info Center – www.palcsnetwork.org).

Filling out this form is very important. Once the form is received, one of our representatives (within one business day) will mail or e-mail the official PALCS Withdrawal Form for the parent/ guardian to complete. Questions about withdrawing from PALCS may be directed to 412-828-3331. PALCS reserves the right to deny a student re-entry after withdrawing or being withdrawn for academic/ attendance truancy.

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ANNUAL NOTICE OF NONDISCRIMINATION

Pennsylvania Leadership Charter School (PALCS) is an equal opportunity educational institution and will not discriminate on the basis of race, color, gender, national origin, religion, age, marital status, or handicap in its activities, program or employment practices as required by State & Federal Law.

PUBLIC NOTICE OF PARENT AND ELIGIBLE STUDENT RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

Under the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g), parents and students who are at least 18 years of age have the right to review and inspect all school records pertaining to the student.

School records are not open to the public. Only the following people have access to student records: (1) school personnel working with the student; (2) parents; (3) student; (4) anyone showing the proper Release of Information.

ANNUAL PUBLIC NOTICE

In compliance with state and federal law, the Pennsylvania Leadership Charter School will provide each protected handicapped student, without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities.

In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for “protected handicapped students” are distinct from those applicable to all eligible or

exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provisions of services to protected handicapped students, contact PALCS at 610-701-3333, or via email at info@palcs.org.

July 1, 1999 – 22 Pa. Code Chapter 15

Please refer to this Handbook's Forms section for the related form.

Honor System

CONTENTS

1. Honor Code
2. Plagiarism
3. Students Rights and Responsibilities
4. Rules of Conduct
5. Disciplinary Records



The honor code of The Pennsylvania Leadership Charter School (PALCS) addresses cheating, plagiarizing, lying and stealing.

1. Cheating encompasses, but is not limited to, the following:

- Willful giving or receiving of an unauthorized, unfair, dishonest or unscrupulous advantage in school work over other students
- Attempted cheating

Some examples: deception; copying from another student or allowing the copying of an individual assignment; passing test or quiz information; illegally exceeding time limits on timed tests, quizzes or assignments; unauthorized use of study aids, notes, books, data or other information; computer fraud; sabotaging the projects or experiments of other students.

- Soliciting assistance from community-driven question-and-answer sites (e.g., Yahoo Answers, ChaCha Answers, Ask.com) This includes but is not limited to posting test questions, requesting other individuals to complete parts or an entire activity, exercise, or formal assessment that has been assigned to you as part your coursework at PALCS.

2. Plagiarizing encompasses, but is not limited to, the following:

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement
- Borrowing of the sequence of ideas, the arrangement of materials or the pattern of thought of someone else without proper acknowledgement

Some examples: having a parent or another person write an essay or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography.

- Knowling giving your work to a student or person representing a student,

3. Lying encompasses, but is not limited to, the following:

- Willful and knowledgeable telling of an untruth or falsehood as well as any form of deceit, attempted deception or fraud in an oral or written statement

Some examples: lying or failing to give complete information to a teacher; feigning illness to gain extra preparation time for tests, quizzes or assignments due.

4. Stealing encompasses, but is not limited to, the following:

- Taking or appropriating, without the right or permission to do so and with the intent
- to keep or make use of wrongfully, the school work or materials of another student or the instructional materials of a teacher

Some examples: stealing copies of tests or quizzes; illegitimately accessing the teacher's answer key for tests or quizzes; stealing the teacher's edition of the textbook; stealing another student's homework, notes or handouts.

RESPONSIBILITIES

Students will:

1. Avoid situations which might contribute to cheating, plagiarizing, lying and stealing.
2. Avoid unauthorized assistance on all school work.
3. Document borrowed materials by citing sources.
4. Avoid plagiarizing by:

a. Using quotation marks for statements taken from others.

b. Acknowledging information, ideas or patterns of thought borrowed from any source.

c. Consulting faculty about any questionable situations.

5. In addition, students are encouraged to speak to any student they observe violating the

Honor Code about the seriousness of the infraction.

6. Report the infraction by completing the "Student Honor Code Violation Form" and submitting it to the course teacher. Please note: Considering the potentially serious consequences of reporting an Honor Code infraction, students should discuss the incident with their parent/guardian or Home Facilitator before reporting the violation.

Parents will:

1. Have knowledge of the PALCS Honor Code and its consequences.

2. Provide a positive example for adhering to the Honor Code.

3. Support faculty and administration in enforcing the Honor Code.

Teachers will:

1. Take immediate action when violations related to school are determined. a. Counsel the student.

b. Record a zero for the assignment with no opportunity for make-up work.

c. Report the violation to the student's counselor and administrator on a discipline referral form. Confer with the head teacher and administrator if possible.

d. Contact the student's parent. One suggested method: The teacher might tell the student to notify his/her parents and request that the parent call the teacher within

24 hours. If the teacher is not called, then the teacher calls the parents. This procedure places the responsibility on the student to tell the parent; such conversation may serve as a deterrent to further violations.

2. Specify the types of collaboration that are discouraged and those that are encouraged.

3. Teach or review correct use of documentation when assigning work.

4. Review the Honor Code during the first week of the school year. Teachers are encouraged to review the Honor Code periodically as it relates to a specific discipline.

Counselors will:

1. Maintain cumulative records of reported violations of the Honor Code.

2. Facilitate Honor Code violation conferences when follow-up counseling is deemed appropriate by the student, parent, teacher, counselor or administrator.

Administrators will:

1. Assure that all faculty, students and parents have knowledge of the PALCS Honor Code.
2. Create a school-wide environment which encourages adherence to the Honor Code.
3. Encourage teachers to enforce the Honor Code.
4. Maintain cumulative records of reported violations of the Honor Code.
5. Facilitate Honor Code violation conferences among the student, parent, teacher, and counselor when follow-up action is appropriate.
6. Enforce appropriate disciplinary actions.

CONSEQUENCES

Upon the first offense of a student's career at PALCS, the administrator and teacher will:

- notify parents
- assign a grade of zero for the assignment or test, with no opportunity to make up that work including extra credit
- complete Honor Code Violation Report Form and place in the student's internal disciplinary file
- assign any other consequences as deemed appropriate

Upon the second offense of a student's career at PALCS, the administrator and teacher may:

- institute the consequences listed above
- assign additional academic consequences according to the severity of the incident
- impose a suspension
- notify the directors of all co-curricular activities in which the student is involved

Upon the third and subsequent offenses of a student's career, the administrator and teacher may:

- institute the consequences listed above
- consider and/or implement loss of credit for the course
- remove the student from co-curricular activities for length of time determined by the administration
- recommend expulsion from the school to the School Board of Directors

Students have the right to appeal to the attention of the Director of Academics.

This Honor Code was adapted with guidance from the Honor Codes and Policies of Seaholm High School, Triton Regional High School, Langley High School, Loyola University, and Rice University.

PLAGIARISM

The American Heritage® Dictionary of the English Language,
Fourth Edition Copyright ©

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*Plagiarism n 1: a piece of writing that has been copied from
someone else and is presented as being your own work 2: the act of
plagiarizing; taking someone’s words or ideas as if they were your
own.*

Plagiarism will not be tolerated in any form. Teachers will
routinely scan for suspected instances of plagiarism. Students
caught in acts of plagiarism will automatically receive a failing
grade for the assignment or test. Repeated occurrences of
plagiarism will be reported for mandatory review by the
Administration. Disciplinary action as the result of plagiarism may
include permanent expulsion from PALCS.

STUDENT RIGHTS AND RESPONSIBILITIES

The following statements summarize student rights and
responsibilities. They help explain the relationship between and
among students at PALCS. In exercising their rights, students shall
not disrupt the educational process or force upon, endanger, or
deny others their rights.

EDUCATION	
Right: Students have the right to a public education, unimpaired because of gender, race, religion, national origin, medical condition, disability, parenthood, marital status, economic status, personal characteristics, or any reason not related to their individual capacities.	Responsibility: Students have the responsibility to avoid actions or activities, individually or in groups, which shall interfere with a person’s access to a public education.
LEARNING ENVIRONMENT	
Right: Students have the right to an orderly classroom environment that will promote learning.	Responsibility: Students have the responsibility to ensure that their actions do not disrupt the classroom environment or school activities.
EXPRESSION	
Right: Students have the right to express themselves in speech, writing, or symbolism within the boundaries of the law and policies of the school.	Responsibility: Students have the responsibility to ensure that such expression does not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others, or violate the law or school policies.
POSSESSION AND DISTRIBUTION OF LITERATURE	
Right: Students have the right to possess and distribute literature including, but not limited to, newspapers, magazines, leaflets, and pamphlets within the law and school policies.	Responsibility: Students must ensure that distribution (or possession) of literature will not conflict with or infringe upon school activities, infringe on the rights of others, or contain religious, racial, or ethnic slurs. The material must comply with the policies of the school, which prohibits obscenity and harassment. The Chief Executive Officer shall determine the time, place, and manner of distribution

RELIGION	
Right: Students have the right to their own religious beliefs.	Responsibility: Students have the responsibility to ensure that in exercising their own religious freedom, they do not violate other students' constitutional rights to religious freedom.
PRIVACY	
Right: Students have the right to protection from unlawful searches and seizures of their personal possession(s) or their person without reasonable cause.	Responsibility: Students have the responsibility not to endanger themselves, other students, school personnel, or the general public by possessing material or objects which are potentially hazardous and /or prohibited by federal, state, or local law or school policy.
PEACEFUL ASSEMBLY	
Right: Students have the right to peaceful assembly.	Responsibility: Students have the responsibility to secure approval for using school facilities for assembly, to discuss with an administrator the appropriateness of the facility for the function, and to ensure that such assembly does not disrupt the educational process. Non-availability of adequate supervision shall constitute grounds for disapproval of such assembly.

RULES OF CONDUCT

General Statement

Pennsylvania Leadership Charter School (PALCS) has high expectations for all students. In order for a student to reach his / her potential, the school environment should be safe and orderly and encourage the fullest possible educational development of each student. PALCS will not tolerate any actions from the student that in any way interferes with the delivery of educational services, jeopardizes the health, safety, and well being of any member of the school family or threatens the integrity and stability of the school itself.

These rules shall apply to any conduct

- During school hours;
- At any live school activity, function, or event, and /or online multi-media chat rooms; and
- Off school grounds when the conduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause a disruption within the school.

LEVEL I OFFENSES

- I. Disruption

Students are expected to act in a courteous and peaceful manner toward staff, visitors, and each other. A student may not act in any way that disrupts or disturbs any educational or school-related (live or on-line) program or activity. Violations of this rule include, but are not limited to:

- A. Disobedience
- B. Disrespect
- C. Lying/Cheating
- D. Violations of attendance policy

II. Disruptive and/or Offensive Use of Language

- A. Students are expected to communicate with school staff and each other as they themselves should expect to be treated.
- B. A student shall not curse or use vulgar, obscene, intentionally disruptive, or offensive language in any live or on-line school activity.
- C. Students shall not send or pass on any offensive, sexually oriented, or threatening messages, pictures, or symbols from any source.

III. Damage, Destruction, or Theft of School or Private Property

- A. Students are expected to respect school property and the property of others. Students shall not recklessly or intentionally cause or attempt to cause damage to or deface school or private property or steal or attempt to steal school or private property.

Damage and defacement include graffiti, carving, tearing, cutting, or otherwise marking such property.

- B. Students may not harm or destroy data of another student or person, the Internet, or other networks. This includes, but is not limited to, the creation, downloading, or uploading of computer viruses. Computer violations of a criminal nature are treated as an aggravated offense under Rule 14.

- C. Serious damage, defacement, or theft that interferes with the educational or safety rights of others will be treated as an aggravated offense under Rule 14.

IV. Fighting

- A. Students are expected to refrain from physical confrontations. Two or more students who engage in a mutual confrontation involving intentional physical contact commit an offense under this rule. Each willing participant shall be subject to disciplinary action.

- B. Where it is determined that any student or students were not willingly involved, only the responsible student(s) will be subject to discipline. Rule 14 shall be applied where serious injury resulted or was likely to result regardless of whether the victim was a willing participant or not.

- C. Where it is determined that a student is acting in reasonable self-defense, no disciplinary action will be pursued for that student. Reasonable self-defense shall be a defense only where the student had no opportunity to flee or otherwise avoid physical contact, and the force used was the minimum necessary to escape or avoid injury.

V. Reckless Conduct

A. Students are held responsible for intentionally harmful actions and for the reasonably foreseeable consequences of such reckless actions. A student may not act in a manner which ignores the health, safety, or welfare of any member of the school community by placing them in danger of injury or pain.

B. Reckless conduct that risks serious injury or death or serious property damage as described in Rules 3 and 4 will be treated as an aggravated offense under Rule 15.

VI. Academic Dishonesty / Abuse of Computer or Internet

A. Students are expected to maintain the highest standards of honesty in their work.

B. Forgery of papers, reports, tests, or notes or any other forms of cheating and/or copying the work of another student or plagiarism from library, publication, or Internet sources is prohibited and will result in disciplinary action as well as loss of academic credit. (See Honor Code)

C. Students are expected to respect the computer privileges given to them. All students must keep their passwords to themselves. It is against this rule to use another person's passwords or accounts. It is also against this rule to break into ("hack") other files or systems, to download copyrighted material, or to conduct a personal business enterprise using the school computer network. Students shall not go into any sites on the Internet which contain sexually explicit material. Additional rules on computer use are listed in the school's Instructional Property Agreement and Acceptable Use Policy.

VII. Bullying

A. Bullying is defined as unwanted, aggressive behavior that can be repeated or has the potential to be repeated. It includes acts of physical, emotional, or social behavior that are intentional, controlling, and hurtful. There are three types of bullying:

- Direct bullying – face to face confrontation which includes, but is not limited to, punching, kicking, verbal taunting, and threatening.
- Indirect bullying – the attack on a victim's social standing or reputation by gossip, slander, or any other attempt to ostracize a classmate.
- Cyber bullying – use of electronic devices including, but not limited to, emails, instant messaging, cell phones, web pages, chat rooms or discussion groups, and other information communication technologies with the intent of hurting, embarrassing, or ostracizing a classmate through verbal taunts and threats.

B. Complaint Procedure:

- Students and/or parents who are the victim of a bullying incident should report any situations of bullying in writing to a staff member of PALCS.
- The staff member will gather the information and seek administrative assistance to determine if the alleged bullying or cyber bullying incident occurred.
- After all information has been gathered, the Director of Academics will be notified of the incident. The Director of Academics will determine the need for further investigation which

may result in disciplinary action taken in accordance with the Approved Corrective Actions for Level I Offenses.

APPROVED CORRECTIVE ACTION - Level 1 Offenses

For any violation of a Level I offense, a student may face one or more of the following corrective actions, from minimum to maximum:

- A. Meeting between the teacher and the student to discuss the student's behavior and expectations for improving his/her behavior;
- B. Meeting between the student and the CEO;
- C. Notice to parents informing them of the student's behavior;
- D. Student may be responsible for the cost of repairing and/or refurbishing and, if necessary, replacing damaged school materials, equipment, and/or property;
- E. Supervised mediation between the students involved;
- F. Meeting with case worker or probation officer where applicable and appropriate;
- and
- G. Removal from Center participation and/or school suspension.

LEVEL II OFFENSES

VIII. Repeated School Violations

A student shall not continue to break any of Rules 1 through 7. Nor may a student repeatedly fail to follow directions given by any

school staff member while the student is under school supervision. A student who continues to violate any of these rules after the school staff has attempted reasonable interventions to address the student's behaviors is subject to suspension or expulsion provided for Level II offenses.

IX. Harassment

- A. No student shall engage in verbal or physical activity in a live or online setting which he/she should reasonably expect to have the effect of harassing, threatening the safety, or maliciously damaging the reputation of any student or staff member.
- B. An aggravated incident is one which reasonably places a victim in fear for his/her safety or well being if the offender remains in the school.
- C. Harassment or threats, for the purpose of this rule, includes a course of conduct or a single aggravated incident. Harassment includes, among other things:
 - 1. Unwelcome sexual advances; requests for sexual relations; sexual comments; sexually-oriented gestures, sounds, remarks, or comments about a student, staff member, or visitor's sexuality or sexual experience;
 - 2. Offensive expressions concerning a person's race, sex, religion, disability, or national origin;
 - 3. Efforts to intimidate, bully, or ridicule (See Rules 10 and 14 for offenses involving other serious forms of sexual or physical misconduct);

4. Threats include any attempt, by physical menace or verbal intimidation or taunt, to put a member of the school community in fear of injury, pain, or social ridicule. The intentional posting on networks of the addresses or telephone numbers of fellow students or other members of the school community is a violation of this rule;

5. This rule includes spoken and written messages including any bulletin board, flyer or notice, computer networks or displayed on a student's personal belongings, and

6. Threats to bomb, kill, injure, or use dangerous or deadly weapons will be treated as an aggravated offense under Rule 14.

X. Indecent Assault or Indecent Exposure

A. All students must keep their hands and bodies to themselves at all times. No student may touch the sexual parts of another person with any parts of his/her own body or an object, or encourage another person to touch him/her in sexual part of the body.

B. No student may show the sexual parts of his/her body in a live or online setting to other persons in a way that would offend them or in an effort to excite them. (See Rule 14 for forcible or voluntary sexual acts.)

XI. Assault on School Personnel

A student shall not intentionally cause or attempt to cause physical injury or pain to any school employee, or student employee acting in the scope of his/her employment for the school. See Rule 5 for reckless conduct and Rule 14 for assaults that may potentially

result in serious injury or that are in retaliation for participation in any official live or online school-related function.

XII. Possession of Tobacco Products and Paraphernalia, Drugs, or Alcohol

A. Students are expected to help keep their schools a safe and healthy place. A

student may not possess, distribute, solicit or use any tobacco product. Possession, distribution, or use of cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia is also prohibited. In addition, a student may not possess, use, distribute, solicit, or be under the influence of any unauthorized prescription or

non-prescription medication, drug, or any narcotic drug, hallucinogenic drug, steroid, growth hormone, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant, or look-alike substance of any kind.

B. Possession of a drug authorized by a medical prescription from a licensed physician and carried in the original container supplied by the pharmacy is permitted. Non-prescription medications may only be possessed in the amount needed during the time in school for that day. Medications supplied by a pharmacist showing the name of the student and proper dosage shall not be considered a violation of this rule where the supply carried by the student does not exceed the amount necessary for use during that school day. Non-prescription medications may only be possessed with a note from a parent or doctor. Non-prescription medications may not be

distributed to other students, but are solely for the prescribed student's use.

XIII. Possession of a Weapon

A. Students shall not possess on their person, in their belongings, or in any

storage space provided by the school, any tool, instrument, implement, or weapon capable of causing serious injury or death. Such weapons include, but are not limited to: any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, stun guns, BB guns, starter pistols, harmful biological or toxic substances, explosives, fireworks with the potential to injure or devices which may cause a fire, and any other tool, instrument, or implement capable of inflicting serious bodily injury. The possession, use, or attempted uses of a weapon or another object not traditionally viewed as a weapon in a manner which causes or risks injury will be treated as an aggravated offense under rule 15(A) or 15(F).

B. Students may not bring compasses or sharp bladed or pointed scissors to school. If these or similar sharp tools are needed for a lesson, they will be provided by the teacher for the limited period of the lesson. Students are also prohibited from bringing look-alike weapons to school and must comply with the provisions of the School's Weapons Policy.

C. The CEO is required, under the Pennsylvania Public School Code, to take the

following steps when a student is found in violation of Rule 13:

1. The student shall be detained;
2. Any incident involving possession of a weapon will be reported to police immediately;
3. The student shall be suspended;
4. A Serious Incident Report will be filed; and
5. Expulsion will be recommended pursuant to Pennsylvania's Safe Schools Act.

D. The Serious Incident Report filed for incidents involving students found to be in possession of weapons shall include:

1. The circumstances of the possession and discovery of the weapon(s);
2. The action of the police in response to the call for their assistance;
3. The action taken by the school including contacts with the student's parent or guardian and the filing of a report;
4. A picture or facsimile of the weapon; and
5. Such incidents will also be reported to the Pennsylvania Department of Education.

XIV. Aggravated Offenses

A student shall not engage in, or attempt to engage in, any conduct in a live or online setting which endangers the health, safety, or

welfare of any member of the school community, including but not limited to:

A. Attacks on any staff member which result in injury or place the person in danger

of serious injury or involve the use or attempted use of a weapon (including mace, pepper spray, or laser pointer);

B. Setting any fire that potentially risks injury to any person or damage to any property;

C. Sexual acts:

1. Forcible acts, as to the offender;

2. Voluntary acts, as to each student;

D. Rob, steal, or threaten someone to receive money or property;

E. Assault on another student or other non-employee which results in serious injury or involves the use or attempted use of a weapon (including mace, pepper spray, or laser pointer);

F. Damage to school property which disrupts, impairs, or prevents the school from carrying out any of its programs;

G. Retaliation against a school employee, witness, or hearing officer for their participation in any investigation, academic or disciplinary proceeding where the student's action takes the form of assault, threats of bodily injury or death, telephone or Internet harassment, stalking, or substantial property damage;

H. Threats relating to the planting of bombs or other explosive devices, the use of any other weapon, including biological or toxic

substances, or to kill or seriously injure any member of the school community; and

I. The conduct of illegal activities via the school's network.

APPROVED CORRECTIVE ACTION – Level II Offenses

For any violation of a Level II Offense, a student may face one or more of the following corrective actions, from minimum to maximum:

A. Meeting between the teacher and the student to discuss the student's behavior and expectations for improving his/her behavior;

B. Meeting between the student and the CEO;

C. Notice to parents informing them of the student's behavior; D. Supervised mediation between the students involved;

E. Meeting with case worker or probation officer where applicable and appropriate; F. Removal from Center participation and/or school suspension;

G. Report added to the student's School Record; H. Report made to the police;

I. Referral for Crisis Intervention;

J. Placement of the student in an alternative education program;

K. Placement in an alternative education program, including a remedial disciplinary program; and

L. Expulsion from the school.

In the case of violations of Rule 10 or Rule 11, in addition to J or K above, the counselor shall refer the student to an appropriate counseling program. The counselor at the receiving school shall monitor the referral to assure the student's participation.

Due Process

The Pennsylvania Public School Code gives charter schools the authority to make reasonable and necessary regulations regarding the conduct of students. The charter school must publish

and distribute the code of conduct to students and parents and make copies of the code of

conduct available on the school's web site. Student discipline must be based on applicable provisions within the student code of conduct.

Suspension

The Pennsylvania Public School Code defines suspension as exclusion from school for a period of from 1 to 10 consecutive school days. Suspensions may be given by the CEO, the Director of Academics, or Principal. No student shall be suspended until the student and parent have been informed of the reasons for the suspension and have been given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

The Pennsylvania Public School Code further requires that the parents be notified immediately in writing when the student is suspended. When the suspension exceeds three (3) school days, the

student and the parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in the Code. The school shall offer to hold

the informal hearing within the first five (5) days of the suspension. Suspensions may not be made to run consecutively beyond the 10-school-day period. Students are responsible to make up exams and work missed while suspended.

Expulsion

The Pennsylvania Public School Code defines expulsion as exclusion from school by the board of education for a period exceeding 10 school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under the Code. During the period prior to the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his normal class except, if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others, and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education which may include home study.

Students who are less than 17 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.

Hearings

The Pennsylvania Public School Code explains the informal and formal hearing requirements.

Informal Hearing

The Pennsylvania Public School Code makes it clear that the purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is meant to encourage the student's parents or guardian to meet with the CEO to discuss ways by which future offenses can be avoided. The following due process requirements are to be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardian and to the student;
- Sufficient notice of the time and place of the informal hearing shall be given
- A student has the right to question any witnesses present at the hearing;
- A student has the right to speak and produce witnesses on his own behalf; and
- The district shall offer to hold the informal hearing within the first 5 days of the suspension.

Formal Hearing

The Pennsylvania Public School Code states that education is a statutory right, and students must be afforded all appropriate

elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process. Therefore, a formal hearing is required in all expulsion actions. This formal hearing may be held before the board of school directors or an authorized committee of the board, or a qualified hearing examiner appointed by the board. Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire school board is required to expel a student.

The following due process requirements are to be observed with regard to the formal hearing:

- Notification of the charges shall be sent to the student's parents or guardian by certified mail;
- Sufficient notice of the time and place of the hearing must be given;
- The hearing shall be held in private unless the student or parent requests a public hearing;
- The student has the right to be represented by counsel;
- The student has the right to be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses;
- The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined;
- The student has the right to testify and present witnesses on his own behalf;

- A record must be kept of the hearing, either by a stenographer or by tape recorder;
- The student is entitled, at the student's expense, to a copy of the transcript; and
- The proceeding must be held with all reasonable speed.

Where the student disagrees with the results of the formal hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal District Court.

DISCIPLINARY RECORDS

All official disciplinary records for incidents involving the possession of a weapon or acts of violence shall remain in the student's permanent record and must be transferred with the student to any school in which the student enrolls. They shall also be released to any other school upon request if the student is enrolled in the school or district or by permission of the student's parent or guardian if the student is not enrolled.

Special Education

The School will follow Chapter 711 of the Pennsylvania Code and the Individuals with

Disabilities Education Act regarding the discipline of all special education students.

Academic Information

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EMBRACING STUDENT INDIVIDUALITY

At Pennsylvania Leadership Charter School (PALCS), we believe in a parent's right to school choice. We strive to embrace every student's individuality beginning at orientation and continuing throughout their education at PALCS.

PALCS is committed to helping its students reach their highest possible level of achievement. Once a student is enrolled, there are many options available for individualized assistance and/or instruction to help students achieve. Some of them include: daily personal contact with teachers, evening homework help hours,

individual or group virtual classes, academic advisors, the K-10 Response to Instruction and Intervention Program (RtII), and Student Assistance Program (CARE Team).

Through our partnership with faculty, staff, and parents, every student can achieve and reach his or her potential. Our goal is for each student to achieve and be successful at PALCS and after PALCS!

CURRICULUM AND COURSE SELECTION

PALCS strives to provide the best educational materials available to our students. To achieve that goal, our teachers are encouraged to review curriculum from many different publishers and select the materials with the finest content that work optimally in our cyber environment.

PALCS curriculum is aligned to Pennsylvania state standards for education. Materials supporting curriculum design are from multiple publishers, research based materials, and supplemental educational resources available on the Internet.

Our curriculum materials serve as the foundation at PALCS, but the greatest strength of this curriculum resides with the teachers who work with this material - they develop their own unique courses, deliver instruction, make and grade assignments, and interact with students on a daily basis.

GRADING POLICY

I. INTRODUCTION AND STATEMENT OF PURPOSE

The purpose of this policy is:

- A.To encourage students and faculty to create and sustain a positive learning environment;
- B.To create consistency of grading in academic courses in those areas where such consistency is beneficial to students and to the school; and
- C.To provide some flexibility in grading practices which are reasonable and consistent with the intentions of the PALCS Grading Policy.

All courses are covered by this grading policy. Individual teachers may request exceptions to the policies.

II. PALCS GRADING POLICY

Grades are awarded directly by an individual instructor to an individual student for work completed in an individual course. Therefore, the grade will be entered directly into the student's record precisely as it is awarded by the instructor of record. Students may appeal grades following established procedures.

Grade Symbols

The instructor is responsible for assigning the grade symbol (A, B, C, D, F, Pass, Fail, W).

Grading Scale

Early Grades (K-1)

In the early grades a developmental grading scale will be used to evaluate student performance.

Upper Elementary, Middle, and High School

The A-F scale below will be used to evaluate student performance in Upper Elementary, Middle, and High School.

GRADING SCALE / COURSE LEVEL WEIGHTED CREDIT

LETTER GRADE	NUMERIC GRADE	ACADEMIC & COLLEGE PREP	HONORS	ADVANCED PLACEMENT
A	94 & above	4.00	4.50	5.00
A-	90-93	3.70	4.30	4.70
B+	87-89	3.30	4.00	4.30
B	84-86	3.00	3.70	4.00
B-	80-83	2.70	3.30	3.70
C+	77-79	2.30	3.00	3.30
C	74-76	2.00	2.70	3.00
C-	70-73	1.70	2.50	2.70
D+	67-79	1.30	1.30	1.30
D	64-66	1.00	1.00	1.00
D-	60-63	0.70	0.70	0.70
F	59 & above	0.00	0.00	0.00

F	failing - no credit points per credit hour
P/F	pass / fail - "Pass" grade is not included to the grade point average
M	Medical exemption
W/F	Withdraw Failure
W/P	Withdraw Pass

PROGRESS CHECK (TERM) AND END OF MARKING PERIOD DATES

Pennsylvania Leadership Charter School values the balance between flexibility and accountability. Students must learn how to manage their time and meet deadlines in order to prepare for life after PALCS, while maintaining a degree of flexibility within the cyber environment.

In order to ensure student success, PALCS has established progress check (term) and end-of- quarter dates. Designated on the school calendar and listed above, these dates serve as checkpoints for students during the school year. Teachers will provide letter grades at each progress check and at the end-of-quarter that will allow students, parents, and teachers to better monitor academic progress. Grading at checkpoints throughout the marking period also provides teachers the opportunity to review and modify curricula and delivery based on student performance. It is important to note that progress check (term) grades will not be visible on the student's report card, but still serve as an official PALCS deadline. Students

are strongly encouraged to stay current with due dates for assignments. All assignments must be submitted by midnight on the above dates to receive credit. Assignments that are incomplete and/or not submitted by midnight may receive a failing grade.

Extensions

PALCS defines an extension as changing the time and date coursework is due for a student in a particular course or courses for a progress check (term) or marking period.

The process for requesting an extension involves a submission of an online form that can be found in each child's homeroom.

Decisions on extension are up to the division principal and students do not have an unlimited amount of extensions to use in a marking period and school year. Deadlines for extension requests exist and are at least two school days prior to a marking period deadline. See the division information area (homeroom/ community center) for the link to the extension request form and specific details on the extension request and approval process.

Research Paper/Project Policy

Students may be required to complete projects or research papers in their classes. Projects, papers, and interim assignments are due on the date assigned by the teacher.

Course Failure

Students who do not achieve a 60 or above will fail the course, receive an "F" on their transcript, and will not be issued credit for the course. Summer school or re-taking the course may be an option for students wishing to pass a failed course.

High School Summer School: Courses successfully completed for credit restoration in a summer school program will be issued the assigned credit. The course will appear on the transcript with the grade earned. The GPA will reflect the average of the grade earned in the credit restoration course and the original grade of "F".

Re-taking the Course: Students may choose to re-take the course through PALCS or at another accredited institution approved by

PALCS. Courses successfully completed will be issued the assigned credit and the grade earned will appear on the transcript. The original grade of “F” will remain on the transcript, but will not be calculated into the grade point average.

Add/Drop Procedure

Students seeking to add or remove a course must first obtain permission from the Guidance Department. This can be done by completing an “Add/Drop Request Form” and submitting it to the guidance counselor for approval. This form can be found in the Student Center and in all guidance courses under “ADD/DROP PROCEDURE.”

Courses may only be added or dropped during the first two weeks following the beginning of the course. The final decision to add and/or drop a course will be determined by the Division Principal in concert with the Guidance Department. Please note: Neither the act of requesting to add and/or drop a course or the approval of a teacher and/or guidance counselor guarantees the removal or addition of any course.

Auditing Courses

Requests to audit a course must be initiated through the guidance counselor, and approved by the Director of Academics and the Guidance Supervisor. Students auditing a course will be responsible for completing all lessons, assignments, and exams. Failure to do so will result in withdrawal from the course. Upon completion, no grade or credit will be assigned.

Procedure for Parent Concerns/Complaints (Including Student Appeal of Grades) A student or Home Facilitator (HF) wishing to

voice a concern/complaint or to appeal a grade, whether it be an assignment grade, a quarter grade or a final course grade, should begin by communicating with the course instructor explaining the student’s position. The instructor will reply to the request in writing or by phone conference.

If the student or HF is not satisfied with the response, the student or HF should contact, in writing, the appropriate Division Principal. The Division Principal will confer with the course instructor, and a decision will be communicated to the student and/or HF in writing or by phone conference.

If the student or HF is not satisfied with the decision of the Division Principal, the student or HF should contact the Director of Academics. and/or the parent liaison. The Director of Academics will confer with the student, HF, Division Principal, and teacher. The decision of the Director of Academics will be final and will be communicated in writing or by phone to the student and/or HF.

TRANSFER CREDITS

Transfer credits are considered and evaluated from each individual school previously attended. Separate official transcripts from each school must be in the student’s file to make proper placement in grade levels and course selection. Grades for courses completed within a Home Schooled Program will be transcribed as a “Pass” (P) or “Fail” (F) on the PALCS report card and transcript. Credit will be assigned for high school courses receiving a Pass.

In the event that a transferred course is in doubt, the school will take steps to verify the content of the course. Credit may be given

for a course as an elective even though it may not meet PALCS course requirements.

Students who transfer to PALCS during the school year will have credit consideration given after full review of academic progress from their former school by the Guidance Department. Transferred courses accepted for credit will be listed on the PALCS transcript and will be assigned quality points based on the PALCS grading scale.

GRADUATION REQUIREMENTS

The requirements for graduation from PALCS are listed below. Credits for courses passed during the ninth, tenth, eleventh, and twelfth grades shall be counted towards the necessary credits for graduation. To receive a diploma, each student shall have met Pennsylvania Academic Standards by earning passing grades in all required subjects. Students transferring from home school programs will be awarded credits based on previous evaluations.

In order to graduate from PALCS, students must successfully complete all of the following:

- 4 credits of English
- 3 credits of Mathematics, including 1 credit of Algebra I
- 3.5 credits of Social Studies, including 1 credit in U.S. History or U.S. Government

3 credits of Science, including 1 credit of Biology

- 1 credit of Technology
- 1 credit of Health / Safety / Physical Education
- 1 credit of Arts and Humanities Electives
- 4 credits of additional electives (may be core courses)
- 0.5 credit Senior Seminar or equivalent

Total credits required for graduation: 21

In addition to the above requirements, college-bound students are encouraged to take:

- An additional credit of Mathematics
- An additional credit of Science
- An additional credit of Social Studies
- At least two consecutive years of the same foreign language

No student will be allowed to graduate unless all outstanding obligations due the school are paid in full.

At the present time, the Pennsylvania Department of Education is requiring all students in grade 11 during the 2014-2015 school year to take the Keystone Exam in Algebra I, Biology, and Literature.

Beginning with the graduating class of 2017, students must score Proficient or higher on each exam in order to graduate. PALCS will continue to abide by the regulations and make any changes to the Keystone Exam requirements as directed by the Department of Education.

Early Graduation

Students who intend to graduate before their Senior year must submit a petition including their post-graduate plans. This petition is to be submitted to their guidance counselor before their successful completion of the Pennsylvania Leadership Charter School requirements for graduation.

SENIOR PROJECT

In order to graduate in the Commonwealth of Pennsylvania, students must successfully complete a Culminating/Senior Project. At PALCS, students complete this requirement through the Senior Seminar. Not all seminars offered in the fall will be offered in the spring, and vice versa. Read all course descriptions carefully and choose wisely. Students will receive 0.5 elective credits for completing the Senior Seminar.

Seniors may take Senior Seminar ONLY in the fall of 2014. Seminars offered in the fall of 2014 will be reserved only for seniors.

Juniors may take any of the Senior Seminars offered in the spring. Juniors will not be permitted to take their Senior Seminar in the fall of this school year. If juniors decide not to take a Senior Seminar in the spring of the 2014-2015 school year, they will be required to take the Senior Seminar during the fall of the 2015-2016 school year.

Every school district handles the completion of the Culminating/Senior Project differently. Although some school districts have students begin their Culminating/Senior Project as early as the freshman year of high school, PALCS does not believe that this is a

wise option for completion of the Culminating/Senior Project. The project is intended to allow students to show a culmination of what they have learned or what they are able to do after 13-14 years of schooling. *Therefore, students will not be allowed to take Senior Seminar any earlier than spring of their junior year of high school.*

In addition, we cannot accept any Culminating/Senior Projects that have been completed but not graded at the previous school.

Students who have a project in progress might be able to complete it at PALCS. The Senior Project Coordinator will review the student's project and make a determination of whether the student can proceed or needs to pick a Senior Seminar to complete at PALCS. Students who are interested in this option should contact their guidance counselor or the Senior Project Coordinator for the appropriate form.

Students who have completed and passed a Culminating/Senior Project at a previous school must show proof of successful completion. Traditionally schools include this as an item on a student's transcript. If the student indicates that he/she has completed and passed a Culminating/Senior Project at a previous school but it does not appear on the student's transcript, the student must request a proof of successful completion on school letterhead. If the student is unable to produce this proof within a reasonable amount of time to be determined by PALCS employees, the student will be required to select and complete a Senior Seminar at PALCS.

RELIGIOUS EXEMPTIONS FOR COURSES AND INSTRUCTION POLICY

At PALCS families have the “right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parent or guardians” (022 Pa. Code § 4.4.). This form is presented at Orientation and must be completed at that time for any exemption to be implemented. This can be done by submitting the appropriate form to the appropriate division principal. Form is located in the Forms section of our InfoCenter.

022 Pa. Code § 4.4.: <http://www.pacode.com/secure/data/022/chapter4/s4.4.html>

EXTENDED YEAR PROGRAM / SUMMER SCHOOL POLICY

Summer Session

PALCS offers a Summer Session that includes enrichment and remediation courses for students in K-12. This includes the Extended Year Program (EYP), Course Credit Recovery Program (CR), and Elementary and Middle School Enrichment and Remediation Programs. The EYP and Course Credit Recovery Programs are designed for students to catch up with their grade level peers in order to succeed at the next grade level and avoid retention. The Enrichment Program is specially designed for students to strengthen existing academic skills, learn new concepts, and explore unique educational opportunities.

Details on these programs will be available in the Spring of each school year.

K-8 RETENTION PROMOTION POLICY

PALCS recognizes that the academic, social, emotional and physical growth of students will vary. Students will be placed in the educational environment appropriate to their needs. To ensure success, instruction will be aligned with the abilities of the individual students.

Promotion of a student will be determined by an evaluation of the student’s achievement, progress and potential for success during the next school year and the recommendation of school. In general, factors to be considered in the promotion or retention of students include:

1. Achievement/Performance
2. Ability/Effort
3. Attendance
4. Chronological age
5. Social, emotional, and physical development.
6. Previous retention

Students in grades K-8 will be promoted to the next grade level if, in the judgment of the teacher(s), the student’s achievement and performance have been satisfactory at the expected level of learning and if the higher grade level is more easily able to accommodate the student at the appropriate level of instruction.

OFF-CAMPUS PE AND ARTS & HUMANITIES COURSES

Course approval by school administration will be based on:

- Academic necessity of the course
- Organization/individual conducting the course
- Instructional objectives of the course
- Clearly defined course objectives outlined and agreed to by the course instructor (list on Off-Campus Log Form)
- Evaluation of course completed by instructor (Off-Campus Log Form)

Credit Acceptance Requirements:

- PALCS administration approval is required prior to the start of the course.
- A completed Off-Campus Log Form is required prior to award of credit (high school only).
- Credit (high school only) will be awarded based on the following:
 - 1-29 instructional hours = 0 credit
 - 30 instructional hours = 0.25 credit
 - 60 instructional hours = 0.50 credit
 - 120 instructional hours = 1.00 credits

Credit is based on instructional hours (not practice hours). No reimbursement is granted for off-campus courses.

LOCAL COLLEGE AND UNIVERSITY ENROLLMENT

PALCS does not provide reimbursement to families who choose to enroll students in local college or university courses. At this time there are no contractual agreements with any post-secondary institutions to provide courses for high school credit.

All core courses and courses necessary to meet the graduation requirements as posted in the course description catalog must be completed at PALCS unless permission is granted by the Director of Academics and the Guidance Supervisor. Students may be granted permission to complete post secondary courses for enrichment and/or advancement by the Director of Academics and the Guidance Supervisor. Prior to approval and registration, a course description must be submitted from the accredited college or university.

Upon receipt of an official transcript from the accredited institution, courses will be transcribed, awarding one high school credit per course. Grades will be weighted in accordance with the PALCS Advanced Placement grading scale.

Post secondary courses are limited to one course per semester unless permission is granted by the Director of Academics and the Guidance Supervisor.

COLLEGE APPLICATIONS, LETTERS OF REFERENCE AND TRANSCRIPT REQUESTS

Students requesting college application review, letters of recommendation, and transcripts must make the request and submit proper materials at least two weeks prior to the particular college or university deadline. Students requesting transcripts must complete a transcript request form. This form can be found at

<http://www.palcs.org/studentforms/trf.pdf> or in any guidance course. Once completed, the form can be mailed or faxed to PALCS at the address or fax number listed on the form. Due to the large volume of seniors, please allow up to three weeks for the processing and delivery of requested transcripts.

In order for a member of the administration or faculty to gather the necessary information to write a letter of recommendation, please allow at least three school weeks after making the request for the letter to be completed. Students and parents must submit a complete request that includes a sharing necessary information with the faculty member to complete the recommendation.

It is recommended that students complete hard copy college applications rather than the online applications to avoid mistakes and omissions. Hard copies allow an opportunity for review and correction. Also, online applications require additional mailings from other sources and often the materials are not matched with the application. It is better to send one large mailing.

Note that PALCS' high school code # is 391441. This is also referred to as an SSD code or CEEB by colleges. Students will need this code to fill out various forms such as college and financial aid forms.

STANDARDIZED AND LOCAL ASSESSMENTS

Standardized tests will be administered periodically to students. These may be used to assist with placement and to measure improvement and proficiency of students. Tests may be conducted online or may require travel to testing sites.

Photo Identification

A form of photo identification is needed for all students when taking any tests such as PSSA, UM, SAT, ACT, or PSAT at various sites or with proctors. With parental permission,

PALCS provides Photo ID cards for each student upon entrance to PALCS. In lieu of identification at PALCS test sites, parents of students may show their ID and identify the student(s).

PSAT/SAT/ACT

PSAT tests are usually taken in a student's sophomore and/or junior year. Merit

Scholarships are possible only at the junior level. PA Leadership is an approved testing site for the PSAT and the SAT at the Advanced Ideas Center in West Chester. The ACT is NOT administered at PALCS. Students must register online for the SAT and PSAT at www.collegeboard.com. Students can register for the ACT at www.act.org. The tests are administered on Saturday mornings several times a year at various school districts throughout the state. Dates will be posted on the Guidance Department web page and also on this website: www.collegeboard.com.

PSSA

PSSA tests are required by the State of Pennsylvania. For the 2014-15 school year, students in grades 3 through 8 will be tested in Math and Reading. In addition, students in grades 5 and 8 will be tested in Writing, and students in grades 4 and 8 will be tested in Science. The state has announced that PSSA scores will be included on students' high school transcripts. However, parents may contact

Guidance to have the PSSA testing results withheld from the transcript. The tests are given to help ensure that every child achieves a state-defined level of scholastic competency.

Testing will be conducted at a variety of sites around the state. Efforts will be made to locate a testing site within an hour of each student's home, but in some cases it may be necessary to travel longer than an hour. These tests are given over a one- or two-day period, depending on the student's grade level.

Keystone Exams

The Keystone Exams were developed by Pennsylvania educators and are aligned to the Keystone Exams Assessment Anchors and Eligible Content. The Exams are end-of-course assessments designed to assess performance in the content areas of Algebra I, Biology and Literature. Future content areas to be assessed include Algebra II, Chemistry, English Composition, Geometry, U.S. History, World History, and Civics and Government.

During the 2014-15 school year, students in 11th grade who have completed Algebra I, Biology, and Literature are required to take the Keystone Exams in Algebra I, Biology, and Literature.

Beginning with the graduating class of 2017, students are required to score Proficient or higher on each exam in order to graduate. Any student who did not score proficient or advanced on a Keystone exam taken in prior school years, will be required to take them again in the 2014-15 school year. PALCS will continue to abide by the regulations and make any changes to the Keystone Exam requirements as directed by the Department of Education.

PALCS Local Assessments

Students in all grades will be required to participate in local assessments given at the beginning of the year, at mid-year, and at the end of the year. PALCS currently uses the Measures of Academic Progress (MAP) which is designed by Northwest Evaluation Association (NWEA). MAP assessments are adaptive, aligned to national and state curricula and standards, and are delivered over the web. The MAP assessment will provide PALCS teachers and administrators with actionable data about where each child is on their unique learning path. To ensure authenticity and data validity, the assessments will be delivered in a virtual proctored environment.

Students in grades 3-12 will participate in Achieve 3000, a program which gives students non-fiction reading opportunities at their individual reading level. Students will take an assessment at the beginning of the year and at the end of the year to show their growth.

Additional local assessments may be used throughout the school year as needed. In addition, course-level mid-term and final exams will be given at the secondary level.

SPECIAL EDUCATION OVERVIEW

Pennsylvania Leadership Charter School's mission is to provide a model online school where a compelling, customized, and multi-sensory curriculum is delivered through the Internet. PALCS computer-based curriculum and instruction engage and educate the special education student with a rich infusion of multimedia features.

Services provided by Special Education Resource Teachers:

- Assist with assignments;
- Modify and present assignments in a different mode to ensure understanding and success;
- Collaborate with and educate Home Facilitators on how best to assist their child with academics;
- Correspond (via phone, chat room, virtual classrooms, email) with students on a weekly, daily, or as-needed basis;
- Provide one-on-one instruction time with students in the multi-media room;
- Conduct IEP meetings annually and reconvene IEP meetings as needed;
- Research and provide assistive technology or supplemental software programs as needed;
- Provide quarterly IEP Progress Reports to Home Facilitators indicating the student's progress toward achieving IEP goals and objectives; and
- Collaborate with regular education teachers to discuss how to most effectively meet the needs of each individual student.

Flexibility

The special education program works well for students with medical disabilities that require frequent hospital stays or rehabilitation at home. With a laptop computer (not standard, but available to those with need), these children can take their school to the hospital. Furthermore, students can and often do access their

school work at all hours of the day and night and during the weekend, as dictated by their individual needs.

PERFORMANCE AND FINE ARTS OVERVIEW

The Center for Performing and Fine Arts offers a specialized, advanced program in arts education for students with exceptional aptitude as well as the maturity and dedication to pursue a pre-professional course of study in the arts. As this is a multi-disciplinary program, students are expected to have aptitude and interest in multiple areas of the arts. Acceptance into the program is not guaranteed to any student and is based on an audition and interview process that focuses on aptitude, passion, and self-discipline. Study of the arts requires a serious commitment, and this is a competitive program.

The Center for Performing and Fine Arts offers four main areas of concentration: theatre, dance, fine arts, and music. Individual courses run for a full year. Please note that this is a graded program. Students receive letter and number grades for each course. These grades will appear on each student's transcript and will be part of their cumulative record.

For more information, please contact Mrs. Pat Harvey at 610-430-6525 x 1230.

UNIVERSITY SCHOLARS PROGRAM OVERVIEW

Admission to the University Scholars Program is performance-based and highly competitive. Students must be academically gifted and able to demonstrate a high degree of motivation and superior classroom performance. Middle school course work is commensurate with what a student would get at a public high

school in rigor and content, while it is also designed to meet the maturity of the students. High school coursework is largely college level, including many Advanced Placement (AP) College Board approved courses. Students must demonstrate the intellectual ability and motivation to handle this level of coursework in order to be considered eligible to participate in the Program.

The Bridge to Student Success (BtSS) program is a support system put into place to help students and families get back on track with submission and attendance requirements. The BtSS program is monitored by the Academic Advisor who works in tandem with classroom teachers, guidance, and division principals to put a plan in place to help the student achieve success.

Students and families enrolled in BtSS will be placed on a 4-week plan with weekly benchmarks created by the teacher and academic advisor. Here are some additional supports we offer:

Student Support

- Enrollment in BtSS Moodle course
- Weekly check-in via Moodle Message / Palcsmail with Academic Advisor
- Check-in via phone call with Academic Advisor as required
- Username / password chart and Virtual Lesson / Lesson Help Schedule
- Weekly or Daily To-Do-List if applicable
- Reminders for end of Progress Checks and Marking Periods

- Other supports as needed

Home Facilitator Support

- HF support section in student BtSS Moodle course
- Weekly check-in via Moodle Message / Palcsmail with Academic Advisor
- Check-in via phone call with Academic Advisor as required
- Help with setting up a good learning environment, getting organized, creating a daily schedule, etc.
- Parent Pal referral if applicable
- Access to the Parent Resources site
- Other supports as needed

If your child meets the criteria and is placed in BtSS we look forward to working with you to eliminate educational barriers and put your child on the Bridge to Student Success!

C.A.R.E. TEAM (Concern, Awareness, Response, Encouragement)

At Pennsylvania Leadership Charter School, the Student Assistance Program is called the C.A.R.E. Team. C.A.R.E. stands for Concern, Awareness, Response, and Encouragement. The Team consists of specifically trained and certified teachers prepared to assist students

and parents during times of stress and difficulty that may present a barrier to student learning. The C.A.R.E. Team invites all students

and parents to take advantage of the PALCS student assistance program services by visiting our webpage under the Student Resources tab on Moodle, or by contacting one of the guidance counselors, school administrators, and/or a member of the student assistance team.

Technology Materials

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INTERNET REIMBURSEMENT POLICY

In order to receive Internet reimbursement, the following items must be returned to PALCS, Attn: ISP Reimbursement, 1332 Enterprise Drive, West Chester, PA 19380.

I. Reimbursement Request At the beginning of every school year the following items must be completed and returned to PALCS:

- A. The completed and signed Internet Service Provider (ISP) Request for Reimbursement Form.

- B. A complete, itemized copy of your Internet connection bill. The bill must include the preprinted name and address of the person being billed and all accompanying detailed pages.
- C. All requests for returning students must be received by October 31. Requests from new enrollments are accepted throughout the school year. The reimbursement cycle will begin upon receipt of a copy of the Internet connection bill for the first full month of the student's enrollment.

II. Deadline for Reimbursement The cut-off date for qualifying for a month of reimbursement will be the 15th of each Month. For example:

- A. If a student enrolls before the 15th of the month, his/her Internet connection will qualify for reimbursement for the month.
- B. If a student enrolls after the 15th of the month, his/her Internet connection will not qualify for reimbursement for the month.

III. Changes to Student Internet Services All service changes during the school year, including address, billing name, and rate changes, must be reported to the ISP Reimbursement Department. When a new bill is received, please resubmit a copy to the ISP Reimbursement Department. Failure to report these changes could result in a delay of receiving your reimbursement.

IV. Reimbursement Schedule Reimbursement will be administered two times throughout the year:

- A. September-December: reimbursed in March.
- B. January-June: reimbursed in November. To receive reimbursement, all books and other PALCS property must be returned for the year.
- C. Reimbursement will be made for the current school year only. PALCS does not reimburse for Internet service during the months of July and August.

V. Reimbursement Connections It is recommended that all students have access to a basic high speed line to provide the optimum online learning connection.

- A. High-Speed: PALCS reimburses one Internet connection per family for basic high speed/DSL charges only. (DSL: high-speed Internet connection through the phone line. Cable: high-speed connection through a cable company.)
- B. Dial-Up: If necessary, dial-up service is provided through a PALCS provider. For further details, please contact a PALCS representative.
- C. Wireless: wireless Internet providers (such as mobile phones, wireless USB broadband cards, or satellite) are not compatible with PALCS' curriculum and computer configuration.

VI. Reimbursement Amounts Reimbursement will be paid only on the basic Internet high speed/DSL charge. PALCS reserves the right to determine the basic reimbursement amount from the submitted bill in accordance with the available service area rates. This information will be compiled from Pennsylvania Internet

Service Providers. Newly enrolled students may also qualify for additional reimbursements:

- A. Set-up fees for Internet access incurred by families who do not have service. (PALCS reserves the right to determine the reimbursement amount from the submitted bill.)
- B. Installation of Ethernet cable to be run by the ISP provider to the student's workstation. (Receipt for this service must be submitted for reimbursement. Maximum reimbursement: \$150.00)
- C. Reimbursements will be capped at \$50.00 starting with the 2014-2015 school year.

Additional charges will not be reimbursed by PALCS: The following charges will not be paid by PALCS: enhanced high speeds and service packages that are not described above or necessary for education; enhanced featured lines; taxes, surcharges and fees; rental or purchase of equipment, modem or router; wire maintenance; Internet security; and late fees, reconnection fees, etc., that are not incurred as a result of PALCS action or inaction and/or that are not in any way connected with required courses or the provision of education to students.

INSTRUCTIONAL PROPERTY AGREEMENT AND ACCEPTABLE USE POLICY

PALCS provides a computer for each student to enable access to the many tools needed for attending PALCS, including access to PALCS Internet based educational portal, online libraries, curriculum, and other educational tools and materials.

Internet Safety - It should be clear that students may find ways to access materials available through the Internet that are inappropriate, illegal, defamatory, inaccurate, or offensive.

While the school will take measures to make it more difficult, the responsibility for enforcing standards of behavior on the Internet lies with Responsible Party (parent, legal guardian, or other Home Facilitator). Please feel free to contact the school with questions concerning safe Internet usage.

I. PALCS Provided Technology

- A. PALCS Equipment. PALCS will provide a desktop or laptop computer and printer along with software applications needed to fulfill all of the requirements set by the school program.
- B. Software. The installation or removal of software not approved in advance by PALCS is strictly forbidden. Costs related to damage caused to computers or other devices due to unauthorized use are solely the obligation of Responsible Party.
- C. Non-Adherence. Students who jeopardize or sabotage their own or other students' education by causing persistent technical issues that stem from the non-adherence to this Contract will be subject to disciplinary action or expulsion.
- D. Substitutions. PALCS reserves the right to substitute or change these provided technologies at any time at its sole discretion.

E. Ownership. Any equipment issued by PALCS is the sole property of PALCS. Under no circumstances are students and/or families permitted to remove desktop computer equipment from the student's place of residence or keep any equipment following withdrawal or graduation from the school without a contract agreement. Any issues surrounding equipment not returned to the school will result in withheld reimbursements to the home facilitator and/or will be directed to the proper legal authorities. Responsible party agrees to pay replacement fees for materials that are not returned.

II. Equipment Delivery, Setup, and Return

A. Equipment Shipment. All equipment will be shipped from an authorized provider or from the school itself to the current primary or specified shipping address of the student as listed on the enrollment form. Serial numbers of all equipment are recorded and tracked to assure that the correct equipment is returned to the school following withdrawal or graduation.

B. Boxes, Packing Materials, Instructional Manuals. It is Responsible Party's sole obligation to retain all boxes, packing materials, instructional manuals, contact lists, and any other materials included with the shipment of computers. In the event the original boxes/packing materials are not available at the time equipment return to PALCS is necessary, it is Responsible Party's sole obligation to obtain boxes and approved shipping materials as described in the following section.

C. Packaging Materials. The original packing materials mentioned in Item B above are "critical" when utilized to return equipment. Items returned utilizing other containers/boxes must meet the standards of UPS packaging requirement which is a "double wall strength standard." This type of container helps to ensure that the items returned are in a reusable, non-damaged condition. The boxes must also be packed with peanuts or foam that protects the contents from being smashed or broken during the shipment process. Please keep in mind that Responsible Party mentioned within this document is liable for the replacement cost of all damaged items.

D. Set-up. Responsible Party is responsible for the set up of the system when it arrives at the home. The computers will be shipped with instructions on how to set up the equipment to the school specifications. Included will be telephone contact information for assistance in setting up the equipment. In the case of any malfunction or other issues affecting the proper use of the equipment, Responsible Party should report the issue immediately to the contact person as designated on the information sheet included with the equipment shipment. If the issues are not resolved within two (2) business days, Responsible Party should report this information to the school office of student services so that alternate arrangements can be made.

E. Return of Equipment. Equipment must be returned to the school in its original boxes with original packing materials or in approved packing containers/boxes immediately

upon equipment replacement or withdrawal or graduation from PALCS. This includes all parts such as keyboard, cables, wires, software, mouse, webcam, headset, and any other hardware or software provided to the student during the course of his/her enrollment in the school. Costs associated with repairing or replacing hardware lost or damaged while in the student's possession is the sole obligation of Responsible Party. Should the account become delinquent, Responsible Party agrees to pay collection costs and/or reasonable attorney fees.

III. Textbooks and other Instructional Materials

A. Textbooks and Instructional Materials. Should any materials be received from PALCS in damaged condition, it is the sole obligation of Responsible Party to notify PALCS immediately. At no time does ownership of the materials designated for return transfer from PALCS to student. Responsible Party shall be liable for loss or damage to any Instructional Materials until received by PALCS. All textbooks and textbooks with accompanying CDs must be returned in original case and in same condition as received (other than normal wear and tear). Responsible Party will take all reasonable precautions to protect materials from damage or loss. Loss and/or significant damage must be reported to PALCS within forty-eight (48) hours of occurrence. PALCS reserves the right to substitute Textbooks and Instructional Materials where necessary.

B. Consumables. PALCS will provide, upon request, one ink cartridge per student each school year. PALCS will not provide paper, markers, crayon, replacement ink cartridges, or other consumables used in the ordinary course of education. These consumables are solely the obligation of Responsible Party to provide.

C. Boxes and Packing Materials. It is Responsible Party's sole obligation to retain boxes and packing materials included with the shipment of books and other instructional materials. In the event the original boxes/packing materials are not available at the time such materials are to be returned to PALCS, it is Responsible Party's sole obligation to obtain boxes and shipping materials.

III. Lost, stolen and damaged equipment

A. Insurance. Responsible Party agrees to maintain, at his or her expense, adequate insurance to cover damage, loss, theft, vandalism, or any other cause that results in loss or damage to the PALCS equipment to its full replacement value. Responsible Party agrees to be financially liable for the equipment regardless of any insurance proceeds.

B. Equipment damage/loss. Responsible Party must notify PALCS within 48 hours of the occurrence or discovery of any theft, damage, destruction or other loss of any school-owned equipment. Responsible Party is responsible for the cost of the equipment. In most cases, Responsible Party will file a claim with his/her homeowner's insurance carrier, and PALCS will assist this process by submitting all of the information related to the cost of the equipment.

Responsible Party must immediately forward to PALCS Asset Recovery Department copies of all police reports, fire reports, insurance claims and any other applicable reports.

- C. Intentional / Unintentional Damage, Neglect, Environmental Contamination. Responsible Party is to make every effort to protect PALCS equipment from damage (whether intentional or unintentional), neglect, and environmental contamination so that returned equipment may be re-used. Responsible Party is solely responsible for the cost of repairing and /or refurbishing and, if necessary, replacing such damaged equipment.

V. Internet / Phone Services

- A. Internet services will be provided to every student / household. Responsible Party may choose to use any Internet service carrier available to them. The school recommends a high-speed connection to provide the optimum online learning connection. Other connections may be insufficient for some aspects of online education; an inadequate connection is not an acceptable excuse for incomplete school assignments. Assistance in choosing an Internet service company is available from the Student Services office of the school. If dial-up service is required, PALCS will provide the dial-up service. However, additional telephone communication must be available for PALCS to contact students while they are online.

VI. Technical Support

- A. These support services will be provided only for students of the school and concerning issues related to school equipment. No services can be provided to those outside of the school or for the personal equipment of the student or his /her family or friends. Use of support services for non-school issues, equipment, software, or other matters is a violation of this agreement, and violators will be subject to disciplinary action by the school. Support is provided by the staff of the Student Services office at the school. They can be reached via PALCSMail to Student Services or by calling the school office.

VII. Acceptable Use

- A. Appropriate Use by Students. Students are responsible for behaving in an appropriate manner on the school's computer, just as if they were present in a traditional classroom or school-sponsored event. The school may suspend or expel any student behaving inappropriately.
- B. Personal Responsibility. The student is personally responsible for his /her actions in accessing and using the school's computer resources. Students are advised never to access, store, keep, or send anything they would not want their parents / guardians, teachers, or school administration to see. All communications in the school are logged and available for review by school-authorized personnel, and communications over the Internet are often public in nature. Computer storage areas may be treated like the traditional school locker, the contents of which may be reviewed by school administrators to assure that

students are using the computer system responsibly. Content deemed inappropriate will be confiscated and, if called for, turned over to the appropriate authorities.

1. Software. Students should never download or install any commercial software, shareware, or freeware onto their computer unless they have written permission from a staff member at PALCS.
2. Inappropriate Behavior. Students should not use profane, abusive, or impolite language when communicating online. They should not access any materials that are in violation of school rules and policies. If a student encounters such material by accident, he/she should report it to his/her parents/guardians immediately. Students will restrict their access to material deemed inappropriate by staff and parents/guardians.

C. Conduct. Students will use appropriate conduct toward others.

1. Copyright/License Agreements. Students will observe and respect copyright and license agreements.
2. Passwords/Personal Information. Students will keep passwords and personal information confidential.

3. Proper Use. All use of computer technology must be related to or in support of the educational goals of the student as stated by the school.

4. Illegal Activity. The use of the Internet and/or computer technology for any illegal activity Including, but not limited to, gambling, advertising, spamming, sending offensive materials, spam mail, discriminating remarks, or obtaining pornographic or other obscene material is strictly forbidden. The use of the Internet and computer technology for fraudulent or illegal copying, communication, taking or modification of material is strictly forbidden. Such action will be referred to the federal authorities.

5. Right to Remove. PALCS reserves the right to remove any student violating these or other school policies to prevent further unauthorized activity and to protect other students, staff, and property.

VIII. Responsibility

- A. Responsible Party must monitor his/her student's compliance with this contract. Violation of this contract may result in disciplinary action which may include suspension or expulsion.

EQUIPMENT MATERIALS AND RETURN

At the end of the school calendar or on the date of withdrawal from PALCS:

- Students / families will return to the school all textbooks, CDs and any other materials issued to the student for that grade level. Families will receive specific instructions as to which materials must be returned.
- Students who intend to continue at PALCS will retain their computer, printer and other hardware accessories.
- Graduating students or withdrawing students will return their computer, printer and other hardware accessories to the school in the original packaging with all accompanying documentation and accessories.
- Families will be billed for damaged and /or missing items.
- Students will be denied their diplomas if they have not returned all appropriate school equipment and materials.
- Materials / computers / hardware will be returned at the school's expense via a return account with transport carriers.

SCHOOL RESPONSIBILITY

- A. Technology use at PALCS is governed by federal laws including:
 1. Children's Online Privacy Protection Act (COPPA)
COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is disabled for PALCSs presence in Google Apps for Education. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of

information within the school context. The school's use of student information is solely for education purposes.

2. Child Internet Protection Act (CIPA) The district is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. This means that student mail containing harmful content from inappropriate sites will be blocked. CIPA: <http://fcc.gov/cgb/consumerfacts/cipa.html>
3. Family Educational Rights and Privacy Act (FERPA)
FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information but parents may request the school not disclose this information.
FERPA: <http://www.ed.gov/policy/gen/guid/fpco/ferp>

Student Activities

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**EXTRACURRICULAR ACTIVITIES AND
SPORTS TEAM
ELIGIBILITY**

The Charter School law, known as Act 22 of 1997, is part of the Pennsylvania School Code cited as 24 P.S. - 24 P.S. § 17-1719-A (14), and requires that students be permitted to participate in

extracurricular activities offered by their home school district provided that

they are not offered by PALCS. Students must comply with the policies and meet the specific eligibility criteria set forth by that home school district. Student athletes must also satisfy eligibility requirements established by the

Pennsylvania Interscholastic Athletic Association. Students who are members of a sports team with their home school district must continue to meet grade requirements to be part of the team. Coaches needing academic information from PALCS must make a request in writing to the Child Accounting Office and provide their E- mail address. PALCS will only notify the home district when grades fall below a "C."

Weekly updates cannot be accommodated whenever possible, PALCS will assist students and parents to secure the opportunity to participate in the extracurricular activities for which they are eligible.

STUDENT CLUB POLICY

Policy

PALCS will maintain a student club program appropriate to the maturity of our student groups and as varied as the curriculum, staff and facilities permit. The program will be designed to offer for the greatest number of students academic-based interest exploration, wholesome recreational and social activity, and opportunities to develop leadership skills within these activities.

Clubs may only be school-sponsored, related to the curriculum and must have a faculty member sponsor.

School-Sponsored/Curriculum-Related Clubs

A. Curriculum-related clubs are the only clubs currently sponsored by PALCS. The controlling factor in deciding whether a club will be sponsored by the school will be whether that club is directly related to the PALCS curriculum. No club that is not directly related to the curriculum or educational mission of PALCS will receive school sponsorship, regardless of whether it meets the other criteria for sponsorship. All clubs offered at PALCS must be aligned to an appropriate PA Educational Standard.

B. Clubs which meet at least one of the following criteria will be considered curriculum-related:

1. The subject matter of the student group or club is actually taught or will be in a regularly scheduled PALCS course.
2. The subject matter of the group or club is such that it concerns the body of courses as a whole.
3. Participation in the group or club is required for a particular course.
4. Participation in the group results in academic credit.

C. The Principals and Director of Academics will approve new requests for club school-sponsorship based on the following considerations:

1. The potential of the club to help participating students meet the goals of the school's curriculum.
2. The level of student interest in the club.

- 3.The fiscal ramifications of the sponsorship.
- 4.The availability of qualified personnel to supervise the club; and
- 5.The impact of adding or eliminating the club on the balance of types of clubs available in the total student activities program.

D. All school-sponsored clubs will be under the ultimate control of PALCS and its School Board, and will comply with all policies and procedures of the school. The Principals and Director of Academics may set standards for academic eligibility for participation in these activities at their discretion.

EDUCATIONAL OUTINGS

Teachers and staff will provide a variety of educational outings for students to attend along with school-wide outings. These trips are extracurricular activities and are not mandatory. Students are encouraged to attend whenever possible. Please refer to the following guidelines regarding educational outings:

- In all cases, parents/Home Facilitators must provide the transportation and may need to accompany students.
- Students are expected to dress appropriately.
- Students must comply with all school policies, and must follow the direction of the adults who are supervising the event.
- Students ages 16 and older may attend the outing/field trip on their own.

- Students must obtain a permission slip from the field trip coordinator, obtain the signature of their parent/Home Facilitator and return the permission slip to the field trip coordinator prior to the outing.
- An occasion may arise where your son/daughter will need to be transported by a PALCS staff in their personal vehicle. If you do NOT give permission for your child to ride in a staff member's vehicle please submit a letter stating as such to the Division Principal and the teacher organizing the outing.

WORK PERMITS

Work Permits are needed for students aged 14 – 17 who want to work during the school year and/or the summer. Permits should be obtained from the student's home school district. It is advisable to contact the school district administrative office first to make arrangements to pick up the paperwork. Employment rules vary by age category.

Rules for students aged 14-15

- 3 hour maximum on school days
- 8 hour maximum on non-school days
- 18 hours per week maximum when school is in session
- 40 hours per week maximum during the summer work hours of only 7 a.m. to 7 p.m. when school is session work hours of 7 a.m. to 9 p.m. between June 1 and Labor Day

Rules for students aged 16-17

- 8 hour maximum on any given day
- 28 hour per school week maximum when school is in session, plus additional 8 hours on Saturday and on Sunday with 44 total maximum hours
- maximum of 8 hours per day and 44 hours per week during the summer.
- Work hours start after 6 a.m. daily and end at midnight Sunday through Thursday
- no work hour limits during the summer
- Rules for students aged 18 and older
- Students eighteen years of age may work full-time during the school year according to Pennsylvania law.

If a student is behind in any of his/her classes or has a “C” average or below, a job is not advisable until after the school year has ended to insure successful completion of all courses in order to move to the next grade. Students who are working must adjust their work schedule to meet class requirements such as webcasts, chats, etc.