



GLOBAL ACADEMIES

# PREPARING FUTURE LEADERS OF THE WORLD

**GLOBAL ACADEMIES  
2018 TO 2019 PARENT & SCHOLAR HANDBOOK**

DR. NAOMI JOHNSON-BOOKER, FOUNDER/CEO  
[GA-Schools.org](http://GA-Schools.org)



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# FOREWORD

The purpose of the Global Academies (GACS) Scholar & Parent handbook is to provide information to parents and scholars about GACS policies and procedures. Homeroom teachers will discuss the necessary components of this handbook with scholars during the school year. We encourage parents to read the handbook with their scholar/s and retain the handbook as a guide throughout the school year.

This handbook is not intended to cover all of the information that parents and scholars will be responsible for throughout the school year. Further information will be provided through our website, school newsletters, class newsletters, communication flyers and electronic phone messages. In addition to school newsletters, class newsletters, and weekly communications, grade/school meetings are held to give more specific information about the programs, activities and overall policies of the school.

If you require more information about your child's school work, please contact or set up an appointment with the homeroom teacher. Your child's homeroom teacher will be pleased to give you any assistance he or she can.

**TO THE EXTENT THAT ANY POLICY IN THIS HANDBOOK CAN BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL**

## MISSION

Global Academies Charter School (GACS) is a Kindergarten through eighth grade school with three wonderful small learning communities located in West Philadelphia. GACS is a holistic teaching and learning environment. Our goal is to provide a solid educational program through global studies and leadership in an effort to develop future leaders of the world.

## VISION

Global Academies Charter School will nurture creative leaders who will be globally competitive yet compassionate. As holistic educators, we will not only prepare our scholars for the 21<sup>st</sup> century work place but prepare scholars to bring change to a better world. Completing its third year of serving children and families after restructuring the original charter,

GACS enrolls more than five hundred and forty scholars in grades kindergarten through eight. Although we have a strong community base of enrollment from the West Philadelphia community, our global studies curriculum attracts scholars from other Philadelphia communities including Southwest Philadelphia, North Philadelphia, Northeast Philadelphia and Northwest Philadelphia. It is our goal that GACS scholars graduate endowed with the knowledge to continue to carve out new paths in the global community. It is this level of emotional intelligence, social intelligence and spiritual intelligence that will propel scholars to persist through high school and gain the fortitude required to successfully attain their life mission and goals.

### **GA SCHOOLS COLORS**



### **WEST BRAND COLORS**



### **SOUTHWEST BRAND COLORS**



### **BRAND LOGOS**



### **SCHOOL MASCOT**

GACS Gator

### **SCHOOL PLEDGE**

I am wonderfully made

I am creative

I have the agility to lead new paths

I am victorious

I have the tenacity to achieve at high levels

My sisters are virtuous, my brothers are noble

I will uphold integrity and embrace diversity

I will always do my best, even when faced with a challenge

Because I am a FUTURE LEADER OF THE WORLD!

### **SCHOOL MOTTO**

“Preparing Future Leaders of the World”



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## **THE GACS CURRICULUM DESIGN**

Global Academies Charter School's educational goal is to provide a learning environment that encompasses principled and centered perspectives while nurturing scholar creativity and sensitivity. To accomplish this goal, Leadership Development and Global Studies are the guiding instructional goal themes of the GACS Curriculum, which are infused into all academic disciplines.

## **GLOBAL STUDIES**

Global Academies Charter School nurtures creative learners who are globally competitive and compassionate. Our scholars are educated holistically in preparation for the 21<sup>st</sup> century workplace and are ready to facilitate change. Scholars are supported by a foundation that fosters high academic achievement, emotional, social and spiritual intelligence; they are prepared to identify and accomplish their individual missions and goals. Graduates of Global Academies Charter School enter the global community endowed with the intellect, knowledge and skills that are necessary to carve out new paths and to lead.

The K-8 Global Studies Curriculum is designed to provide our scholars with an understanding of the world, with a focus on the development of individual leadership skills. The curriculum is aligned with Pennsylvania Academic Standards and Global Academies Charter School Core Leadership Competencies.

History, social studies, geography, governance, economics, leadership and civics topics provide the foundation for study. These topics are addressed across all grade levels; instruction is designed to facilitate critical thinking, inquiry and an understanding of significant human and global issues, as well as current and historical events.

The curriculum requires in-depth study. This facilitates deeper understandings and helps scholars learn, retain, and apply knowledge to their lives outside of school. Strategies which facilitate leadership and participation in school and community affairs provide the foundation for the curriculum.

Kindergarten scholars begin the year learning about family and the local community. These studies continue throughout the year with a focus on families and communities in Chile and Kenya. First graders also learn about the community. Traditions in Japan, France and Costa Rica are highlighted. Second graders learn about communities in Mexico, Morocco and Italy, with an emphasis on arts and architecture.

Beginning in grade three, scholars are introduced to ancient culture. At this level attention is placed on ancient history and archaeology in Brazil, Egypt and Greece. Scholars in grade four begin the year learning about Pennsylvania history, civics and governance. These topics are taught throughout the year as they learn about Spain and Tanzania. Grade five scholars study Nigeria, Haiti and India through the lens of culture, politics/governance and socio-economics.

In grade six, the year is spent learning US history. Topics including nation building, war and peace, civil rights and modern day America are studied in depth. The year culminates with an excursion to Atlanta and Tennessee where scholars follow the Civil Rights journey of Dr. Martin Luther King, visit Historically Black Colleges/Universities and perform community service.

The seventh grade year is designed to teach the scholars about conflict and economics. The year is spent focusing on Ghana, Canada/Bahamas and South Africa. Issues around the enslavement of Africans are addressed. The year culminates with a trip to Canada where the scholars visit sites along the route of the Underground Railroad.

Eighth grade scholars continue to study conflict, politics and governance through an examination of Israel/Palestine, Bahamas and China. The year culminates with an excursion to the Bahamas where scholars visit Middle Passage sites, museums and a school. The scholars perform community service as a part of the excursion.

As noted above, in the upper grades the year culminates with international excursions. These excursions provide our scholars with a privileged opportunity to not only learn about, but to submerge themselves within the cultures and customs of a foreign nation. It is our hope that this program of study and world travel experience will give our scholars a real-life opportunity to identify themselves through a “global lens” and will prepare them to lead and live as citizens of the world.

**\*PLEASE NOTE: ALL EXCURSIONS ARE AN INSTRUCTIONAL REQUIREMENT. SCHOLARS WHO DO NOT PARTICIPATE ARE SUBJECT TO REDUCTION IN OVERALL GRADE.**

## **LEADERSHIP DEVELOPMENT**

Global Academies Charter School strives to develop in every K-8 scholar an awareness of his or her own leadership potential and to create a spirit of leadership in the GACS community. GACS believes that Leadership Development, as an instructional goal theme:

Assists young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives; develops citizens who possess the leadership abilities to meet present and future challenges in a global society; and provides scholars with opportunities to learn and practice essential leadership skills within a learning community

## **CORE COMPETENCIES**

1. Developing Knowledge of Self and Others. Leadership requires knowledge of self and knowledge of others. Knowledge of self assists scholars in clarifying their identity, self-image, and roles in a variety of expanding communities. Scholars are able to assess their present strengths and weaknesses and realize their potential for leadership. Knowledge of others encourages scholars to consider and understand the way others view and respond to the world at large. Effective leadership rests in the ability to combine knowledge of self and knowledge of others to advance both personal and group goals.
2. Defining Leadership. Leadership is a process rather than an event. As situations change, roles and behaviors of leaders and followers may also change. In defining leadership, scholars learn that respected leaders act ethically and model responsible behavior. Scholars work to understand that active leadership may involve personal and public risks and opportunities. While leadership demands no specific age, gender, ethnicity, religion, or political affiliation, scholars learn that these elements may influence an individual's leadership style.
3. Developing Leadership Skills and Practices. Effective leaders use personal skills that can be acquired by all scholars. These essential skills include developing a vision, motivating others, taking initiative, communicating effectively, setting goals, making decisions, managing resources, and facilitating the development of additional leaders. When practiced within the context of scholars' primary social groups, these skills will build competence and confidence that prepare scholars to assume a variety of leadership roles.

4. Practicing Leadership through Service. Leadership through service creates the opportunity for scholars to practice and continue to develop leadership skills. It allows them to define community and to assess community needs. Service leadership enables scholars to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the responsibilities and roles of responsible citizens. Leadership through service also encourages scholars to become altruistic leaders by providing opportunities for volunteerism.

## **SECTION II: SCHOOL OPERATIONS**

### **ARRIVAL AND DISMISSAL**

#### *ARRIVAL*

School begins at 8:00 AM. Breakfast is served daily between 7:15 am and 7:45 am at the West Campus. Breakfast is served daily between 7:40 am and 7:55 am at the Southwest Campus.

#### *MORNING PROGRAM*

The Morning Program will begin each day with Harambee Circle. The program will begin with the Pledge of Allegiance and GACS School Pledge. During the announcements all scholars are expected to remain silent and concentrate on what is being said. All classes are expected to participate in Harambee Circle on time. Each class will be given the opportunity to provide leadership for the morning program.

#### *DISMISSAL*

Dismissal time is 4:00 PM, except on designated staff development days.

All parents and designated persons to pick up scholars must report directly to the Main Office and are not allowed in classrooms without an official visitors pass. This is a safety precaution and we expect everyone to adhere to it or administrative consequences may be necessary.

### **FEE FOR LATE PICK-UP FROM CHILD CARE AND/OR EARLY ARRIVAL**

The hours that are contracted for child care are the hours in which your child(ren) should be in attendance at school. Because staff is scheduled accordingly, dropping off your child(ren) prior to 7:30 AM or picking them up after 4:15 PM significantly impacts all involved.

A fee of \$10.00 every 15 minutes will be assessed after 4:15 PM and between the hours of

7:00 AM and 7:30 AM. **Fees are due upon pick-up. Late pick-up times will be determined by the clocks in the school building, not according to personal watches, clocks, or cell phones. Any outstanding bills will result in your child's record being withheld. This includes report cards and transcripts.**

## **TRANSPORTATION AND SCHOLAR BUS EXPECTATIONS**

### *TRANSPORTATION*

The School District of Philadelphia provides transportation for scholars at Global Academies Charter School. Scholars in grades 1 through 6, who live more than 1.5 miles away from the school, are provided bus service.

The School District of Philadelphia provides 7<sup>th</sup> & 8<sup>th</sup> graders a SEPTA Transpass who live 1.5 miles or farther from the school.

### **SCHOLAR BUS EXPECTATIONS**

- Be at the bus stop ten minutes early. You should not run to board the bus.
- Wait for the bus in an orderly fashion in your assigned area. Pushing, shoving or creating a disturbance might result in injuries.
- Take your seat immediately. Remain seated while the bus is moving or when instructed to do so by the driver or other authorized individual(s) assigned for that purpose.
- Enter and leave the bus only at the front door and only after the bus has come to a full stop. In case of an emergency, you may be given other instructions.
- Keep your head and arms inside the bus windows at all times. Throwing objects, no matter how small, is extremely dangerous.
- Save your lunch and snacks until you arrive at your destination. Eating and drinking are not allowed on the school bus.
- Avoid shouting and other loud noises. In addition to disturbing others, loud noises could distract the driver and cause unsafe operation of the bus.
- Leave the bus in a quiet and orderly manner. Join your schoolmates in the schoolyard or go directly to class if class has begun.
- Be very careful when crossing streets. Be safe that you look in both directions.
- Pay attention to the instructions of the bus driver or other authorized individuals. They are responsible adults concerned about your safety. Please understand that students who violate these rules may lose their riding privileges for a period of time, or



permanently. In the event that a scholar is removed from a bus, it will be the responsibility of the parent to make provisions for transporting their child to and from school. Parents are also reminded that under Pennsylvania State Law they are not permitted to board a school bus without permission.

**PLEASE NOTE: LEVEL III OCCURRENCES ON THE SCHOOL BUS WILL RESULT IN SUSPENSION FROM THE SCHOOL BUS AND SCHOOL. COLLEGIATE ACADEMY SCHOLARS (7TH - 8TH) WHO ARE SUSPENDED OFF OF THE SCHOOL BUS ARE SUBJECT TO PERMANENT REMOVAL FROM THE BUS; ALTERNATIVE TRANSPORTATION (TRANSPASS) WILL BE PROVIDED.**

### **DRESS CODE - UNIFORMS, GROOMING AND ACCESSORIES**

To promote achievement of high academic standards free from distractions, Global Academies has a Dress Code designed to reduce distractions and competition. **ALL SCHOLARS ARE REQUIRED TO WEAR THEIR UNIFORM DAILY -- AND APPROPRIATELY AT ALL TIMES.** GACSW has central air therefore GACSW's facilities are climate-controlled and, therefore, scholars are expected to be in full uniform even in warmer months. GACSSW administration will determine uniform changes depending on weather.

Scholars who do not follow the Dress Code will be removed from class, and their parents will be called to bring them the proper uniform components or to pick them up from school. Interpretation of the Dress Code is at the CEO and staff's discretion and their decision is final. Any scholar who has a religious belief that requires an alteration to the scholar uniform must be in compliance with school-issued requirements. Please note that we permit adjustments and additions to the uniform for religious practices, not substitutions.

*Qhimar: permitted to be worn in solid colors of Black, Grey, or Green*

*Kufi: permitted to be worn in solid colors of Black, Grey, or Green*

*Skirts: are permitted to be extended in length, but must be the same pattern as the authorized uniform skirt*

**\*\*\*PLEASE NOTE: NO OTHER UNIFORM ALTERATIONS OR ALTERNATIVES ARE PERMITTED.**

## **GENTLEMEN SCHOLARS**

- Wear blazer/sweater on the entire portion of their upper body
- Wear Blazer/Sweater sleeves in their original state and are to never wear them rolled or altered
- Wear blazer/sweater collars in their original state and are never to be flipped up or altered
- Wear pressed shirts daily
- Wear shirts buttoned from collar to tail
- Wear shirts tucked into trousers (pant) at all times
- Wear collars buttoned at all times
- Wear ties/bow ties daily
- Wear ties adjusted for proper fit
- Wear belts at all times
- Wear trousers (pant) pressed, zippered and fastened at all times
- Wear trousers (pant) in their original state and never rolled up or altered
- Wear trousers (pant) that are not tattered in any fashion
- Wear black socks

## **LADY SCHOLARS**

- Wear blazer/sweater on the entire portion of their upper body
- Wear Blazer/Sweater sleeves in their original state and are to never wear them rolled or altered
- Wear blazer/sweater collars in their original state and are never to be flipped up or altered
- Wear pressed shirts daily
- Wear shirts buttoned from collar to tail
- Wear shirts tucked into skirts at all times
- Wear collars buttoned at all times
- Wear ties daily if applicable
- Wear ties buttoned at all times
- Wear ties adjusted for proper fit
- Wear skirts/jumpers pressed at all times
- Wear trousers (pant) during the specified time period only and in their original state and never rolled up or altered
- Wear trousers (pant) that are not tattered in any fashion

- Wear Gray (7th-8th) or Green (K-6th) stockings or socks at all times at the West Campus.
- Wear Gray (7th-8th) or Navy Blue (K-6th) stockings or socks at all times at the Southwest Campus

## **WEST CAMPUS UNIFORMS**

### *GIRLS (K-2)*

- Plaid Jumper
- Peter Pan Collared Blouse (yellow)
- Hunter Green Cardigan w/ logo
- Black school shoes, socks/stocking (green ONLY)

### *GIRLS (3-6)*

- Plaid Uniform skirt
- Oxford uniform blouse w/ school logo (yellow)
- V-Neck Sweater w/ school logo
- Black school shoes, socks/stocking (green ONLY), tie (plaid)

### *GIRLS (7-8)*

- Gray Uniform Skirt
- Oxford uniform blouse w/ school logo (white)
- Blazer w/ school logo
- Black school shoes, socks/stocking (gray ONLY), tie (green & gold striped)

### *BOYS (K-2)*

- Gray Uniform Pants
- Dress shirt w/ school logo (yellow)
- V-Neck Sweater w/ school logo
- Black school shoes, socks (dark colored), belt, bow ties (plaid)

### *BOYS (3-6)*

- Gray Uniform Pants
- Oxford uniform shirt w/ school logo (yellow)
- V-Neck Sweater w/ school logo
- Black school shoes, socks (dark colored), tie (plaid)

### *BOYS (7-8)*

- Gray Uniform Pants
- Oxford uniform shirt w/ school logo (white)
- Blazer w/ school logo
- Black school shoes, socks (dark colored), tie (green & gold striped) (bow ties)

### **ACCESSORIES**

- Shoes
- Black school shoes only
- Sneakers, sneaker type shoe, including canvas or cloth, shoes with rubber bottoms, high or low heels, sandals (pumps), flip-flops, or wedge heeled shoes are not permitted.
- Boots are not permitted to be worn in school. If weather is inclement boots must be removed prior to the start of the school day.

### **GYM ATTIRE (BOYS AND GIRLS)**

- Gray Sweat Pants with logo (winter Green Sweat Shirt with logo)
- (Summer) Gray Shirts with the school logo
- (Summer) Gray Shorts with the school logo
- Black Sneakers are required (no other colors will be acceptable)

**LOGOS OTHER THAN THE SCHOOL LOGO ARE NOT PERMITTED.**

**LONG SLEEVE SHIRTS/THERMALS ARE NOT TO BE WORN UNDERNEATH GYM T-SHIRT**

## **SOUTHWEST CAMPUS UNIFORMS**

### *GIRLS (K-2)*

- Plaid Jumper
- Peter Pan Collared Blouse (yellow)
- Red Cardigan w/ logo
- School Shoes, socks/stocking (Navy Blue ONLY)

### *GIRLS (3-5)*

- Plaid Uniform skirt
- Oxford uniform blouse w/ school logo (yellow)
- Red V-Neck Sweater w/ school logo
- School Shoes, socks/stocking (Navy Blue ONLY), tie (plaid)

### *GIRLS (6-8)*

- Gray Uniform Skirt
- Oxford uniform blouse w/ school logo (white)
- Navy Blazer w/ school logo
- School Shoes, socks/stocking (gray ONLY), tie (red & gold striped)

### *BOYS (K-2)*

- Gray Uniform Pants
- Dress shirt w/ school logo (yellow)
- Red V-Neck Sweater w/ school logo
- School Shoes, socks (dark colored), belt, bow ties (plaid)

### *BOYS (3-6)*

- Gray Uniform Pants
- Oxford uniform shirt w/ school logo (yellow)
- Red V-Neck Sweater w/ school logo
- School Shoes, socks (dark colored), tie (plaid)

## *BOYS (7-8)*

- Gray Uniform Pants
- Oxford uniform shirt w/ school logo (white)
- Navy Blazer w/ school logo
- School Shoes, socks (dark colored), tie (red & gold striped) (bow ties)

## **ACCESSORIES**

- Shoes
- Black school shoes only.
- Sneakers, sneaker type shoe, including canvas or cloth, shoes with rubber bottoms, high or low heels, sandals (pumps), flip-flops, or wedge heeled shoes are not permitted.
- Boots are not permitted to be worn in school. If weather is inclement boots must be removed prior to the start of the school day.

## **GYM ATTIRE (BOYS AND GIRLS)**

- Navy Blue Sweat Pants with logo (Navy Blue Sweat Shirt with logo)
- Grey Shirts with the school logo
- (Summer) Navy Blue Shorts with the school logo
- Black Sneakers are required (no other colors will be acceptable)

**LOGOS OTHER THAN THE SCHOOL LOGO ARE NOT PERMITTED.**

**LONG SLEEVE SHIRTS/THERMALS ARE NOT TO BE WORN UNDERNEATH GYM T-SHIRT**

Footless tight, boots, undershirt sleeves (i.e. thermal long john shirt) are prohibited to be worn during the school day

## **ALL SCHOLARS MUST ADHERE TO THE GROOMING POLICY**

(Violations to the grooming policy will be provided 1 week from the date of violation to correct/ adjust. Failure to do so will result in scholar not being permitted to return to THE learning environment until necessary adjustments have been made.)

## **GIRLS GROOMING & ACCESSORIES**

Hair should be clean and neat at all times

Hair is not to be colored or highlighted in any flamboyant colors (red, orange, blond, purple, pink, yellow, etc. )

Hair accessories should be minimal

\*Please Note the only acceptable colors are:

- Black
- Dark green
- Grey
- Yellow
- White

One stud earring per ear is allowed; for safety purposes no hoops or dangling earrings allowed. No body piercings allowed

One small pendant on a light chain may be worn inside the uniform shirt

Wristwatches may be worn

Bracelets are PROHIBITED

Cosmetics/make-up is PROHIBITED

Tattoos in permanent or stick-on form are PROHIBITED or must be covered at all times

## **BOYS GROOMING**

Hair should be clean and neat

Hair is not to be colored or highlighted

No Mohawks or other flamboyant hairstyles are allowed  
(excessive parts, levels or other innovative hair designs)

No body piercings allowed

Tattoos in permanent or stick-on form are PROHIBITED or must be covered at all times

One small pendant on a light chain is allowed

Wristwatches may be worn

No bracelets allowed

## **GUIDELINES FOR SCHOLARS ON DRESS DOWN/SPECIAL DRESS DAYS**

Dress Down or themed days are a privilege not an obligation. Only scholars with satisfactory character will participate in these activities at the discretion of the Teacher/ Academy Leader

- No frayed or torn clothing

- Shorts or skirts must be worn to the knees
- No tank tops or spaghetti straps
- No shirt that is too short to tuck in
- No tops that are too revealing, provocative, or display inappropriate language or graphics
- No flip flops, open toes, heels, or sandals allowed at any

**\*\*\*\*PLEASE NOTE: SCHOLARS WHO ARE NOT DRESSED APPROPRIATELY WILL RECEIVE A PHONE CALL HOME TO HAVE THE PROPER ATTIRE OR COMPONENTS BROUGHT TO SCHOOL FOR THE SCHOLAR TO CHANGE INTO, OR TO BE PICKED-UP FROM SCHOOL.**

Please label all clothing item with scholars name Global Academies is not responsible for any lost or stolen items.

### **NON-COMPLIANCE WITH UNIFORM POLICY**

Scholars who fail to dress as required may be subject to corrective measures or disciplinary action which may include:

- Receiving a Character Conduct Violation (CCI)
- Parental contact
- Assignment to the Reflection Area for the day
- Conference with the School Assistant Principal/ Principal
- Loaner uniform from the school uniform bank (if available)
- Loss of privileges
- Exclusion from athletic participation
- Detention
- Exclusion from activities and trips

## **FIRE DRILL, SHELTER IN PLACE AND LOCKDOWN**

### **FIRE DRILL**

Fire Drills are conducted monthly based upon fire codes and standards. Scholars must follow the teacher's directions and exit procedures posted in each classroom.



# SHELTER IN PLACE

Shelters in place drills are conducted twice a year. Scholars must follow the teacher's directions and sheltering procedures posted in each classroom.

## LOCK DOWN

Shelters in place drills are conducted twice a year. Scholars must follow the teacher's directions and lock down procedures posted in each classroom.

## INCLEMENT WEATHER/EMERGENCY SCHOOL CLOSING

Global Academies Charter School will report emergency school closings as early as possible to KYW. GACSW emergency closing Number is **#197 KYW**. **GACSSW emergency closing Number is #1494 KYW**. These numbers will be reported on television or radio (1060AM Dial), in the case of an emergency closing. Inclement weather may affect the starting time of the school day.

## MESSAGES FOR SCHOLARS

When a message must be given to a scholar, we must locate the scholar and call the classroom. During class time, lessons to 24 other scholars are interrupted in order to relay the message. Thus, not only does the scholar receiving the message miss important instruction, but others do as well.

GACS's policy therefore is to NOT interrupt class in order to give a scholar a phone message. Scholars will be given messages during their lunch period or another designated time. Scholars are not allowed to receive calls from their parent/ guardian on personal cellular phones/ electronic devices.

## VISITORS - PROCEDURES

All visitors must report to the Front Desk to sign in and to obtain a visitor's pass prior to visiting any part of the building. Valid Identification (ID) must be presented to complete the check-in process for visitation. Any visitor who refuses to comply with these safety mandates will not be allowed access the facility. Authorities will be contacted if necessary.

Parents who wish to have conferences with teachers **must** call, email, or text the teacher/

school to make an appointment ahead of time. **The instructional block will not be interrupted or compromised.**

**It is expected that all visitors will follow these procedures and will conduct themselves in an appropriate manner at all times. Profanity, threats, verbal and written offensive communications and any other inappropriate actions will not be tolerated, and will result in exclusion from the school building and activities.**

## **SECTION III: STUDENT PROCEDURES**

### **HALL PASSES AND BADGES**

#### **HALL PASSES**

Scholars are required to carry a hall pass when they are in the halls during class time. (MANDATORY) Failure to do so will result in disciplinary action.

#### **SCHOLAR IDENTIFICATION BADGES**

Will be utilized for lunch program, library use and other authorized uses.

#### **CODE OF CONDUCT / CODE OF CHARACTER**

Instead of traditional Code of Conduct, Global Academies has a Code of Character that a scholars must follow as integral to the school's Character Education Program/ Scholar Development.

GACS's policies, procedures and practices which are centered on the Code of Character helps to ensure a safe environment conducive to learning.

**SEE SECTION X - CODE OF CHARACTER**

## **SECTION IV: ATTENDANCE, LATENESS AND EARLY DISMISSALS**

#### **ATTENDANCE**

In order for children to do well in school, they are required to attend school at a 95% rate during the calendar year. Global Academies Charter School's responsibility is to create a

welcoming and stimulating learning environment that fosters the academic development of each scholar. It is the responsibility of the parent (or guardian) to make sure that the scholar is at school on time, well-rested and ready to learn each day.

The GACS day begins promptly at 8:00 a.m. and ends at 4:00 p.m. The scholar's presence for the entire day is necessary to receive the entire day's instruction. Parents are strongly encouraged to schedule medical appointments outside of the school day. If that is not possible, every effort should be made to bring the scholar to school after the appointment or schedule appointments as late in the day as possible.

**Regular attendance at school for scholars between ages 6 and 17 is compulsory by law**, and is a serious matter which requires reporting of scholars who are chronically absent without excuse and their parent/guardian. This may get the courts involved, and may also result in penalties imposed on the scholar, his or her parent/guardian, or both.

As defined by the Pennsylvania Department of Education, "truancy" by a scholar of compulsory school age is "any unexcused absence from school."

#### **WHEN A SCHOLAR IS ABSENT FROM SCHOOL**

Following a scholar's absence, a written note signed by the parent/guardian or doctor must be sent to school upon a scholar's return stating the date and reason for the absence. **If a note is not received within three (3) days of scholar's return, the absence(s) will remain unexcused.**

#### **EXCUSED OR LEGAL ABSENCES OR LATENESS**

The following is a list of **excusable** reasons for absence, lateness or early dismissal when the parent sends in a written note:

- Scholar illness - a doctor's note is required if the absence is longer than five consecutive days. If there is a pattern of illness, a doctor's note is required also.
- Serious illness or death of a family member
- Doctor or other medical visit - a doctor's note is required upon return to school
- Quarantine - a doctor's note is required upon return to school
- Religious observances
- Required court appearances

## **UNEXCUSED OR ILLEGAL ABSENCES OR LATENESS**

All other absences are classified as unexcused and are considered to be illegal. Long-term absences for legitimate reasons will be handled on a case-by-case basis. The School Administration reserves the right to determine the validity of all excuse notes.

The following is a list of reasons **not excusable** for absence or lateness:

- Woke up late
- Out-of-town family travel
- Family illness
- Spending time at home with family members
- Missing the bus (exception: if our buses are late or do not show up at designated stop) or other transportation issues

## **PROCEDURE AND CONSEQUENCES FOR UNEXCUSED ABSENCES**

### **When a Scholar is Absent Without Excuse and/or Truant (3+ Unexcused Absences)**

**Every unexcused absence** will result in a documented telephone call or other contact with the scholar's parent/guardian.

GACS will report unexcused absences directly to the Pennsylvania Department of Education through the Pennsylvania Information Management System (PIMS) system.

At the **3rd unexcused absence**, GACS will send the parent/guardian an official notice of the scholar's truancy, containing a description of the potential consequences that may ensue if the scholar becomes habitually truant (i.e. fines ranging from \$300 for the first offense up to \$750 for a third offense, community service, attendance at a course or program designed to improve school attendance, referral to county children and youth services, up to 3 days in jail for contempt of court, etc.).

When the official truancy notice is transmitted to a person in parental relation to a truant scholar, who is not the biological or adoptive parent, the notice also will be provided to the scholar's biological or adoptive parent, if the parent's mailing address is on file with GACS and the parent/guardian is not precluded from receiving the information by court order.

From the **4th unexcused absence**, GACS will offer, in advance and in writing, a School Attendance Improvement Conference to the parent or guardian of a truant scholar in grades K-5 and, to the scholar to participate as well, if he or she is in grades 6-12. At the School Attendance Improvement Conference, the scholar's absences and reasons for absences will be examined. For scholar in all grade levels, an individualized School Attendance Improvement Plan will be developed using the same, or substantially similar, form prescribed by PDE, for the purpose of documenting the outcome of the conference. A Truancy Elimination Contract also will be developed for a truant scholar in 6th grade and above. Additionally, during the conference, a City of Philadelphia Department of Human Services Parent/Guardian Consent to Disclose Educational Information form will be sought from the parent/guardian, should the scholar become habitually truant.

From the **6th unexcused absence of a scholar with an IEP**, GACS will convene, in addition to the School Attendance Improvement Conference, an IEP meeting for revisiting the scholar's IEP so that goals for attendance may be established.

If the parent/guardian of a truant scholar decides not to participate or fails to attend the School Attendance Improvement Conference then, after attempts to contact the parent or guardian in writing and by telephone, GACS must still hold such conference and develop a written School Attendance Improvement Plan.

### **When a Scholar is Habitually Truant (6+ Unexcused Absences)**

For a **habitually truant scholar under age 15, who has accumulated 6 or more unexcused absences**, GACS either will refer the scholar to a school-based or community-based attendance program **or, upon accumulation of 10 unexcused absences for excessive truancy**, will refer the scholar to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. GACS will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.

For a **habitually truant scholar above age 15, who has accumulated 6 or more unexcused absences**, GACS either will refer the scholar to a school-based or community-based attendance program **or, upon accumulation of 10 unexcused absences for excessive truancy**, will file a citation in Truancy Court against the scholar or the person in parental relation who

resides in the same household as the scholar. GACS will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.

### **When a Scholar is Excessively Truant (10+ Unexcused Absences)**

**After accumulation of 10 days of absence per school year, whether excused or otherwise,** a physician's excuse will be required for any additional absences. Absences not covered by the appropriate documentation will be considered illegal.

For an **excessively truant scholar under age 15, who has accumulated 10 or more unexcused absences,** GACS will refer the scholar to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. GACS will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held. In addition, GACS may bring to court the parent/guardian of an **excessively truant scholar under age 15 who has accumulated 10 unexcused absences,** by filing a citation in Truancy Court. GACS will verify that that official truancy notice was sent and a School Attendance Improvement Conference was held.

For an **excessively truant scholar above age 15, who has accumulated 10 or more unexcused absences,** and who continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program or refuses to participate in a school-based or community-based attendance improvement program as recommended through the School Attendance Improvement Conference, GACS may refer the scholar to the county children and youth agency (DHS) for services or for possible disposition as a dependent child. When referring a **habitually or excessively truant scholar above age 15** to DHS or filing a citation with the Court, GACS will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.

GACS will follow the Charter School Truancy Intervention Protocol (TIP) of the School District of Philadelphia including, but not limited to, designation of an Attendance Designee and Court Representative, when referring habitually truant scholars of GACS, who reside in Philadelphia, to DHS and/or to Truancy Court.

While GACS will not expel, suspend, reassign, or transfer a scholar for truancy, consistent with the attendance policy governing school attendance in the School District of Philadelphia,

excessive infractions of the policy requiring the attendance of enrolled scholars may constitute misconduct and disobedience to warrant the scholar's referral to the Disciplinary Committee of the Board of Trustees of GACS Charter School. This may include any or all of the following:

Directing that the scholar report for detention(s);

- Placing the scholar on probation;
- Suspending the scholar from noncurricular school activities or extracurricular activities;
- Mandating attendance at an inter-session, Saturday school, or other additional session(s);
- MTSS referral;
- Retaining the scholar if excessive truancy results in consequent failure to achieve academic standards for promotion to the next grade; or
- Any other interventions and/or consequences as may be appropriate in order to deter additional unexcused absence (but which do not result in any more missed classroom instruction).

**Any scholar who is illegally absent from school for 10 consecutive school days is subject to removal from the active roll of Global Academies Charter School, resulting in return of the scholar to his or her home school district**, unless either of the following applies:

The charter school has been provided with evidence that the absence may be legally excused; or Compulsory attendance prosecution has been or is being pursued.

22 Pa. Code § 11.24, "Unaccounted absences," states: Scholars whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, will thereafter be removed from the active membership roll unless one of the following occurs:

GACS has been provided with evidence that absence may be legally excused; or Compulsory attendance prosecution has been or is being pursued.

The district has been provided with evidence that absence may be legally excused; or Compulsory attendance prosecution has been or is being pursued.

## **LATENESS**

All scholars are considered late if they arrive to school after 8:15 A.M. During the first period the teacher will take attendance.

Scholars arriving after morning admission should immediately go to the designated area to sign the late book. During this time, scholars will be given a late slip in order to be admitted to class.

**NOTE: SCHOLARS WHO ARE LATE MAY NOT BE ALLOWED TO GO TO THEIR CLASS IMMEDIATELY SO AS NOT TO INTERRUPT AND DISRUPT THE LESSONS OF ON-TIME SCHOLARS.**

Scholars arriving late because of a doctor or dentist appointment must have a note and report directly to the main office.

## **EARLY DISMISSALS**

Taking children from class before the regularly scheduled dismissal time interferes with the instructional time they receive during the school day. We do understand that situations such as doctor or dentist appointments warrant a child to be picked up from school prior to the end of the day; however we ask that the dismissals be as limited as possible.

Send a note with the child stating the time the child will need to be dismissed and the reason for dismissal (the note submitted to the teacher)

All scholars must be picked up by a parent or guardian for all early dismissals.

If someone other than the parent or guardian is designated to pick up a scholar, parents must notify the **Attendance and Enrollment office** by 12:00 noon. (Note: in cases of extreme emergencies, an exception may be made)

The adult should come prepared with proper identification.

Scholars must be picked up **no later than** 3:00 P.M. for an early dismissal.

**No early dismissals will be granted after 3:00 P.M.**

**UNDER NO CIRCUMSTANCE WILL A SCHOLAR BE RELEASED TO ANYONE UNDER THE AGE OF 18.**



## **SECTION V: ACADEMIC EXCELLENCE**

Global Academies Charter School provides scholars with a rigorous and challenging curriculum uniquely designed to prepare them for high academic achievement in successive school environments. Our goal is to graduate scholars who not only had the opportunity to experience academic excellence, but who also have acquired the knowledge and skills necessary to thrive in high school and beyond.

For information about GACS's curriculum, please contact your scholar's homeroom teacher.

### **HOMEWORK POLICY**

Effective homework has a definite place in all schools. The GACS way is quality not quantity. A home assignment should be made as an extension of school activities. Homework should provide an opportunity for scholars to become self-directing. There are many worthwhile home activities, which may be used to reinforce and enrich school experiences. We want to see subject integration, family involvement, extended activity and meaningful planning in homework design. It is the GACS Way that all scholars in grades one through eight will have homework each evening, Monday through Thursday. Friday homework is left to each teacher's discretion. Homework reinforces the concepts taught in school during the day. Please take the time to review homework with your children every night. If your child states that homework is not given on any night, Monday through Thursday, please discuss this with your teacher. If this occurs on several occasions, please inform the Academy Leader or Principal. If your scholar cannot complete homework assignment successfully, independently, inform their teacher immediately.

### **REPORT CARD GUIDELINES**

GACS utilizes a trimester reporting system. This means that the length of the school year will be divided into 3 relatively equal time periods. Interim reports will be distributed for all scholars two (2) times per year. At the end of each designated time period, scholars will receive an official report of their performance in school. Satisfactory progress is defined as earning grades of 80-100 and by maintaining character points of 80 or above.

### **FIRST TRIMESTER**

This period will cover approximately 12 weeks of instruction. At the end of the 1st Marking Period GACS will host Parent Conferences on Saturdays, at which time the parent(s) will

receive his / her child's report card for the 1st trimester.

## **SECOND TRIMESTER**

The second period will cover approximately 12 weeks of instruction after the first twelve weeks. Parent conferences will be held after this trimester. If a scholar has not performed satisfactorily (earned a grade of 79 or above in any subject, met the 2<sup>nd</sup> or 3<sup>rd</sup> grade benchmark goals, and/or maintained a 79 or above in character) parents will be notified immediately, and the following is deemed mandatory in an effort to improve scholar progress:

1. "In Danger of Being Retained" will be notated on his / her report card
2. Scholar will automatically be enrolled in the recommended intersession program designed to aid the scholar in qualifying for promotion at the end of the 3<sup>rd</sup> trimester. **Be strongly advised, that participation in Intersession is strongly recommended, but does not guarantee promotion at the end of the academic school year.**

## **THIRD TRIMESTER**

This period will cover approximately 12 weeks of instruction after the first twenty-four (24) weeks. At the end of the 3<sup>rd</sup> Marking Period scholars will receive a cumulative grade that averages their performance for the entire school-year of instruction.

Toward the end of the 3<sup>rd</sup> trimester final decisions will be made regarding scholar promotion or retention. If a scholar is in danger of retention, or required to attend the 3<sup>rd</sup> intercession, parents will be notified prior to report card distribution.

Upon notification, parents will be required to attend a conference to discuss scholar options. The scholar's status, promoted or retained, will be notated on his / her report card.

Scholars not performing at or above grade level in Reading by the end of each trimester are not eligible to receive higher than a "75" on their report card in the area of reading

**\*\*\*\*\*IMPORTANT NOTICE\*\*\*\*\* SCHOLARS NOT PERFORMING AT OR ABOVE GRADE LEVEL IN READING BY THE END OF EACH TRIMESTER ARE NOT ELIGIBLE TO RECEIVE THEIR INSTRUCTIONAL GRADE ON THEIR REPORT CARD. THE BELOW FORMULA WILL BE USED TO CALCULATE THEIR GRADE.**

**For K-6<sup>th</sup> grade Scholars who are Below Level in Reading:**

Scholars will receive 60% of their instructional grade and 40% of the assigned grade due to their IRLA if they are reading BELOW GRADE LEVEL.

Scholars who are not reading on grade level in reading will have their final grade adjusted using this formula:

$$(\text{Instructional Grade} \times .60) + (\text{Modified Grade} \times .40) = \text{Final Grade}$$

<b>RELA Modified Grade Scale for Below Level Readers</b>	
1 month to 1.0 year below grade level using IRLA	<b>75</b>
1.1 years to 2.0 years below grade level using IRLA	<b>70</b>
2.1 years to 3.0 years below grade level using IRLA	<b>65</b>
3.1 years to 4.0 years below grade level using IRLA	<b>60</b>

**Example:** It is the fourth month of school at Global Academies. Child A is in 3<sup>rd</sup> grade and is reading at a 2.4 grade level using their results from IRLA. Their RELA grade denotes that this child is instructional performing at an 87% with teacher modifications. Let's calculate this child's final grade for their Report Card using the formula from above.  
 $(87 \times .60) + (75 \times .40) = \text{Final Grade}$   
 $(52.2) + (30) = \text{Final Grade}$   
 $(82.2) = \text{Final Grade}$

**82.2% IS THE FINAL GRADE**

Scholars who receive a modified RELA grade can still earn Honor Roll Distinction if the final grade meets the requirements.

**MULTI-TIER SYSTEM SUPPORT (MTSS)**

Global Academies Charter School's Multi-Tier System of Support (MTSS) includes identification procedures and strategies for determining the eligibility of our scholars to receive interventions, behavior modifications, special education services, academic acceleration, and gifted services. The scholar who performs above or below the norm of his or her peers deserves an appropriate individualized instructional education plan. Teachers will act, as the scholar's advocate by recognizing scholar's needs for greater academic support or challenge. In such

cases, teachers will complete a referral form.

The Multi-Tier System of Support (MTSS) requires educational interventions to be implemented in the general education classroom. Educating all scholars necessitates that teachers be able to use strategies that are appropriate for a variety of learning styles, needs, and characteristics represented in their general education classrooms. Effective accommodations benefit all scholars. The following are instructional strategies used in educating our scholar population in all content areas.

- For large group instruction, combine modes of presentation; verbal directions combined with visual cues
- Provide visual demonstration of new techniques
- Use verbal prompts
- Preview major concepts and help scholars relate them to concepts and terms that are already familiar to the scholar
- Avoid continuous use of oral/auditory teaching
- Vary the mode of presentation; auditory learners require auditory cues, visual learners require sight cues; tactile learners require touching; kinesthetic learners require physical movement; many learners require multiple modes.
- Adjust language level so that concepts match the developmental and intellectual level of the scholars
- Limit number and length of directions
- Reinforce successive approximations to the targeted goal
- Give immediate feedback
- Break down tasks into small manageable units
- Review directions with individual scholars
- Assess, evaluate and monitor scholar progress, adjusting instruction
- Move from the concrete to the abstract
- Apply skills to practical everyday experiences
- Provide peer tutors
- Assign a peer to act as a model and demonstrate correct response
- Use cooperative learning groups
- Provide cues, gestures, and proximity positioning, to remain on task

## **INTERSESSION**

GACS has a year round school model offering three intersessions throughout the school year: winter, spring, and summer. These intersessions operate from 8am to 12pm and transportation is not provided. During the winter and spring intersession we offer extracurricular activities for scholars for a small activity fee.

Also during the winter and spring intersessions we offer tutoring in mathematics and language arts for scholars who are: (1) not performing at a proficient or advanced level on school wide or state testing, (2) who are reading one year or more below their suggested reading level according to the American Reading Company 100 Book Challenge; (3) have been recommended by their teacher(s) for varied reasons (4) significant attendance issues

During our summer intersession we provide enrichment for our extended school year scholars (ESY) and scholars who have been recommended for retention. Recommendations made for retention are not lifted due to the participation of a scholar in our summer intersession.

## **HONOR ROLL**

At the end of each trimester, scholars who have met the following criteria will be recognized for their accomplishments and will receive an Honor Roll Certificate:

All A's = Distinguished    A's and B's = Meritorious

Have maintained satisfactory attendance and lateness ( 5 or less days absent/late)

Have maintained satisfactory character grades (80 or above)

If scholars have not maintained an 80 or above in character they will not receive honor roll

# **SCHOLAR PLACEMENT, PROMOTION AND RETENTION**

## **SCHOLAR PLACEMENT**

All new scholars will receive a reading inventory assessment and a mathematics placement test. Based upon the results of inventory scholars will be taught on the appropriate level.

Scholars will be promoted in accordance with the completion of all necessary instructional programs. **Scholars who are not performing on or near grade level at the end of Grade 2 or 3 may not be promoted to the next grade based on our Board policy.**

## **CRITERIA FOR PROMOTION AND NON-PROMOTION**

“Retention in grade level” and “failure” causing retention in grade level are not synonymous in concept. “Retention in grade level” implies that a scholar is receiving instruction appropriate to his/her “ability” to learn and “perform”, although the instructional level may be significantly below the expected “average” norm. For example, a first grader at the end of the school year may be receiving instruction in reading at a pre-primer level, and performing satisfactorily. However, that scholar may be a candidate for retention in grade level because he or she has not completed enough of the first grade program to conjecture success in second grade. The scholar’s second year in the same grade would continue at the point in which instruction terminated in the first year.

“Failure” implies completing a program unsatisfactorily. School employees shall exercise all available options not to place a scholar in a setting where failure is predictable. As a scholar matures and likewise demands more independence, he/she may choose not to comply with minimal standards of mandated program, although he/she has evidenced that his/her performance could be satisfactory. All effort shall be directed toward changing the “attitudes” that may have led to failure.

### **A. PROMOTION**

Standard policy of the Charter School shall be to promote a pupil to the next grade level if, in the judgment of the teacher(s), the scholar’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 scholar at the appropriate level of instruction.

#### **GRADES 1-7 Scholar**

RECEIVED no final average below a 70% in any core subject (Reading, Mathematics, Science, Global Studies, or Writing)

MUST demonstrate performance at a BASIC level on end of year assessments

MUST receive recommendation from administration and teacher for promotion

#### **GRADE 8 Scholar**

MUST have achieved at least the BASIC level in reading and mathematics on standardized assessment

RECEIVED no final average below a 70% in any core subject ( Reading, Mathematics, Science, Global Studies, or Writing)

MUST participate successfully in a service learning project

MUST receive administration and teacher recommendation for promotion/ retention

### **NON-PROMOTION**

A scholar is retained in the present grade level, if in the judgment of the scholar's teacher(s) and in consultation with the appropriate members of the professional staff, it is believed that the scholar can benefit by the retention, and if that present grade level can best accommodate the scholar at the appropriate level of instruction. Final determination made by Chief Executive Officer.

### **FACTORS TO BE CONSIDERED IN RETENTION/FAILURE OF SCHOLARS:**

- a. Mental potential
- b. Achievement/Performance
- c. Attitude/Interest
- d. Chronological age
- e. Development - physical, emotional, social
- f. Previous retention

### **C. SCHEDULE FOR REPORTING PROMOTIONS/NON-PROMOTIONS**

Recommended Schedule: The following schedule is intended to outline the planning, evaluation and study that preceded the final recommendation for promotion or non-promotion of scholars.

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

Completed the course requirements at the presently assigned level.

Achieved the academic standards established for the present level, based on the professional judgment of his/her teachers and the results of assessments.

Demonstrated proficiency to move ahead to the educational program of the next level.

Demonstrated the degree of social, emotional, and physical maturity necessary for a successful learning experience at the next learning level.

# RETENTION STEPS

Child has been reviewed by the MTSS Team

Notify parent of child's lack of academic progress

Develop strategies and interventions to address child's barriers of learning

Continuously monitoring child's progress

Provide continuous assessment at MTSS reviews

Requires recommendation of MTSS Team

Notify parent in advance of the possibility of retention of a scholar by the 2<sup>nd</sup> report period.

Require that all retention decisions be finalized by June 1<sup>st</sup>

The parent will have the right to appeal the MTSS team's recommendation for promotion or retention.

The CEO reserves the right to make the final decision.

# BENCHMARK GRADES

## GRADE 5 SCHOLARS

Scholars in grade 5 will not be promoted to the next grade if the scholar is performing below a proficient level on standardized tests, and does not meet the remaining enumerated criteria above for promotion.

Scholars who, at the end of grade 5, who have not achieved proficiency in reading and mathematics as determined by state assessment, the PSSA, will be afforded additional instructional opportunities to develop knowledge and skills necessary to achieve the proficient level.

## GRADE 3 SCHOLARS

Scholars in grade 3 will not be promoted to the next grade if the scholar is performing below a proficient level on standardized tests.

By the end of 3<sup>rd</sup> grade, scholars must be no more than one (1) year below grade level in order to be promoted to fourth (4<sup>th</sup>) grade. Notwithstanding promotion to the next grade level, such scholar will be afforded additional instructional opportunities through a learning plan developed in MTSS and/or by, through or in conjunction with, the Instructional Support Team.



## **GRADE 2 SCHOLARS**

Scholars in grade 2 will not be promoted to the next grade if the scholar is performing below a proficient level on standardized tests.

By the end of second grade, scholars must be no more than six months below grade level in order to be promoted to third grade. This will be determined by the student demonstrating foundational reading skills such as print concepts, sequential phonics/decoding skills, word recognition, fluency and self-monitoring at a second grade level. Notwithstanding promotion to the next grade level, such scholar will be afforded additional instructional opportunities through a learning plan developed in MTSS and/or by, through or in conjunction with, the Instructional Support Team.

## **GRADE KINDERGARTEN SCHOLARS**

A Kindergarten scholar will be promoted to the succeeding grade level when he or she has:

Completed the course and state-mandated requirements at the presently assigned grade;

Demonstrated sufficient proficiency to permit him or her to move ahead in the educational program of the next grade;

Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade; and

Met all attendance requirements.

### **The following guidelines identify Kindergarten scholars who may be recommended for summer school and/or retention in Kindergarten:**

A Kindergarten scholar lacking all or any combination of the skills needed for promotion (listed below) may be deemed suitable for recommendation to attend summer school and/or, upon written consent of his or her parent, a growth year in his or her current grade level as determined by the instructional staff. Before making such recommendation(s), such Kindergarten scholar will have been afforded additional instructional opportunities through a learning plan developed in MTSS and/or by, through or in conjunction with, the Instructional Support Team.

<b>Academic Area</b>	<b>Grades Needed for Promotion</b>
<b>Letter Identification</b>	<b>Scholar can identify 26 out of 26 letters</b>
<b>Matching Sounds to Letters</b>	<b>Scholar can give the sound of 20 out of 26 letters</b>
<b>Independent Reading Level Assessment</b>	<b>Scholar reads at a level 2G or higher</b>
<b>Reading</b>	<b>Scholar is Proficient in 6 out of 7 Reading Readiness report card categories</b>
<b>Sight Word Recognition</b>	<b>Scholar recognizes 55 out of 60 IRLA Sight Words</b>
<b>Writing</b>	<b>Scholar is Proficient in 4 out of 5 Writing Readiness report card categories</b>
<b>Mathematics</b>	<b>Scholar is proficient in 13 out of 17 report card concept skills</b>
<b>Socialization/ Behaviors that Promote Learning</b>	<b>S Average (scholar has less than 5 N's for socialization and work habits)</b>
<b>Attendance</b>	<b>Scholar has less than 5 unexcused absences</b>

Decisions on promotions, retentions, and summer school requirements will be made during Multi-Tier System of Support (MTSS) meetings and/ or in conjunction with input from the Instructional Support Team. Special Education Scholar Promotion and Retention will be guided by the Scholar's IEP and in accordance with Chapter 711 of Title 22 of the Pennsylvania Code together with the above principles.

### **rites of Passage Ceremony**

Global Academies Charter School does not host a standard "Graduation Ceremony" for our eighth grade scholars. We conduct a "Rites of Passage Ceremony". We hold fast to the philosophy that children/scholars do not "graduate from the 8<sup>th</sup> grade," but move forward and embark upon their high school journey. Upon completion of high school, they will graduate then, and will pursue their collegiate/post-high school endeavors.

Our Rites of Passage Ceremony is based on various African traditions, customs and cultures and involves a variety of symbolism. There is a Libation Ceremony which begins the ceremony.

Libation is a ceremony that gives every participant and attendee an opportunity to honor those individuals in their lives who have impacted/influenced them in a positive way. However, they are no longer present physically to share with them the joy of the event. This ceremony has no religious affiliation.

Water is utilized to represent the source of life and the sustainer. A plant is utilized to represent life itself. There is a sand crossing component to symbolize the completion of one journey and the embarking on the next.

We take pride in our Rites of Passage Ceremony and it has been a part of our culture at GACS since our inception.

**A SCHOLAR FAILING TWO (2) SUBJECTS (MAJOR) WILL NOT BE ELIGIBLE FOR PROMOTION TO THE NEXT GRADE AND WILL NOT BE PERMITTED TO PARTICIPATE IN RITES OF PASSAGE. SCHOLARS MUST MAINTAIN SATISFACTORY CHARACTER POINTS (70% OR HIGHER 2/3 TRIMESTERS) BASED ON OUR CHARACTER POINT GRID IN ORDER TO PARTICIPATE IN RITES OF PASSAGE. RITES OF PASSAGE IS NOT A RIGHT, BUT A PRIVILEGE AND SCHOLARS WHO HAVE NOT EARNED THEIR PARTICIPATION IN RITES OF PASSAGE WILL NOT BE ALLOWED TO PARTICIPATE.**

**ALL FINAL DECISIONS ON SCHOLAR PARTICIPATION IN THE RITES OF PASSAGE CEREMONY WILL BE AT THE DISCRETION OF THE CEO/PRINCIPAL.**

**SCHOLARS THAT HAVE TWO (2) OR MORE UNSUCCESSFUL TRIMESTERS (69% OR BELOW) IN CHARACTER GRADE WILL NOT BE PERMITTED TO PARTICIPATE IN RITES OF PASSAGE OR ANY OTHER CLOSING CEREMONY ACTIVITIES.**

### **STATE MANDATED TESTING - ELECTRONIC DEVICES**

In order to maintain an optimum testing environment for students, the Pennsylvania Department of Education has stated that schools are required to develop and implement procedures preventing the use of cell phones and electronic devices during PSSA and Keystone Exams. Global Academies Charter School has adopted a new cell phone/electronic device/camera policy for PSSA and Keystone testing. Because of the serious implications that may occur as a result of the regulations on cell phones, electronic devices, and cameras in school buildings, GACS has adopted a strict process for cell phones, cameras, and all other

electronic devices during testing.

During testing, students may not have a phone, electronic device or camera on their person. When students enter the testing site, students will be directed to turn in any cell phones, paging devices or any other electronic devices where they will be securely stored. At the end of testing, students will be personally handed their devices.

If a student fails to turn in their phone, camera or other electronic device, his/her test will not be scored and disciplinary action will take place. This rule applies to areas outside the testing room such as restrooms, cafeteria, etc. No exceptions will be made.

All GACS stakeholders must understand that the integrity of the test cannot be compromised. PDE asks for full adherence, as does Global Academies Charter School, with this policy. According to the state regulation, if a student displays, turns on or uses paging / texting / photography devices during the administration of a PSSA or Keystone test (in any area of the campus including restrooms, cafeteria, hallway, etc.), the student's test will be coded as an "O". This code designates a test administration irregularity and determines that student's test will not be scored by the state.

## **STATE MANDATED TESTING - PARENT VIEWING AND/OR OPTING OUT**

### **VIEWING STATE-MANDATED TESTING**

Any parent who wishes to view the PSSA or the Keystone Exam must schedule an appointment with the testing coordinator during the viewing window. In order to ensure the security and confidentiality of the assessment, the following procedures will apply:

Before inspection of the assessment, the parent is required to sign a Security Certificate or Confidentiality Agreement, that he or she will not discuss, disseminate or otherwise reveal the content of the assessment to anyone, including his or her own child(ren).

The testing coordinator and community coordinator will escort the parent during his or her visit to the Community Room where the assessment can be viewed.

At no time will the parent be left alone with the assessment at any time during the visit.

The parent will not allowed to write notes or receive photocopies of the test.

While inspecting the assessment, the parent will not be allowed to be in possession of any electronic device which can be used to photograph or duplicate test materials, access the Internet or communicate with others. Prohibited electronic devices during inspection of the assessment by a parent include, but are not limited to: cell phones, smart phones, E-readers, Nooks, Kindles, iPads, iPods, tablets, and camera-ready devices.

The parent will be required to log into the test coordinator's book with the date, time and test that was reviewed.

### **OPTING OUT OF THE PSSA**

The Pennsylvania System of School Assessment ("PSSA") is a state-mandated standardized assessment. Under 22 Pa.Code Section 4.4, a parent has a right to have his or her child excused from the PSSA, if the state assessment conflicts with the parent's religious beliefs.

Global Academies's policies and procedures for a parent who may be considering refusal of his or her child from taking the PSSA are as follows:

1. The parent/guardian must send a written request to the CEO, stating that the parent/guardian believes that the PSSA may be in conflict with the parent/guardian's religious beliefs and that, therefore, the parent/guardian requests an opportunity to inspect the assessment. A written statement is needed that simply states, "I am informing my Student's School of my intent to refuse my student from taking the PSSA on religious grounds if, upon inspection of the assessment, the assessment is in conflict with my religious beliefs." Global Academies may not question the beliefs of the student's parent/guardian.
2. Opportunity to review the assessment by a parent/guardian who believes that it may be in conflict with religious beliefs will be scheduled before the assessment window.
3. The PSSA is copyrighted property of the Commonwealth of Pennsylvania. Copying or duplicating material from the assessment is a violation of the federal Copyright Act. Penalties for violations of the Copyright Act may include the cost of replacing the compromised test item(s) or fines of no less than \$750 up to \$30,000 for a single violation. 17 U.S.C. Section 101 et seq.

4. In order to ensure the security and confidentiality of the assessment:

(i) Before inspection of the assessment, the parent is required to sign a Security Certificate or Confidentiality Agreement, that he or she will not discuss, disseminate or otherwise reveal the content of the assessment to anyone, including his or her own child(ren).

(ii) The testing coordinator and community coordinator will escort the parent during his or her visit to the Community Room where the assessment can be viewed.

(iii) At no time will the parent be left alone with the assessment at any time during the visit.

(vi) The parent will not allowed to write notes or receive photocopies of the test.

(v) While inspecting the assessment, the parent will not be allowed to be in possession of any electronic device which can be used to photograph or duplicate test materials, access the Internet or communicate with others. Prohibited electronic devices during inspection of the assessment by a parent include, but are not limited to: cell phones, smart phones, E-readers, Nooks, Kindles, iPads, iPods, tablets, and camera-ready devices.

(v) The parent will be required to log into the test coordinator's book with the date, time and test that was reviewed.

5. If, after inspecting the PSSA, a parent still wishes for his or her child to be excused from taking the assessment, the parent must submit another written request to the CEO prior to the assessment window. Simply needed is a written statement stating, "After inspection of the PSSA, I am informing my Student's School of my intent to refuse my student from taking this assessment because it is in conflict with my religious beliefs." Global Academies may neither question the beliefs of the student's parent nor deny the exemption claimed for his or her religious beliefs.

6. Any scholar who is exempted from the PSSA due to parent refusal on religious grounds will be provided with an alternative learning environment during the assessment.

*Any questions regarding these policies should be directed to the CEO.*

## **SECTION VI: SPECIAL EDUCATION**

A special education program is designed to meet a scholar's unique needs, if the scholar qualifies for special education. In order to qualify for a special education, a scholar must be diagnosed with an intellectual disability, emotional disturbance, orthopedic impairment, hearing impairment, deafness, speech or language impairment, visual impairment including: blindness, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities. Diagnosis is generally made by the school psychologist through the evaluation process, but also by a child's own physician, psychologist or mental health provider. A scholar must not only be diagnosed with at least one of these disabilities, but also must be determined to be in need of special education and related services -- which determination is made by the child's parent and a school team of qualified professionals. All scholars who are eligible for special education have the right to a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

## **OVERVIEW OF SPECIAL EDUCATION**

### **SCREENING**

Systematic screening activities are undertaken when teachers or parents note concerns regarding a scholar's academic performance and/or functioning:

Review of scholar data (cumulative records, enrollment records, health records, and report cards) of newly enrolled scholars.

Hearing Screening

Vision Screening

Motor Screening

Speech and Language Screening

Academic Screening

### **EVALUATION**

When the screening is reviewed through the MTSS (Multi Tier Support System) and it indicates that a scholar may be in need of specialized instruction, GACS will issue a Permission to Evaluate (PTE) to seek parental consent to conduct an evaluation. Once parental consent for an evaluation is obtained, the school follows timelines and procedures as specified by law. The

Evaluation will include measures to determine whether a scholar has a disability and requires specialized instruction or is in need of any related services. The evaluation must be conducted in accordance with specific timelines under the protection of the procedural safeguards. The evaluation process results in a written evaluation report called an Evaluation Report (ER). This report makes recommendations about a scholar's eligibility for special education services based on the presence of a disability and the need for specially designed instruction. When screening through the MTSS indicates that a scholar exhibits characteristics associated with superior intellectual potential, a gifted PTE (Permission to Evaluate) will be issued. An evaluation will be completed which includes measures to determine a scholar's cognitive ability and their advanced academic achievement. The evaluation process results in a (GWR) Gifted Written Report. This report makes recommendations about a scholars' eligibility for gifted education services. Gifted education services may be provided inside the regular education classroom.

## **EDUCATIONAL PLACEMENT**

An Individualized Education Program (IEP) team makes the determination of whether a scholar is eligible for special education. A single test or procedure may not be the sole factor in determining that a scholar is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one regular education teacher of the scholar (if the scholar is, or may be, participating in the regular education environment), one special education teacher and a representative of Global Academies Charter School. If the scholar is determined to be eligible for special education services, the IEP team develops a written education plan called an Individual Education Program (IEP). The IEP shall be based on the results of the multidisciplinary evaluation.

An IEP describes a scholar's current educational levels, goals, objectives, and the individualized programs and services, which the scholar will receive. IEP's are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of intervention and the location of the intervention. Placement must be made in the least restrictive environment in which the scholar's needs can be met with special education and related services. All scholars with disabilities must be educated to the maximum extent possible with children who are not disabled.

The IEP team may decide that a scholar is ineligible for special education services. In that instance, recommendations for educational programming in regular education may be



developed.

Parents who think their child is eligible for special education services may request, at any time, that GACS conduct a multi-disciplinary evaluation. Requests for multi-disciplinary evaluation should be made in writing to the Special Education Coordinator or the Principal. If a parent makes an oral request for a multidisciplinary evaluation, GACS will provide the parent with a PTE form to obtain written permission to begin the evaluation process. Parents also have the right to obtain an independent educational evaluation.

**PLEASE REFER TO THE BELOW ANNUAL PUBLIC NOTICE FOR ADDITIONAL INFORMATION ON GLOBAL ACADEMIES'S SPECIAL EDUCATION SERVICES AND PROGRAMS.**

## **ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS**

Each school district, intermediate unit and charter school must establish and implement procedures to identify, locate and evaluate all students who need may need special education and related services or other accommodations because of a student's disability. This notice, highlighting special education services and identification activities and procedures, is to help find these students, offer assistance to parents, and to describe parents' rights concerning confidentiality of information which is maintained not only during the identification process, but also throughout students' enrollment at Global Academies Charter School.

The content of this notice has been written in English. If a person does not understand any part of this notice, he or she should contact any individuals at the address and telephone number listed at the end of this notice and request an explanation.

### **IDENTIFICATION ACTIVITY ("CHILD FIND")**

"Child Find" or identification activities are performed to find a student who is suspected as having a disability that would interfere with his or her learning unless special education programs and related services, or other accommodations, can be provided and a free appropriate public education ("FAPE") can be made available. The types of disabilities that if found to cause a student to need services are: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities,

speech or language, traumatic brain injury and visual impairment including blindness.

The identification activities are sometimes called screening activities and may include: reviewing group data, conducting hearing and/or vision screening, assessing a student's academic functioning, observing the student and determining his or her response to attempted redirection and/or remediation.

Once identified as a student who is suspected of having a disability, he or she is evaluated by the school, but only if the parent has given consent to proceed with the evaluation process. Global Academies cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of a student's parent. For additional information related to consent, please refer the Procedural Safeguards Notice which can be found at the PaTTAN website, [www.Pattan.net](http://www.Pattan.net). Once written parental consent is obtained, Global Academies will proceed with the evaluation process. Input from parents provide an important source of information for identification.

If a parent believes that his or her student may be eligible for special education, the parent may initiate evaluation procedures by forwarding a written statement to the CEO stating his or her concerns about the student, with a request for the student to be evaluated.

Child Find activities are also conducted for students who may be eligible for services or accommodations under Section 504 of the Rehabilitation Act of 1973 and Chapter 15 of Title 22 of the Pennsylvania Code.

Questions or concerns may be directed to GACS's Special Education Coordinator or Chief Executive Officer at the address and phone number at the end of this notice.

## **SIGNS OF POTENTIAL DEVELOPMENTAL DELAYS AND OTHER RISK FACTORS THAT COULD INDICATE DISABILITY**

Each student develops at his or her own pace and the range of normal is quite wide. However, it is helpful for parents to be aware of signs of potential developmental delays or other risk factors that could indicate disability -- and need for evaluation and/or support and services in school -- particularly if, when compared to other students of the same age, problems are noticed in one or more areas of physical development, cognitive development, communication development, social and emotional development and adaptive skills:

Speech or Language Skills -- involving ability to express and receive information at age-appropriate levels

Cognitive Skills -- involving ability to learn, solve problems and remember tasks

Gross Motor Skills -- involving ability to use the large muscle groups that assist in walking, running, standing, sitting, changing positions and maintaining balance and coordination

Fine Motor Skills -- involving ability to grasp, pinch and eat and dress

Social and Emotional Skills -- involving ability to interact with others, understand social rules, demonstrate social reciprocity and self-regulation

Adaptive Behavior -- involving everyday skills for functioning such as bathing, dressing, grooming, feeding one's self or performing age-appropriate skills independently

Risk factors for developmental delay are genetic, environmental or a complex mix of factors.

Questions or concerns may be directed to GACS's Special Education Coordinator or Chief Executive Officer at the address and phone number at the end of this notice. Any parent wishing to initiate an evaluation may forward a written statement to the CEO stating his or her concerns about the student, with a request for the student to be evaluated.

### **CONFIDENTIALITY OF INFORMATION**

Global Academies Charter School maintains records concerning all students enrolled in the school, including students with a disability or suspected of having a disability, in accordance with state law and federal law, namely, The Family Educational Rights and Privacy Act ("FERPA"). A record of GACS's identification activities for a student constitutes an education record for him or her that the school maintains in the strictest confidence, as the school does for all other education records, that contain confidential and personally identifiable information including the student's name, the name of the student's parents or other family member, the address of the student or family, a personal identifier such as social security number, or a list of characteristics or other information that would make the student's identity easily traceable.

Global Academies will gather information regarding a student's academic, intellectual, physical, mental, emotional and health functioning through testing and assessment, observation of the student, as well as through review of any records made available to the school from the student's physician and/or other providers of services such as any outside agencies.

Global Academies protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records; training

provided to all persons who need to use the information; and maintaining for public inspection a current list of employees by names and positions who may have access to the information. When information gathered is no longer needed to provide educational services to a student, Global Academies will destroy the information at the request of the parent, but general information such as the student's name, address, phone number, grades, attendance record and classes attended, and grade level completed, may be maintained without time limitation.

A parent has a number of rights regarding the confidentiality of his or her student's records, including the right to inspect and review any education records pertaining to his or her student that are collected, maintained or used by Global Academies. Global Academies will comply with a parent's request to review the records without unnecessary delay and before any meeting regarding planning for a student's special education program or IEP, and before a hearing in the event of disagreement about a student's special education needs. In no event may Global Academies take more than 45 days to furnish a parent with the opportunity to inspect and review his or her student's records.

A parent of a student with, or suspected of having, a disability, has the right: to an explanation of the records; to be provided with a copy of the records if otherwise the parent would be effectively prevented from exercising his or her right to inspect and review the records; and to have a representative inspect and review the records upon a parent's authorization. Upon a parent's request, Global Academies will provide the parent with a list of the types and location of education records collected, maintained or used by Global Academies.

Global Academies will charge a fee for copies of records made in response to a parent's request for copies, but will not charge a fee if doing so will prevent the parent from inspecting and reviewing his or her student's records. Global Academies will not charge a fee to search or retrieve information. The fee for copies is \$.10 per page.

Furthermore, a parent of a student with, or suspected of having, a disability has the right to request the amendment of his or her student's education records that the parent believes are inaccurate or misleading, or violates the privacy or other rights of his or her student. Global Academies will decide whether to amend the records within a reasonable time of receipt of a parent's request. If Global Academies refuses to amend the records, the parent will be notified of the refusal and right to a hearing. The parent will be given, at that time, additional information regarding the hearing procedures; upon request, Global Academies will provide the parent

with a records hearing to challenge information in his or her student's education files. Parental consent is required before personally identifiable information contained in a student's education records is disclosed to anyone other than officials of the school collecting or using the information for purposes of identification activities and evaluation, or for any other purpose in order to make available FAPE to the student. A school official has a legitimate educational interest in the education record if the official needs to review the education record in order to fulfill his or her professional responsibility. Additionally, Global Academies, upon request, discloses records without consent to officials of another school or school district in which a student seeks or intends to enroll.

When a student reaches age 18, the rights of the parent with regard to confidentiality of personally identifiable information is transferred to the student. A parent may file a written complaint alleging that the rights described in this notice were not provided to the following:

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

Complaints alleging failure regarding confidentiality of personally identifiable information may also be filed with:

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

## **PROGRAM DEVELOPMENT AND PROVISION OF SERVICES**

Once the evaluation process is complete, a team of qualified professionals and the parent or guardian determines whether the student is eligible for special education and related services. If the student is eligible, the Individualized Education program team meets, develops the program and determines the educational placement. Once the IEP team develops the program and determines the educational placement, Global Academies staff will issue a Notice of Recommended Education Placement/Prior Written Notice (NOREP/PWN). A parent's written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Global Academies Charter School provides a continuum of placements with provision of special education services and related supports and services at no cost to the student or family.

Also, in compliance with state and federal law, Global Academies Charter School will provide to each student with a disability under Section 504 of the Rehabilitation Act, having a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school's program, 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.

### **EQUAL OPPORTUNITY IN EDUCATIONAL PROGRAMS OR ACTIVITIES**

Global Academies Charter School will not discriminate in educational programs or activities based on race, color, national origin, age, sex, sexual orientation, handicap, creed, marital status or disability. No student enrolled at Global Academies Charter School will be denied equal opportunity to participate in age and program-appropriate instruction or activities for any reason prohibited by federal or state law.

### **CONTACT**

If a parent wishes to learn more, or believes that his or her student may need to be identified, the parent is encouraged to contact:

Dr. Naomi Booker, CEO

Ms. Alicia Kennedy, Special Services and Gifted Support Coordinator

Global Academies Charter School

4601 West Girard Avenue

Philadelphia, PA 19131

(267) 295-5700

## **SECTION VII: ENRICHMENT PROGRAMS**

### **ACADEMICS PLUS**

The Academics Plus program is for scholars who have been identified as academically accelerated in the areas of Language Arts, Mathematics, or Science. Scholars can be referred to participate in the program through a Multi-Tier Support System (MTSS) based upon their class performance, assessments, standardized tests, independent work habits, and teacher recommendation. Scholars are provided differentiated instruction inside the regular education classroom to enhance the curriculum.

### **ART EDUCATION**

Our scholars discover the value of art by making, judging and learning about its role in all cultures and historical times. Trips to major Philadelphia museums and gallery art exhibits add a unique dimension to art classes. Scholars should come prepared with a positive attitude toward art and its contribution to their social and intellectual development. A portfolio of all artwork is kept for evaluation and presentation.

### **FOREIGN LANGUAGE**

The online technology programs reinforce the high standards of Language Arts and Social Studies courses. Through ongoing dialogues, scholars learn foreign language the way they learn English, by actually using it in a conversation. Proficiency, vocabulary and writing skills are built upon each year of this program. Foreign language computer programs and the instructor's own travels, education and background serve to further enhance this multicultural course at our school. Upper school scholars will receive Spanish & Mandarin instruction to prepare them for high school language success.

### **MUSIC EDUCATION**

Music, and how it relates to other disciplines, deserves serious and focused thought and study.

At GACS, the Music Program offers scholars to have fun composing, performing and listening to a variety of musical styles.

Admission to the choir is based on the scholar's dedication. Scholars who wish to participate in choir must maintain good attendance at rehearsals. The choir performs a wide variety of repertoires and has lots of fun.

Scholars who wish to have instrumental music lessons will notify the music teacher of their interest. Acceptance will be determined based on his availability and the scholar's classroom performance.

## **PHYSICAL AND HEALTH EDUCATION**

The physical education program is designed to increase the scholar's awareness of the values of being physically fit in mind and body.

Activities include basic physical fitness, body conditioning, games, track and field, aerobics and dance. Health Education is designed to help scholars deal with daily living issues.

Topics that will be addressed are: substance abuse, personal health and nutrition, human sexuality, diseases, consumer health, safety and first aid.

After school sports activities are offered such as golf, softball, track, lacrosse and basketball for scholars to join. A small activity is required for participation. Scholarships are available for scholars that met the hardship requirement

## **CULTURAL INFUSION**

To infuse the components of the life, legacy, and ancestry of the children that we are educating is essential. Our children cannot fully flourish without the presence of their reality being evident within their learning environment.

People of Afrikan descent in America and abroad lack that connection to the "Ties that Bind", language, culture, and tradition, which serves as a catalyst for self-hatred, lack of unification, and the identity crisis that Afrikan Americans are plagued with. The origins/ ancestry of Afrikan American people did not originate with the Transcontinental Slave Trade. Educational settings must extend their lens far beyond the limited scope of such, and refrain from perpetuating the told lies and deceit as it pertains to the greatness of their true identity and portraits of our past. As people of Afrikan Descent, we lack the ability to connect to universal traditions and customs, positive images and accurate accounts of our Heritage.

It is our obligation as educators at Global Academies Charter School to create a learning environment that is aesthetically reflective of positive self-images of Afrikan and People of Afrikan Descent.



## **GLOBAL EXCURSIONS/ FIELD TRIPS**

GACS Global Excursions provide our scholars with a privileged opportunity to not only learn about, but to submerge themselves within the cultures and customs of many nations. It is our hope that through Global Studies, local, state and world travel will give our scholars a real-life opportunity to identify themselves through a “Global Lens” and will prepare them to lead and live as citizens of the world!

### **RISING STARS EXCURSION FOCUS: COMMUNITY**

Kindergarten – Please Touch Museum, Liberty Bell, Fire House Hall

First Grade- National Liberty Museum, Academy of Art & Natural Sciences

Second Grade- Mural Arts Tour of Philadelphia

Legendary Leaders Excursion Focus: Culture, History , Civics, Government

Third Grade- Amish Farm Lancaster, PA

Fourth Grade- State Capital, Harrisburg, PA

Fifth Grade- Washington D.C.

Sixth Grade- Civil Rights Excursion Atlanta, GA & Memphis TN

Collegiate Academy Excursion Focus Global Influence, Social Change, Governance Politics.

This is a mandatory excursion that is worth 35% of your child’s Global Studies Grade

United Nation Trip, New York , NY

Seventh Grade- Underground Railroad Excursion Ontario, Canada

Eighth Grade Middle Passage Excursion- Nassau & Freeport Bahamas

**\*NOTE: ALTHOUGH THE MANDATED EXPECTATION IS THAT ALL GACS SCHOLARS WILL PARTICIPATE IN GLOBAL EXCURSIONS, THIS PRIVILEGE IS ONLY EXTENDED TO GACS SCHOLARS WHO ARE IN GOOD CHARACTER STANDING WITH THE SCHOOL. ALL ATTENDING GACS SCHOLARS MUST HAVE A MINIMUM OF 80 OR HIGHER IN CHARACTER POINTS TO TRAVEL WITH THE SCHOOL.**

Scholars that are not permitted to attend due to behavioral concerns may be subject to further reprimand (suspension/ expulsion. 7<sup>th</sup> and 8<sup>th</sup> Grade excursions are mandatory and are worth 35% of your child’s Global Studies Grade.

Parents who may want to chaperone on field studies are required to complete and submit a

criminal background clearance along with a child abuse clearance to the school. All clearances are to be submitted to the Main Office. A copy will be placed on file for the parent and another copy will go into the scholar's file.

A variety of educational trips are planned for scholars each year. A trip slip that gives permission for trips inside the city must be on file for each scholar prior to the start of the school year. Any fees required for school trips **must be paid by the due date** indicated on the permission slip. Depending upon the nature of the trip, money **may not be refunded** to scholars who have paid for a trip but failed to attend for any reason including disciplinary reasons. Only the cost of mandatory field studies can be offset by fundraising efforts.

#### **PASSPORTS:**

All scholars in grade 7 & 8 must have a passport.

## **SECTION VII: STUDENT WELLNESS**

### **HEALTHY CHOICES, NUTRITIOUS SNACKS & JUNK FOOD**

Striving to provide our scholars with the most advantageous education we cannot neglect or ignore the vital responsibility of teaching them about a healthy lifestyle. We believe this encompasses social, emotional and physical health. We know it will take the education of our scholars, their families, our community and ourselves. We know that promoting our Healthy Choices/Wellness Initiative throughout our entire school –our scholars, their families, our faculty and staff and the surrounding community will benefit greatly.

IN A NUTSHELL: We are teaching healthy lifestyle and instilling lifelong habits in our scholars – increased physical activity, healthy food choices and positive social health (getting along with others.) This also applies to our staff and entire school environment. We are educating everyone about healthy food choices and promoting more physical activity.

In the interest of promoting good nutrition and dental health habits, we at GACS are making a conscious effort to make certain our scholars are fed a balanced and healthy meal on a daily basis. We also encourage you to supply your child with a nutritious lunch. **Gum and junk food contribute to littering, obesity and poor nutrition and are forbidden on the school premises and playground. Parents are asked to support this request by not sending junk food for snacks and lunch. Any scholar who visibly has junk food in school will have it confiscated and not returned.**

Parents, if you need assistance on choices you may go to one of the following websites listed here, talk to your child's teacher, our cafeteria manager, our CEO or Principal. Remember parents are the biggest influence on their child's health habits. Let's work together to educate our children and help them adopt habits that will ensure them a long, healthy life.

- [www.kidshealth.org](http://www.kidshealth.org) click 'Parents site,' next, type in snacks in the search box, you will find lots of educational articles as well as yummy recipes.
- [www.dole5aday.com](http://www.dole5aday.com) ----a great site to explore for the whole family

### **SCHOLAR CHIP/SCHOLAR CONNECT**

Global Academies provides healthy and nutritious meals and snacks to our scholars. We also implemented a point of sale system that tracks purchased meals. This tracking is done by having each scholar present their school ID during breakfast and lunch.

All scholars will be given an official school ID, which must be worn daily as a component of their official uniform. For all K-6 scholars, ID's will be collected by classroom teachers on a daily basis and secured. All 7<sup>th</sup>-8<sup>th</sup> Grade scholars will be responsible for their ID's. They are required to keep their ID's with them at all times as a component of their official school uniform. If the card has been lost, a new one will be re-issued to the scholar and replacement fee of \$7.00 will be charged. Please notify the main office if your scholar(s) needs a new ID card.

### **BIRTHDAY PARTY - ADHERENCE TO WELLNESS POLICY**

Global Academies recognizes that birthdays are a special day for our scholars. We must also ensure that party celebrations do not disrupt the learning process. Global Academies adheres to our wellness policy that recognizes the importance of wellness, good nutrition and an active lifestyle in the overall health of our students. The school and our staff are responsible for positively influencing student beliefs and habits in these areas. Frequent birthday celebrations with cookies, cupcakes and other sweets are not in alignment with these learning goals. Birthday parties cannot take place during instructional time. Parents must notify teachers in advance if they would like to bring in a healthy snack for the class in celebration of your child's birthday. This snack will only be distributed during lunch and recess times. Soda, balloons, and goodie bags are not appropriate for school and will not be permitted.

## **HEALTH EXAMINATION POLICY**

### 1. Purpose

1.1 In compliance with the State School Code, the Board shall require that scholars of this School submit to appropriate health and dental examinations to ensure each scholar's health status is at an optimal level and that achievement is not lessened as a result of unresolved or undiagnosed health problems.

### 2. Authority

2.1 Each scholar shall receive a comprehensive health examination in the first, sixth, and ninth grades or as mandated. Parents are expected to obtain these mandatory examinations at their own expense or at the Regional Health Center.

2.2 Annual vision screenings shall also be given to each scholar. Other tests as determined by the Pennsylvania Advisory Health Board shall be as follows: hearing tests for children in grades kindergarten, one, two, three, seven and eleven; tuberculosis (PPD) tests for children in grades one and nine; height and weight examinations for children in kindergarten through 8<sup>th</sup> grade including body mass index.

2.3 For each scholar transferring to the school, the CEO shall request an adequate health record from the transferring school.

2.4 The individual scholar records of health examinations shall be maintained as a confidential record subject to statute and the policies of this school.

2.5 A scholar who presents a statement signed by his/her parent or guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the scholar presents a substantial health menace to the health of other persons.

2.6 Where it appears to school health officials or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the child shall be so informed and a recommendation

shall be made that the parent consult a private physician or dentist or the Regional Health Center. The parent shall be required to report to the school the action taken subsequent to such notification.

2.7 When the parents or guardians inform the school of financial inability to provide an examination, the School shall advise them of the special medical procedures available.

2.8 Parents and guardians of scholars who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination and encouragement that the parent or guardian attends. Such notice may also include notification that the parent may have the examination conducted privately at the parents' expense and encouragement that the parent does so in the interest of providing continuity in the scholar's health care; and, notification that the scholar may be exempted from such examination if it is contrary to the parents' religious beliefs.

### 3. Delegation of Responsibility

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

3.2 When the CEO receives a report of the existence of a communicable disease in a scholar's family, the school nurse must be notified.

3.3 A school nurse discovering a scholar in school with a communicable disease shall notify the CEO immediately; the CEO shall provide for the reporting of this information as noted above.

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

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

## **USE OF MEDICATION/MEDICAL EQUIPMENT POLICY**

### **1. Purpose**

1.1 Board of Trustees recognizes that a number of scholars have medically certified conditions requiring medication, equipment, or machinery to be administered during school hours in order to maintain health and to function in the school setting.

### **2. Definition**

2.1 This policy shall apply only to medical measures necessary to maintain a scholar in school and which can be administered by school staff. Medication, equipment, and machinery requested for acute conditions or for recovery purposes shall not be approved.

### **3. Delegation of Responsibility**

3.1 The CEO shall have authorization to determine procedures for staff development in the use of medication and equipment, assign responsibility for delivery of services, and school placement of scholars with such medical needs.

### **4. Criteria**

4.1 All medication (prescription and over-the-counter) must be brought to the school Health Office by the parent/guardian. Scholars, at no time, should be in possession of any types of medication. Scholars may not keep any medications with them or in their school bags during the school day. All medications are kept in the Health Office.

As to the possession and use of asthma inhalers, however, a scholar must demonstrate the capability for self-administration and responsible behavior. The scholar must verify with the school nurse his/her ability to administer the medication and that she/she has permission to do so. The scholar is restricted from making the inhaler available to other scholars. For asthma inhalers, the school requires a written statement by a doctor or other prescribing medical professional indicating the drug, the dose, the timing of the dose and the diagnosis/reason the medication is required; a requirement for a written request from the scholar's parent/guardian that the school comply with the orders of the doctor; and the ability of the school to

reserve the right to require the doctor to provide a statement justifying the continued use of the inhaler beyond a certain time period.

4.2 All medications (prescription and over-the-counter) must be presented to the School Nurse in the original labeled container from the pharmacy or drug store. Pharmacists will provide additional labeled containers for prescription medications if asked.

4.3 All medications (prescription and over-the-counter) must be accompanied by written permission from both a physician and the parent/guardian. The required form is available from the school nurse.

4.4 Parents who wish to give medication to their children during the school day must administer it in the office of the school nurse.

4.5 Medication in baggies or foil wrappings will not be accepted or administered. Vitamins, antacids, acetaminophen or ibuprofen, and lactose products (example: Dairy Ease) must also be accompanied by written permission from a physician and parent/guardian with clear instructions for dosage and administration times. Parents whose children may require an Epi-Pen or EZ Pen for severe allergy reactions, must provide a supply to be kept in the nurse's office for use by their child.

4.6 Only the exact amount of prescription medication for the treatment period should be kept in the nurse's office. Pharmacists will provide extra labeled containers if asked.

4.7 The School Nurse is charged with the final determination of what over-the-counter items fall under the category of medication and for developing procedures to carry out this policy.

## **SUICIDE AWARENESS AND PREVENTION**

The impact of students' mental health on their academic performance and the effect of mental health issues and suicide on students and the entire school community are significant. The Board of Global Academies Charter School is committed to: maintaining a safe school environment; protecting the health, safety and welfare of its students; promoting healthy development; and safeguarding against the threat or attempt of suicide among school-aged youth. Therefore, in order to ensure the safety and welfare of its scholars, Global Academies

will take a multi-faceted approach to educate scholars and staff on the actions and resources necessary to prevent suicide and promote mental well-being.

### **PREVENTION EDUCATION FOR STUDENTS**

Scholars in grade 6 and above will receive age-appropriate lessons in their classrooms through health education or other appropriate curricula such the importance of safe and healthy choices, help seeking strategies for self and/or others, promoting a climate that encourages peer referral and emphasizes school connectedness, and addressing possible precursor problems such as depression and other mental health issues, anger, and drug use.

### **INTERVENTION/PREVENTION**

Staff, scholars, parents or guardians who suspect that a scholar may be contemplating suicide, or who becomes aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken, or threatened, should immediately notify the CEO/Principal/Assistant Principal, who will ensure immediate involvement of the school's crisis response team and implementation of emergency response protocols.

If an expressed suicide thought or intention is made known to member of the school community during an afterschool program and the CEO/Principal/Assistant Principal or other school administrator is not available, call for help:

215-686-4420 (Crisis Intervention Hotline in City and County of Philadelphia)

1-800-SUICIDE (1-800-784-2433) (Crisis Services of the Treatment Advocacy Center, National Hopeline Network)

1-800-273-TALK (8255) (National Suicide Prevention Lifeline/[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org))

Thereafter, as soon as possible, inform the CEO/Principal/Assistant Principal of the incident and actions taken.



# SCHOLAR HEALTH SERVICES POLICIES AND PROCEDURES

## SCHOOL NURSE

Global Academies Charter School has a registered professional nurse who is responsible for handling a variety of scholar health concerns, promoting scholar health, and for maintaining all medical records on each scholar. The nurse coordinates and conducts all mandated screenings and health programs, and works directly with scholars to provide care and to give guidance and educational support to scholars in health-related matters. Parents/guardians and scholars are asked to contact the school nurse regarding any special health problems.

If a scholar becomes ill during the school day, he or she should ask the teacher for a pass to go to the nurse's office. The nurse will determine what care procedure will be followed.

The school nurse will:

- Provide first aid in emergencies. The nurse will notify parents/ guardians when a scholar has been hurt or suddenly becomes seriously ill and needs immediate care from a doctor and/or hospital.
- Notify parents/guardians when a scholar can no longer remain in class and needs to be taken home because of injury, illness or a communicable condition, such as the following: fever of 100.4 or more, suspected contagious disease, vomiting, diarrhea, head lice, cannot remain comfortably in class, and undetermined rash.
- Immunizations

The Pennsylvania Public School Code now requires all public schools, including charter schools, to determine that a scholar has been immunized in accordance with state law prior to admission to school. The school nurse is responsible to review each scholar's immunization records to ensure that he or she meets state requirements.

A scholar whose parent or guardian fails to provide complete and accurate immunization records to the school nurse risks exclusion from school until state immunization requirements are met.

## **SCHOLARS IN ALL GRADES (K-8) NEED THE FOLLOWING VACCINES:**

4 doses of tetanus, diphtheria and acellular pertussis (usually given as DTP or DTaP or DT or Td) (1 dose on or after the 4th birthday)

4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given, but a 4th dose is unnecessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)

2 doses of measles (usually given as MMR)

2 doses of mumps (usually given as MMR)

2 doses of rubella (German Measles) (usually given as MMR)

3 doses of hepatitis B

2 doses of varicella (Chickenpox) or evidence of immunity

### **SCHOLARS ENTERING 7TH GRADE NEED THE FOLLOWING VACCINES:**

1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade

1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade

On the FIRST DAY OF SCHOOL, unless a scholar has a medical or religious/philosophical exemption, a scholar must have had at least one dose of the above vaccinations or risk exclusion. If a scholar does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the scholar must receive that dose within the first five (5) days of school or risk exclusion. If the next dose is not the final dose of the series, the scholar must also provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion. The medical plan must be followed or the scholar may face exclusion from school.

The school nurse will review the scholar's immunizations to verify the scholar meets the standards set by the Pennsylvania Department of Health. If a scholar's immunization records do not meet state requirements, the scholar will not be permitted to attend school.

In the event that immunization is against a scholar's religious beliefs or a parent has a strong moral or ethical conviction against immunization, the parent must provide the school nurse with a written statement stating the reason for the objection. If immunization is not medically advisable at a particular time, a physician must sign the "Statement of Exemption to Immunization Law" form. **If a scholar is exempt from immunization, he or she may be excluded from school during an outbreak of a vaccine-preventable disease.**

It is the school nurse's responsibility to ensure that all scholars have been properly immunized in accordance with the Pennsylvania Department of Health regulations. In the event that a

scholar is missing the appropriate records or does not have up-to-date immunizations, the school nurse will send a letter home to notify the parent or guardian. If the up-to-date immunization records are not brought to the school within the first 5 days of school and/or there is no documentation to support that a scholar received the out-of-date immunizations, the scholar may be excluded from school.

## **SCHEDULE OF REQUIRED DENTAL AND PHYSICAL EXAMINATIONS AND REQUIREMENTS FOR PHYSICIAN'S AUTHORIZATION AND OTHER FORMS**

State law requires scholars to have updated health and dental examinations upon entering a school for the first time and at the following intervals:

Updated dental assessments when starting 3<sup>rd</sup> and 7<sup>th</sup> grades

Updated health assessments when starting 6<sup>th</sup> and 9<sup>th</sup> grades

We recommend that you submit a copy of updated health and dental assessments every year after your scholar sees his or her physician and/or dentist, so that the school nurse will have current information.

A doctor's authorization also is required for any of the following:

Any medication given

Any controlled drug

Emergency medication kept in hand; i.e., inhalers, Epi-pens (physician instructions required)

Annual update of doctor's authorization for long-term care.

Upon return to school after major surgery or hospitalization, a physician's release must be presented to the school nurse, specifying any necessary restrictions or concerns.

When a scholar is excused from participation in physical education for medical reasons, he/she must provide the school nurse with a written excuse from a doctor or the parent/guardian.

Scholars participating in school-sponsored athletic programs must complete a physical examination every year of participation.

Please contact the school office to obtain the necessary health forms. Your scholar's health provider must complete the forms, which may be returned to the school nurse in person or by mail or fax.

## **MEDICATION**

Scholars are not allowed to bring any kind of prescription or over-the-counter medication to school, except for management of Asthma, Diabetes or severe allergic reactions (see below for additional information about these exceptions). All medications should, if possible, be given by the parent/ guardian at home.

In the event that medication must be administered at school, a physician must have prescribed the medication, and arrangements must be made through the school nurse's office for the school nurse to administer the medication. The medication must be furnished by the parent/ guardian, in the original container and be properly labeled, at a meeting with the school nurse. The parent/guardian and the nurse will verify the medication and the written order. The medication will be counted and documented. The parent/guardian must have the form for medication administration completed by the scholar's healthcare provider.

## **ASTHMA INHALER**

Scholars with asthma should bring an inhaler prescribed by their doctor to school each day in accordance with Act 187. This law permits scholars who, with a physician's diagnosis of asthma, medication orders, parental permission, and demonstrable responsible behavior, to carry and self-administer their own medication via an asthma inhaler. In this situation, the school nurse will communicate the exception in writing to the appropriate staff members, so they are aware that a particular scholar is permitted to carry his/her inhaler. As supported above, exceptions also must be approved by the CEO, though the school nurse may make an exception on a temporary basis when unusual circumstances exist. Global Academies Charter School is relieved of any responsibility for the benefits or consequences of the prescribed medication, and bears no responsibility for ensuring that the medication is taken.

As part of responsible behavior, the scholar must notify a staff member as soon as breathing becomes difficult, and following each use of the inhaler, the scholar must notify the school nurse. The scholar is prohibited from making medication or any medical equipment available to other scholars. Any scholar who does so will be in violation of, and therefore subject to discipline under, the Scholar Code of Character. Violation of school policy and procedures also may result in restriction of the scholar's privilege to self-administer medication or equipment.

## **SELF MONITORING AND/OR MANAGEMENT OF DIABETES**

Global Academies Charter School recognizes that a number of scholars may have medically certified diabetes requiring medication, equipment or machinery to be administered during school hours in order to maintain health and to function in the school setting.

Diabetic scholars may possess on their persons, including bookbags and handbags, all necessary supplies, equipment and prescribed medication to perform self-monitoring and treatment.

Upon written consent of a scholar's parent/guardian, the scholar with diabetes will be permitted to perform blood glucose checks, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school-related activity. The consent form must include a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the scholar has successfully demonstrated capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication.

Global Academies Charter School is relieved of any responsibility for the benefits or consequences of the prescribed medication, and bears no responsibility for ensuring that the medication is taken.

As part of responsible behavior, the scholar must notify the school nurse following each use of medication or equipment for the scholar's diabetes-related condition.

The scholar is prohibited from making medication or any medical equipment available to other scholars. Any scholar who does so will be in violation of, and therefore subject to discipline under, the Scholar Code of Character. Violation of school policy and procedures also may result in restriction of the scholar's privilege to self-administer medication or equipment.

## **SEVERE ALLERGIC REACTIONS**

Upon written consent of a scholar's parent/guardian, a scholar at risk for severe and life-threatening allergic reaction will be permitted to carry and self-administer EpiPen or other epinephrine auto injector. The consent form must include a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the scholar has successfully demonstrated capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication.

Parents/guardians of scholars with severe allergies are requested to provide the school nurse with an extra EpiPen or other epinephrine auto injector in case of an emergency. The School is under no obligation to maintain a supply of EpiPens or other epinephrine auto injectors, and is relieved of any responsibility if a scholar's parent/guardian has not provided the school nurse with an extra EpiPen or other epinephrine auto injector for his or her scholar, or for the benefits or consequences of self-administration thereof, and bears no responsibility.

As part of responsible behavior, the scholar must notify the school nurse following each use of an EpiPen or other epinephrine auto injector.

The scholar is prohibited from making the EpiPen or other epinephrine auto injector available to other scholars. Any scholar who does so will be in violation of, and therefore subject to discipline under, the Scholar Code of Character. Violation of school policy and procedures also may result in restriction of the scholar's privilege to self-administer medication or equipment.

### **ILLNESS OR INFECTIOUS CONDITION**

A scholar may not attend school if any of the following symptoms are present or suspected by a physician or the school nurse:

- Fever: Scholars should remain home or be sent home if they have above-normal temperature
- Conjunctivitis ("pink eye"): A scholar may return only after discharge discontinues and 24 hours of treatment is completed
- Rashes: Unidentified rashes must be diagnosed by a health care provider
- Impetigo: Your scholar must be seen by a health care provider
- Diarrhea: The scholar experiences diarrhea two days in a row or three times in one day
- Vomiting: The scholar experiences repeated forceful evacuation with other symptoms or the scholar's inability to eat
- Lice (see below)
- Ringworm (see below)
- Any other contagious condition: measles, chickenpox, mumps, whooping cough, or streptococcal infections that are still contagious

In addition, a scholar shall not attend school if he or she is experiencing any unusual discomfort such as an earache or other pain that causes the scholar to cry or to experience significant pain.

Cooperation of parents/guardians with this policy, as mandated by state law, will minimize the number of days that scholars and staff are sick, thus helping to maintain a healthy learning environment.

Source: 28 Pa Code §§ 27.71 - 27.73

## **LICE AND RINGWORM**

Title 28, Chapter 27 of the Pennsylvania Department of Health's Regulations of Communicable and Non-Communicable Disease, governs the exclusion from school and readmitting to school of scholars regarding infectious conditions such as lice and ringworm. If a scholar has been so diagnosed by a physician or is under such suspicion by the school nurse, the scholar will be excluded from school for the period of time until he or she is judged noninfectious by the school nurse or by the scholar's physician.

A scholar with lice should be treated with a lice shampoo, and the school nurse must be notified of appropriate treatment.

A scholar with ringworm of the body must be treated with an anti-fungal ointment and covered. Ringworm of the scalp requires treatment prescribed by a physician, and must be covered while at school. The school nurse must be notified of appropriate treatment.

The scholar will be readmitted to school if the nurse is satisfied that the live infestation is noncommunicable, or when the scholar presents a certificate of noninfectiousness from a physician.

## **BED BUGS**

While bed bugs are not known to transmit disease, their occasional transport into school can cause annoyance. It is sometimes possible for a few bed bugs to be carried to school from a home by hiding in clothing or a backpack. Below are several steps that you can take to help reduce the risk of bed bugs hitchhiking to school:

Please keep all clothes, shoes, backpacks, lunch boxes, coats, homework, books and laptops away from beds and upholstered furniture.

Any items that are stored near beds or other furniture should be placed in a clear plastic bin or

plastic bag until the scholar needs to take them outside the home.

If you suspect that these items have been in contact with beds or other furniture, please place these items in a dryer on medium-high heat for at least 20 minutes. If any of these items can be laundered, washing and drying on the hottest settings that the fabric can safely withstand (at least 113 degrees F for at least 1 hour) is recommended to kill bed bugs. The higher the temperature, the shorter the time needed to kill bed bugs at all life stages.

Use a protective cover that encases mattresses and box springs. Check the cover regularly for holes.

Global Academies Charter School will help by discretely conducting its own check of items that are brought to school if there is information or reasonable suspicion that bed bugs were carried into school. This check will be accomplished without interruption to your scholar's education.

## **ONGOING NEED FOR CURRENT INFORMATION**

If a scholar has any chronic health problems, parents/guardians must update his/her health status yearly.

There may be instances when it would be essential for the school nurse to be able to immediately contact a scholar's parent or guardian. It is very important that the nurse have current telephone numbers in order to contact a parent, guardian or designated person in case of an emergency.

### **TRANSPORTATION**

It is the responsibility of a scholar's parent/guardian to provide transportation home, to a doctor, or by ambulance if such a need arises. It is their responsibility to obtain medical attention unless an emergency is so serious that the scholar must be taken immediately from school to a doctor. In case of such an emergency, the parent/guardian will be notified as soon as possible and a school employee will remain with the scholar until the parent/guardian arrives at the school or treatment site. Global Academies Charter School is not responsible for any costs of emergency care or transportation.



## **RETURN TO SCHOOL AFTER ACCIDENT**

If a scholar returns to school following an accident with restrictions, a physician's note outlining the restrictions must accompany the scholar. The scholar or the scholar's parent/guardian is required to deliver the physician's note outlining the restrictions to the school nurse on the first day the scholar returns to school following an accident.

## **HOMEBOUND INSTRUCTION**

The purpose of homebound instruction is to provide scholars with some level of instructional services during a temporary period of absence so that, on return to school, they can re-engage successfully with their instructional programs.

A scholar may be eligible for homebound instruction if he or she is confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The term, "urgent reasons," will be strictly construed and does not permit irregular attendance. The scholar's condition must be temporary in nature, and the temporary condition must be anticipated to last more than four (4) weeks. Additionally, the scholar's need for homebound instruction must be formally documented by a physician or psychiatrist.

Any parent/guardian who wishes to enroll his or her scholar in homebound instruction should contact the school counselor for additional information.

# **SECTION IX: STUDENT RECORDS AND PRIVACY**

## **STUDENT RECORDS**

In accordance with state and federal regulations, Global Academies Charter School has established policies and procedures to ensure the confidentiality of student records. Any parent with questions concerning student record information for his or her child should make this request in writing. For more information, please refer to the below Annual Notice of Rights - FERPA (Family Education Rights and Privacy Act), Annual Notice of Rights.

## **ANNUAL NOTICE OF RIGHTS - FERPA**

Students and their parents have an expectation that their personal information is safe, properly collected and maintained, and that it is used only for appropriate purposes and not improperly disclosed. Therefore, the following annual notice is given:

The Family Educational Rights and Privacy Act (FERPA) affords parents, guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents, guardians or eligible students should submit to the CEO a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent, guardian or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student’s education records that the parent, guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents, guardians or eligible students who wish to ask the School to amend a record should write the CEO, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent, guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent, guardian or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures the School to comply with the requirements of FERPA. The name and address of the office

that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 30303-5920  
Directory Information

FERPA permits the School to disclose appropriately designated “directory information” without prior parental consent, unless the School is advised to the contrary in accordance with its procedures. Directory information means information contained in the educational record of a student which is generally not considered harmful or an invasion of privacy if disclosed. The primary purpose of directory information is to allow the School to include this type of information from a student’s education records in certain school publications. Examples of directory information include, but are not limited to:

- Student name
- Address
- Telephone number
- Photograph
- Participation in officially recognized activities, clubs and sports
- Honors and awards received
- Grade level
- Dates of attendance
- Date and place of birth
- Weight and height of athletic teams
- Graduation date

Examples of how Global Academies may reveal directory information include disclosing the directory information in the following, by way of example:

- Annual yearbook
- Newsletters, newspapers or other news sources
- Class lists
- Activities or sports sheets

- Honors or other recognition lists
- Staff and/or Student Directories and/or listings
- A playbill showing student’s role in a drama production
- School Website
- School Bulletin Board

These examples are for illustration, only, and do not constitute an exclusive list of the manner in which directory information may be disclosed. This notice provides a parent or eligible student with an opportunity to object in writing to any or all of those types of information that the School has designated as directory information.

Any refusal with the types of information subject to disclosure as directory information must be submitted in writing to the CEO on or before October 1, 2016.

## **SECTION X: CODE OF CHARACTER AND DISCIPLINARY POLICIES AND PROCEDURES**

Global Academies Charter School does not support a traditional “Code of Conduct.” Instead, we implement a “CODE OF CHARACTER” in effort to build the necessary virtues and moral fabric within the consciousness of our scholars, and not merely subject them to reprimand for unacceptable behaviors. The goal is to teach and provide replacement behaviors for those scholars who may only have been accustomed to resolving conflict in a manner that is not conducive to our learning environment.

**To maximize the potential in each scholar, all scholars must follow the Code of Character, which embraces Global Academies’s Core Jewels of Character.**

### **CORE JEWELS OF CHARACTER**

INTEGRITY	RESPONSIBILITY
VIRTUOUS/NOBLE	TRUSTWORTHINESS
DIVERSITY	FAIRNESS
RESILIENCY	CARING
TENACITY	CITIZENSHIP
RESPECTFULNESS	

Six of the Core Jewels of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) in particular are infused into the curriculum.

Collegiate Academy Scholars (6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> graders) additionally have a Discipline with Dignity program, which teaches responsible thinking, cooperation, mutual respect and shared decision-making.

**AS ACTIVE PARTICIPANTS IN THE CREATION OF A POSITIVE SCHOOL CLIMATE CRITICAL TO LEARNING, ALL SCHOLARS ARE OBLIGATED TO:**

**MAINTAIN AND MANIFEST ALL OF THE JEWELS OF THE CODE OF CHARACTER**

Wear the appropriate uniform daily

Speak respectfully to peers and adults

Strive diligently to excel

Arrive to school and class everyday on time and on task with the appropriate tools for learning

Practice good manners, self-control and good citizenship

Respect adults and follow directions the first time given

Respect the personal space and property of others

Keep our school building and grounds clean at all times

**Not eat in class or chew gum** in the building (All food is to be eaten in the lunchroom. Any uneaten food must be taken back home in lunch bag or container, or it must be disposed of).

**Candy, chips, prepackaged cakes & pies, and sodas to school for breakfast/ lunch/ or snack are not acceptable at GACS. If they are caught with any of these things it will be confiscated.**

**More information in regards to this can be found in the appropriate section.**

**Not** bring CD players, iPods, electronic devices or toys of any kind to school

Not use cell phones during the course of the day

**CELL PHONE USE/ BRANDISHING/ CARRYING IS STRICTLY PROHIBITED (NO EXCEPTIONS) DURING THE SCHOOL DAY AND DURING ANY SCHOOL SPONSORED EVENT OR ACTIVITY. IF A CELL PHONE IS USED ON SCHOOL PROPERTY, IT WILL BE CONFISCATED UNTIL A PARENT MEETS WITH ADMINISTRATION FOR A CONFERENCE. AT THAT TIME, THE CELL PHONE WILL BE RETURNED TO THE PARENT, NOT THE SCHOLAR. CONTINUED USE OF CELL PHONES OR OTHER DEVICES MAY RESULT IN SUSPENSION OR EXPULSION. (SEE CELL PHONE CHECK IN POLICY).**

## **CHARACTER CONDUCT INFRACTION**

The Character Conduct Infraction (CCI) is a tool utilized to monitor the progress or the lack thereof with the (3<sup>rd</sup> - 8<sup>th</sup>) scholars of GACS. It allows accurate and itemized documentation of occurrences, periods of reflection, and a cumulative point scale as a means to directly connect what a scholar's privileges are or are not according to their accumulation of Character Points and the range they are in on the Character Point Assessment Scale. Scholars begin each Trimester with a Character Point (C.P.) percentage of 100 depending on their success of the previous Trimester.

## **CODE OF CHARACTER LEVEL OF OCCURRENCES**

### **I. LOW LEVEL OCCURRENCES (1 - 10 CHARACTER POINTS)**

Low level occurrences are, however, not limited to the following:

- lateness
- gum chewing
- unauthorized food/ beverage
- running in corridor
- horse playing
- out of seat without permission
- uniform
- speaking out of turn
- littering
- line jumping
- loitering

### **II. MID-LEVEL OCCURRENCES (11 - 20 CHARACTER POINTS)**

Mid-level occurrences are, however, not limited to the following:

- vulgar language
- academic dishonesty
- forgery
- cutting class
- eating in class
- theft
- throwing objects
- leaving class without permission

### **III. HIGH LEVEL OCCURRENCES (21 - 40 CHARACTER POINTS)**

High level occurrences are, however, are not limited to the following:

- physical altercation\*
- harassment [physical, verbal, cyber, text, phone, etc.]
- bullying [physical, verbal, cyber, text, phone, etc.]
- hazing
- physical aggression toward teacher/ staff
- physical attack towards teacher/ staff \*

- physical attack towards fellow scholar\*
- vandalism
- arson
- possession of weapon\*
- possession of drugs\*
- verbal aggression towards teacher/ staff\*
- sexual misconduct [physical, verbal, cyber, text, phone, etc.]
- terroristic threats\*
- active participation in “Flash Mob” gathering/ acts of public social misconduct\*
- blatant disregard of school code of character
- posting of school related, school generated pictures, photos, and dialogue to Facebook, Twitter, and any other Social Media or web based platform\*



## LEVEL OF OCCURRENCE GRID

OCCURRENCE	1 <sup>ST</sup> VIOLATION	2 <sup>ND</sup> VIOLATION	3 <sup>RD</sup> VIOLATION	4 <sup>TH</sup> VIOLATION
Physical Altercation	3-5 day Suspension	5-10 day Suspension/ Expulsion Recommendation		
Harassment (physical, verbal, cyber, text, phone, etc.)	3 day Suspension	5 - 10 day Suspension... recommendation for EXPULSION		
Bullying (physical, verbal, cyber, text, phone, etc.)	Suspension/ Expulsion (pending the level of occurrence)	10 day Suspension... recommendation for EXPULSION		
Physical Aggression towards teacher/ staff (School/ School grounds/ School Bus)	5-10 day Suspension/ Recommendation for Expulsion			
Physical Attack on teacher/staff (School/ School grounds/ School Bus)	10 day Suspension/ recommendation for EXPULSION, POLICE Contact			
Physical Attack towards Scholar (School/ School grounds/ School Bus)	5 day Suspension	10 day Suspension... recommendation for EXPULSION		
Vandalism	Remuneration, 3-5 day Suspension, Police contact possible	Remuneration, 5-10 Suspension/ recommendation for Expulsion, Police contact possible		
Possession of Weapon	10 day Suspension/ recommendation for EXPULSION, POLICE NOTIFIED			
Possession of Drugs	10 day Suspension/ recommendation for EXPULSION, POLICE NOTIFIED			
Verbal Aggression towards Teacher/Staff (School/ School grounds/ School Bus)	5 day Suspension/ possible Expulsion (pending the level of occurrence)	5-10 day Suspension/ recommendation for Expulsion		
Sexual Misconduct (physical,verbal,cyber, text,phone,etc.)	10 day Suspension... recommendation for EXPULSION			

<b>Terroristic Threats</b>	<b>10 day Suspension/ recommendation for EXPULSION POLICE NOTIFIED</b>			
<b>Active/ Conscientious Participation in Flash Mob/ Flash Mob Like gathering... Acts of Social Misconduct</b>	<b>5 day Suspension/ Expulsion (pending the level of Occurrence)</b>	<b>10 day Suspension... recommendation for EXPULSION</b>		
<b>Inappropriate use of electronic device</b>	<b>3-5 Day Suspension</b>	<b>5-10 Suspension... recommendation for Expulsion</b>		
<b>UNAUTHORIZED AREA/ TRAVELING WITHOUT HALL PASS</b>	<b>3-5 Day Suspension</b>	<b>5-10 Suspension... recommendation for Expulsion</b>		
<b>HAZING</b>	<b>10 day Suspension/ recommendation for EXPULSION POLICE NOTIFIED</b>			

## **ANTI-BULLYING, CYBERBULLYING, HARASSMENT (INCLUDING SEXUAL OR CYBER) AND HAZING POLICY**

Global Academies Charter School will not tolerate bullying, cyberbullying, harassment, sexual harassment, cyberharassment or hazing. Each Pennsylvania public school is required to have a policy regarding the class of bullying behaviors and the discipline of students who are found to have engaged in such conduct. This policy will be reviewed with students and posted where all can see it.

### **DEFINITIONS**

**“Bullying”** means an intentional electronic, written, verbal or physical act, or a series of acts:

- directed at another student or group of students;
- which occurs in a “school setting” or outside of school and materially and substantially interferes with the educational process or program at the school such as to create a sufficient nexus with the school, as allowed by law;
- that is severe, persistent or pervasive; and

that has the effect of doing any of the following:

- substantially interfering with a student’s education;
- creating a threatening environment; or
- substantially disrupting the orderly operation of the school.

Bullying takes many forms and can include a variety of behaviors and may include, but is not limited to:

- Physical -- touching, hitting, kicking, pushing, shoving, or causing or encouraging another person to hurt someone.
- Verbal -- slurs, name-calling, teasing, taunting, gossiping or spreading rumors.
- Nonverbal -- threatening, intimidation, obscene gestures, isolation, exclusion, stalking or cyberbullying.

It is the intent of this policy that the term “bullying” include, but not be limited to, incidents that are reasonably perceived as being motivated either by any actual or perceived

characteristic, such as gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, physical appearance, socioeconomic status and/or political beliefs.

**“Cyberbullying”** means the use of electronic communication technologies with the intention of harming another person or with reckless disregard to the well-being of another person. Cyberbullying can occur through an electronic or communication device including, but not limited to, a telephone, cellular phone or computer, through e-mail, instant messaging, text messaging, blogging, photo and video sharing, chat room messaging, posting on message boards or social networking sites, or any other medium of communication.

As a form of bullying, even if occurring off school premises, cyberbullying is subject to discipline under the Code of Character, if it materially and substantially disrupts the operations of the school, or if the School Administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.

**“Harassment”** means unwelcome verbal, written, graphic or physical conduct relating to a person’s gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. Harassment does not depend on intent to harm, need to be directed at a specific target, or entail repeated incidents. Harassment creates a hostile environment when it:

- is directed at another student or group of students;
- has the purpose or effect of substantially or unreasonably interfering with a student’s education; or otherwise adversely affects a person’s learning opportunities, health, safety or wellbeing.

**“Sexual harassment”** is unwelcome conduct of a sexual nature. Forms of sexual harassment include, but are not limited to, the following:

- Verbal Harassment, such as derogatory comments, jokes, slurs, sexually oriented sounds or remarks;
- Physical Harassment, such as unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person’s body, or impeding or blocking movement;

or Visual Harassment, such as derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures.

Formal complaints of sexual harassment must be in writing and signed by the complainant. The CEO/Principal/Assistant Principal or designee will investigate complaints of sexual harassment promptly. If the charge is substantiated, corrective disciplinary action will be taken for this serious violation of the school policy. Confidentiality will be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process.

**“Cyberharassment”** means direct use of electronic communications or electronic social media service to inflict harm to a student, including threats to inflict harm or making seriously disparaging statements or opinions about the student’s physical characteristics, sexuality, sexual activity, mental or physical health. Though similar to cyberbullying, cyberharassment of a student, whether on school grounds or not, is a crime to warrant notification to the Police Department. This may result in a criminal investigation and criminal charges to be filed against the student.

**“Hazing”** means:

Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization . . . The term shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property. For purposes of this definition, any activity as described in this definition upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding.

Hazing of a student, whether on school grounds or not, is a crime if committed by any person or by a student in grades 7 and up -- to warrant notification to the Police Department. This may result in a criminal investigation and criminal charges to be filed against the student or person.

**GLOBAL ACADEMIES HAS NO TOLERANCE FOR ANY INSTANCES OF BULLYING, CYBERBULLYING, HARASSMENT (INCLUDING SEXUAL OR CYBER) OR HAZING. ALL SUCH ALLEGED CONDUCT WILL BE PROMPTLY INVESTIGATED AND, IF FOUNDED, DISCIPLINARY SANCTIONS WILL BE IMPOSED ON THE OFFENDER. DEPENDING ON THE NATURE AND SEVERITY OF THE INFRACTION, REPORT WILL BE MADE TO LAW ENFORCEMENT OFFICIALS AS WARRANTED.**

## **REPORTING AND INVESTIGATION**

**ALL INSTANCES OF BULLYING, CYBERBULLYING, HARASSMENT (INCLUDING SEXUAL OR CYBER) OR HAZING SHOULD BE REPORTED IMMEDIATELY TO THE CEO/PRINCIPAL/ ASSISTANT PRINCIPAL, WHETHER SUFFERED AS A VICTIM OR WITNESSED.**

After receiving a complaint, meetings will be separately held with the scholars involved as part of an investigation that is performed by or at the request of the CEO/Principal/Assistant Principal. If the allegations are confirmed, Global Academies will do the following:

- Inform the scholar who engages in any such conduct of the results of the investigation;
  - Review the definitions of such behaviors and the policy prohibiting them;
  - Punish the behavior relative to the number of offenses and the severity of the behavior;
- and
- Notify the parents/guardians of the scholar who engaged in such conduct, including the actions of the scholar and the consequences.

A scholar who is guilty of any such behaviors will immediately be suspended. Depending on nature of the conduct, severity and/or frequency, the scholar may be referred to the Board of Trustees for possible expulsion and to law enforcement officials as may be appropriate.

### **WEAPONS - ACT 26**

Possession of weapons in the school setting is a threat to the safety of scholars and staff, and

is prohibited not only by law.

Act 26 (24 P.S. Section 13-1317.2) is a Pennsylvania law that requires the referral for expulsion of any scholar who possesses a weapon on school property, at a school function, or going to or from school.

The term “weapon” will mean any object, device, or instrument designed as a weapon or capable of threatening or inflicting serious bodily harm or which may be used to inflict self-injury. This definition includes, but is not limited to: any firearm, shotgun, or rifle, whether loaded or unloaded; any knife, cutting instrument, or cutting tool; any nunchaku; any chemical agent such as pepper spray or mace; laser pointer; stun gun; incendiary device; any other tool, instrument or object used or intended to be used to inflict serious bodily harm to another. The term “weapon” will also include any simulated, replica, toy, or look-alike weapon.

Scholars are prohibited from possessing and bringing any weapon within 100 feet of any school building, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or to a school-sponsored activity.

A scholar is regarded as in possession of a weapon when the weapon is found on the person of the scholar; in his or her locker; or under the scholar’s control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the scholar is coming to or from school or a school-sponsored activity.

Being in possession of a weapon is not limited to using it or intending to use it. Merely carrying the weapon, keeping it in a locker, backpack or purse, or even holding it for a friend, is sufficient.

As required by Act 26, Global Academies will notify the Police upon discovery of any weapon covered by the Act.

By signing our handbook acknowledgement form parents understand the seriousness of this policy. **Parents must speak with children regarding the consequences of bringing any sharp item or weapon-like item to school. This includes jewelry with sharp edges, pocketknives, nail files, toy guns, etc.** Consequences of non-adherence to this mandate will lead to possible

arrest and/or expulsion from school.

## **TERRORISTIC THREATS**

Global Academies Charter School recognizes the danger that terroristic threats by scholars present to the safety and welfare of other scholars, staff and community, even if the result is fear or disruption without physical injury. Therefore, Global Academies will not tolerate any such conduct by any scholar, which is prohibited.

“Terroristic threat” is defined as a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

Any scholar, whom the CEO/Principal/Assistant Principal determines, after investigation, to have engaged in such conduct, alone or having any part thereof, will have committed the offense of “terroristic threat.” Such scholar may be recommended for expulsion, with report made to law enforcement officials.

## **ASSAULT ON SCHOOL PERSONNEL**

A scholar will be recommended for expulsion, with report made to law enforcement officials, if he or she commits an assault against a teacher, administrator, a member of the Board of Trustees of Global Academies Charter School, or other employee who is acting within his/her duties in a situation where his/her authority to act is apparent, or as a result of his/her relationship with the school.

## **SUBSTANCE ABUSE**

The Board of Trustees of Global Academies Charter School recognizes that substance abuse and the misuse of alcohol are serious social problems that have far-reaching implications for both the user and the entire community. The Board of Trustees is committed to the prevention of drug and alcohol abuse and accepts the responsibility for instructing scholars in the nature of these substances.

**Scholars are absolutely prohibited from using, possessing, soliciting, distributing, and being under the influence of any controlled substances during school hours, at**



**any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.**

Because substance abuse is a serious problem, the Pennsylvania General Assembly enacted Section 1547 of the Pennsylvania Public School Code, requiring schools to implement a comprehensive alcohol, tobacco, drug and other substance abuse program.

Global Academies Charter School employs a multi-faceted approach to its program.

## **PREVENTION**

Annual, age-appropriate instruction is provided to all scholars in every grade, from kindergarten to 12th grade, regarding the dangers of alcohol, tobacco, drug and other chemical substance abuse. Instruction also will address scholar self-esteem, self-awareness, personal worth, and decision-making to enable scholars to make informed choices involving chemical use.

In service training is also provided to instructional staff.

## **IMMEDIATE INVESTIGATION AND ACTION**

Where, despite prevention efforts, Administration has received information concerning possible or actual incidents of possession, use or sale of chemical substances, the matter will be immediately investigated and all necessary actions taken in compliance with state law and procedures set forth in any memorandum of understanding with local law enforcement officials.

Immediate investigation will be conducted by school officials if “reasonable suspicion” exists regarding a scholar’s possession, use or sale of chemical substances. The basis for reasonable suspicion will include:

- A statement from an eyewitness or informant
- Symptoms such as, but not limited to, intoxication, slurred speech, unsteady walk, impaired coordination, slowed reflexes, an odor, expression such as flat affect, brief intense euphoria, repetitive physical mannerisms, violence, nausea or elevated heart rate
- A scholar’s past history for use or possession of drugs or alcohol
- Any other independent evidence which gives rise to a reasonable conclusion that a scholar is in violation of the school’s substance abuse policy

While the above factors, standing alone, may not always suffice in supporting a reasonable suspicion of use or possession of a prohibited substance, a combination of factors will strengthen the school's reasonable suspicion position.

If reasonable suspicion exists, the school's policies regarding search and seizure, reporting to the police, and Code of Character including appropriate disciplinary action also apply.

Scholars who are found not to be in possession of alcohol, drugs or other health endangering substances, will be promptly excused and no further action will be taken.

Investigations and actions under this policy and related policies serve the foremost purpose of protecting the health and welfare of school community members.

## **INTERVENTION**

Except for the most egregious of circumstances where a scholar's conduct has so endangered another member of the school community that expulsion from school is warranted, Global Academies's multi-faceted approach to substance abuse includes involvement of the school's Scholar Assistance Team, who have been trained to understand the issues of scholar chemical use, abuse and dependency, and who play a primary role in the identification and referral of scholars coming to their attention for assistance in removing barriers to learning that may have led to destructive substance use.

The Scholar Assistance Team members are trained to identify problems, determine whether or not the problem lies within the responsibility of the school, and makes recommendations to assist the scholar and his or her parent.

Where the problem is beyond the scope of school, the Scholar Assistance Team will inform the scholar's parent/guardian of the problem affecting the scholar's performance in school, and will provide the family with information so that they may access services within the community. Scholar Assistance Team members do not diagnose, treat or refer a scholar to treatment, however, but may refer a scholar for an assessment for treatment.

For scholars who receive treatment through a community agency, the Scholar Assistance Team, in collaboration with the scholar's parent and the agency, plans in-school support services during and after treatment.

At all phases of intervention, scholar confidentiality will be maintained, except when collaboration with an involved community agency requires information sharing.

The scholar's parent/guardian has the right to have full access to all school records under applicable state and federal laws and regulations, and to be involved in all phases of the scholar assistance program -- which underscores the role of the scholar's parent/guardian with decision-making responsibility regarding the resolution of their scholar's problems.

### **USE OR POSSESSION OF TOBACCO**

The Board of Trustees of Global Academies Charter School recognizes that smoking presents a health hazard which can have serious consequences, both for the smoker and nonsmoker. Thus, smoking will not be permitted anywhere on school property.

The use of tobacco is defined as the possession and/or use of any cigarette, pipe, cigar, chewing tobacco, snuff or other smoking or tobacco product, smokeless tobacco in any form, e-cigarette and/or paraphernalia associated with tobacco use such as rolling papers, matches and lighters. Smoking means the burning of a lighted cigarette, pipe, cigar, or any other matter of material that contains tobacco, or use of a tobacco-free product such as, but not limited to, an e-cigarette.

Scholars will not use or possess any product containing tobacco, or a tobacco-free product such as an e-cigarette, while on school property or at a school-sponsored events. School functions will be defined as (a) on school property; (b) at any place where an interscholastic activity and/or athletic contest is taking place; (c) during the course of any field trip; (d) during the course of any trip or activity sponsored by or under the supervision of the school, its Board of Trustees or authorized agents; or (e) upon school transportation vehicles at any time.

### **DISRUPTION OF SCHOOL OR CLASSROOM**

Good classroom instruction requires that students be attentive and cooperative. No scholar will disrupt the teaching/learning process. Consideration for classmates and neighboring classes must be maintained.

Infractions will be dealt with on an individual basis utilizing scholar conferences, parent conferences, in-school suspension and/or out-of school suspension. Repeat offenders will be referred to the School Administration by the teacher.

## **CARE OF SCHOOL PROPERTY**

Global Academies Charter School believes that it must help students learn to respect property and develop feelings of pride in community institutions. The school also recognizes the relationship between effective use of property and the school's financial solvency.

The Board of Trustees of Global Academies charges each scholar with the responsibility for the proper care of school property and school textbooks, supplies, computers and other equipment entrusted to his/her name.

Scholars who willfully cause damage to or deface school property will be subject to disciplinary measures. Scholars and others who damage or deface school property may be prosecuted and punished under the law. Parents/Guardians of scholars will be held accountable for their scholar's actions. The Board of Trustees may report to the appropriate authorities any scholar whose damage of school property has been serious or chronic in nature.

## **APPLICATION OF THE CODE OF CHARACTER TO OFF-CAMPUS ACTIVITIES**

A scholar may be subject to discipline for violation(s) of the Code of Character which occur off school property if any of the following circumstances exist:

- The conduct occurs during the time the scholar is traveling to and from school or traveling to and from school-sponsored activities, whether or not via school-furnished transportation.
- The scholar is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
- Scholar expression or conduct materially and substantially disrupts the operations of Global Academies, or the School Administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
- The conduct has a direct nexus to attendance at school or a school-sponsored activity (for example, a transaction conducted outside of school pursuant to an agreement made in school that would violate the Code of Character if conducted in school).
- The conduct involves theft or vandalism of school property.
- There is otherwise a nexus between the proximity or timing of the conduct in relation to the scholar's attendance at school or school-sponsored activities.
- Scholar is in the Global Academies uniform.

## **PHYSICAL RESTRAINT**

Physical restraint of scholars by school personnel will be considered a reasonable use of force when used in the following circumstances:

- As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
- As reasonably needed to maintain order or prevent or break up a fight.
- As reasonably needed for self-defense.
- As reasonably needed to ensure the safety of any scholar, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a scholar, or to prevent self-injurious behavior.
- As reasonably needed to escort a student safely from one area to another.

If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan. As reasonably needed to prevent imminent destruction to school or another person's property. Physical restraint will be considered a reasonable use of force when used solely as a disciplinary intervention/ preventative measure. Nothing in this subsection may be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

**\*\*\*PLEASE NOTE: USE OF PRONE RESTRAINTS IS STRICTLY PROHIBITED. RESTRAINTS WILL BE PERFORMED BY TRAINED/ CERTIFIED CRISIS RESPONSE TEAM MEMBERS. THE RESTRAINT PROCESS IS IN ACCORDANCE WITH THE CRISIS PREVENTION INTERVENTION MODEL (CPI). SHOULD THE USE OF RESTRAINT BECOME NECESSARY FOR A STUDENT WITH AN IEP, THE SCHOOL WILL FOLLOW REGULATIONS REGARDING REPORTING AND NOTIFICATION PROMULGATED BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S BUREAU OF SPECIAL EDUCATION.**

## **SEARCH AND SEIZURE**

Various types of school property including, but not limited to, lockers, storage bins and computer terminals are assigned to scholars for their convenience of storage or educational usage. School property remains the property of Global Academies Charter School. School property is not to be construed as belonging to, or for the sole use of a scholar, even though he or she assumes full responsibility for the security of such property.

In the interest of maintaining an educational environment and providing for the health and

safety of all scholars, Global Academies Charter School reserves the right, when necessary, for the CEO or designee to search, without a warrant, a scholar, his or her locker, purse, book bag or backpack, or school computers, if there are reasonable grounds for suspicion that the scholar has violated or is violating state or federal laws, city codes, or school policies.

If a school official has reasonable suspicion that a scholar's locker contains illegal or unauthorized materials, the school may conduct a locker search upon notification to the scholar, who will be given opportunity to be present during the search. When school officials have reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of scholars in school, the locker may be searched without prior warning.

Without notice or consent of the scholar or his or her parent, a scholar's person and/or personal effects (i.e., purse, book bag, backpack or athletic bag, electronic devices) or computer may be searched, whenever a school official has reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized material, contraband, evidence of a crime or evidence of a violation of the school's rules and policies.

If a search of an elementary scholar becomes necessary, he or she may be asked to turn his or her pockets inside-out, roll-up long sleeves or trouser cuffs, and/or remove his or her shoes. Although permissible, pat-down searches will be done only if safety is an immediate concern. In that event, two adults of the same gender as the scholar will perform the search. Pat-downs will be done only by the CEO, Principal/Assistant Principal or designee of the same sex as the scholar. Parents will be immediately contacted if a dangerous or missing item is found on or in the possession of their child. Also, parent presence will be required if there is good reason to believe that an item of importance or value may be concealed in such a manner as not to be revealed by the above search procedures.

If items of importance or value are missing and there is a reasonable chance they have not left a defined area, that area and persons in that area may be searched.

If a properly conducted search yields illegal or contraband materials, such findings will be turned over to proper legal authorities for ultimate disposition. Additionally, illegal or prohibited materials seized during a search may be used as evidence against the scholar in a school disciplinary proceeding.

To summarize:

- Personal Searches - A scholar's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized materials.
- School Computers - School computers and any data they contain remain under control of Global Academies Charter School, and are subject to inspection at any time.
- Locker Searches - Lockers may be searched if a school official has reasonable suspicion that the locker contains illegal or unauthorized materials. The scholar assigned to the locker will be notified, and opportunity to be present during the search will be given

When there is reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of scholars in school, the locker may be searched without prior warning or opportunity to be present during the search.

## **SUSPENSION AND EXPULSION**

The Board of Trustees recognizes that exclusion from the educational program of the school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a scholar and one that cannot be imposed without due process. The Chief Executive Officer may, after a proper hearing, suspend a scholar for such time as he/she deems necessary or may recommend permanent expulsion to the Board of Trustees.

Referral to the CEO/Principal/Assistant Principal

In the following seven cases, discipline referrals must be made immediately to the CEO/Principal/Assistant Principal or designee:

- Bullying, cyberbullying, harassment (including cyber or sexual) or hazing;
- Fighting or other violent behavior;
- Abusive language directed towards the teacher or another scholar;
- Scholar actions which challenge the teacher's authority, and which thereby disrupt the class;
- Scholar actions which are indicative of the use of drugs, alcohol or other altering substances;
- Scholar actions which present a danger to the safety and well-being of anyone in

school; or

- Criminal acts in violation of any local, state or federal laws.

**THE CEO MAY RECOMMEND EXPULSION FOR THE FOLLOWING FIRST-TIME OFFENSES:**

- Arson or attempted arson;
- Assault and/or battery of an employee or student;
- Possession, use or sale of a firearm or dangerous weapon;
- Manufacturing, growing, distribution, and/or sale of drugs and/or paraphernalia;
- Extortion, attempted extortion, robbery, and/or larceny;
- Immoral conduct which is harmful or threatens to be harmful to another individual;
- Severe instances of bullying, cyberbullying, harassment (including cyber or sexual) or hazing;
- Unlawful assembly and/or riot;
- Possession, use, distribution, sale, lighting, or discharge of explosive devices; or
- Scholar is determined to have committed an offense punishable as a crime, which resulted in or could have resulted in injuries to other scholars or staff, regardless of where the offense occurred.

**IN-SCHOOL SUSPENSION (EXCLUSION FROM CLASS)**

Scholars may be removed from class and placed in an alternative resource room as a result of misconduct or disobedience that does not warrant an out of school suspension. Before a scholar can be penalized with in-school suspension for a violation of school rules, the scholar must be informed of the reason for such discipline and be given a chance to explain. The scholar's parent must be notified.

**OUT-OF-SCHOOL SUSPENSION (EXCLUSION FROM SCHOOL)**

The Chief Executive Officer, Principal/ Assistant Principal or designee may suspend any scholar for willful misconduct for a period of one (1) to ten (10) consecutive school days.

Note: School days are counted as days school is in session.

No scholar may be suspended without notice of the reasons for which he or she is suspended, with opportunity to tell his or her side of the story. Written notice to the scholar's parent must be given, which may or may not be accompanied by or verbal contact from the school representative.



When the suspension exceeds three (3) school days, the scholar and parent/guardian will be given the opportunity for an informal hearing with the designated school official.

A scholar may be suspended up to ten (10) school days following an informal hearing with the CEO/Principal/Assistant Principal or designee.

Continual suspensions may result in your child's administrative review before the Board of Trustees or a committee of trustees designated to hear disciplinary matters.

## **EXPULSION**

The Board of Trustees may vote to permanently expel from the roll of this Charter School any scholar whose misconduct and/or disobedience is such to warrant this sanction. No scholar will be expelled without a formal hearing before a duly authorized committee of the Board of Trustees and, if the committee recommends expulsion, opportunity to comment upon the matter before the full Board of Trustees votes upon the matter.

## **INFORMAL HEARINGS**

Scholars suspended for a period of time longer than three (3) days, shall be afforded an informal hearing. Delay of such hearings shall not operate to delay return to school.

## **FORMAL HEARINGS**

The Board of Trustees requires that each formal hearing shall be closed to the public. Each suspended scholar involved in a formal hearing shall be restored to a regular educational program pending the outcome of the hearing, except when in the opinion of the Chief Executive Officer and/or designee, the presence of the scholar in school poses a danger to himself/herself or others that would warrant continued absence.

The formal hearings shall observe the due process requirements of notification of the charges in writing, by certified mail and regular mail to the scholar's parents/guardian and the address of record; notice of the time and place of the hearing; that the hearing shall be private; the right to representation by counsel; the disclosure of witnesses and the testimony they have; the right to testify and present witnesses on the scholar's behalf; the hearing shall be held with all reasonable speed; recordation of the proceedings and a copy of the transcript.

# NOTICE OF SUSPENSION OR RECOMMENDATION TO EXPEL

A letter from the CEO/Principal/Assistant Principal or designee will be issued to the student's parent/guardian when the student is assigned an out-of-school suspension or is recommended for expulsion.

For suspensions of three (3) or fewer days, the notification will communicate the following:

- Reason(s) for the suspension and date(s) of suspension;
- A parent/guardian is expected to participate in a conference with the Principal in order for the student to be readmitted to the regular classroom;
- The student will not be allowed to participate in classroom and school activities during the suspension period; and
- The student is not allowed on school property pending the suspension.

For suspensions of greater than three (3) days or expulsions, the notification will communicate the following:

- Reason(s) for the suspension and date(s) of suspension;
- Sufficient notice of the date and time for an informal hearing for the scholar's parent or guardian, accompanied by the scholar, to come to the school to meet with the CEO/Principal/Assistant Principal or designee regarding the circumstances for which the scholar is being suspended or why he or she should not be suspended.
- A scholar has the right to question any witnesses present at the informal hearing
- A scholar has the right to speak and produce witnesses on his or her own behalf; and
- The school shall offer to hold the informal hearing within the first 5 days of the suspension.

Delay of such hearings shall not operate to delay return to school. The scholar will not be allowed to participate in classroom and school activities during the suspension period. Except for attending the informal hearing, the scholar is not allowed on school property pending the suspension.

Following the informal hearing, if the infraction so warrants and the CEO moves forward with a

recommendation for expulsion, the CEO will notify the Board of Trustees and will send a letter to the scholar's parent/guardian about the scheduling of a formal hearing in accordance with the following due process notice requirements, which also inform the family about their rights and how the formal hearing will be conducted:

- Notification of the charges shall be sent to the scholar's parent or guardian by certified mail.
- At least 3 days' notice of the time and place of the hearing will be given. A copy of the expulsion policy, notice that legal counsel may represent the scholar and hearing procedures will be included with the hearing notice. A scholar may request the rescheduling of the hearing upon showing good cause for an extension.
- The hearing will be held in private unless the scholar or parent requests a public hearing.
- The scholar may be represented by counsel, at the expense of his or her parent or guardian, and may have a parent or guardian attend the hearing.
- The scholar has the right to be presented with the names of witnesses against him or her, and copies of the statements and affidavits of those witnesses, if any.
- The scholar has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- The scholar has the right to testify and present witnesses on his or her own behalf.
- A written or audio record will be kept of the hearing. The scholar is entitled, at the family's expense, to a copy. A copy shall be provided at no cost to a scholar who is indigent.

The formal hearing usually occurs before completion of the 10th day of suspension, but may be held within 15 school days of the notification of charges, unless a longer time period is mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

- Laboratory reports are needed from law enforcement agencies.
- Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act (20 U.S.C.A. §§ 1400-1482).
- In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

Notice of the right to appeal the results of the formal hearing will be provided to the scholar with the expulsion decision.

### **ADMINISTRATIVE BOARD REVIEW**

Any scholar whose actions or offenses represents a willful excessive disruption of the learning environment, causing actual or potential harm to person or property, or which reflects that a scholar is nonresponsive to progressive efforts to modify his or her behavior, such as repeated suspensions or chronic truancy, may be referred to the Board of Trustees for administrative review, upon recommendation of the School Administration.

### **DISCIPLINE OF SCHOLARS WITH IEPs**

Scholars with IEPs are required to follow Global Academies's Code of Character, except as described below.

1. Instead of a Behavior Contract that a scholar without an IEP might be given, a scholar with disabilities, with agreement of the IEP team, may be given a Positive Behavior Support Plan based upon a Functional Behavioral Assessment, or if such interventions are already in place, these should be revisited for possible revision.
2. A scholar with disabilities who receives special education services cannot be suspended for more than 10 consecutive days or 15 total days in a school year, unless his or her parent/guardian agrees or a special education hearing officer (appointed by the state, not Global Academies Charter School system) approves such suspension.
3. In any case where Global Academies Charter School, as a disciplinary measure, proposes to change a special education scholar's placement (exclusion from school for more than 10 consecutive school days or more than 15 cumulative school days or transfer to an alternative educational program absent "special circumstances" below), then within 10 days of any decision to change the placement, the relevant members of the IEP team including the scholar's parent/guardian must conduct a manifestation determination to determine: (1) if the conduct in question was caused by or had a direct and substantial relationship to the scholar's disability; or (2) if the conduct was the direct result of the local educational agency's failure to implement the IEP. A formal invitation for the manifestation determination meeting will be sent to the scholar's parent/guardian stating the purpose; parent/guardian also will be provided with notice of procedural safeguards.

4. If the answer to both questions above is “no,” the scholar may be disciplined as a regular education scholar including out-of-school suspension and/or permanent exclusion;\* however, any alternative educational program must implement the scholar’s IEP and as appropriate, Global Academies Charter School must provide a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur. The parent/guardian has a right to request an expedited special education due process hearing to challenge the manifestation determination and/or any change in placement.

5. When a scholar with a disability is excluded for more than 10 consecutive school days or subjected to a series of removals that constitute a pattern because the removals cumulate to more than 10 school days in any one school year, a change in placement has occurred and a Notice of Recommended Placement/Prior Written Notice is required.

6. If the answer is “yes” -- to either the question whether the conduct in question was caused by or had a direct and substantial relationship to the scholar’s disability, or whether the conduct was the direct result of the local educational agency’s failure to implement the IEP -- then the IEP team must: (i) conduct a functional behavioral assessment and implement a behavior intervention plan or, if a behavior plan exists, review the plan and modify it as necessary to address the behavior; and (ii) return the scholar to the placement from which the scholar was removed, unless (a) the parent/guardian and Global Academies Charter School agree to a change in placement; or (b) “special circumstances” in number (7) exist.

7. A special education scholar can be transferred to an alternative educational placement for up to 45 school days, regardless of whether or not the conduct was a manifestation of disability, if any of the following “special circumstances” exist: (i) the scholar brings or possesses a dangerous weapon\* at school, to or from school, or to any school function, (ii) knowingly possesses, uses, buys, or sells a controlled substance other than a controlled substance legally possessed or used under the supervision of a licensed health care professional in school, at school, on school premises, or at a school function or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Change of placement of scholar with a disability, on account of possession of a “dangerous weapon” at school, to or from school, or to any school function, means a weapon, device instrument, material or substance that is used for, or is readily capable of causing death or

serious bodily injury. However, in the case of a pocketknife, blades less than two-and one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a “dangerous weapon.”

8. While any decision to transfer a scholar must be discussed and is usually made by his or her IEP team, Global Academies Charter School may ask for an expedited hearing conducted by a special education hearing officer to seek a 45-day interim placement, if the behavior has been determined to be a manifestation of the scholar’s disability and special circumstances do not exist, but Global Academies Charter School believes that maintaining the current placement is substantially likely to result in injury to the scholar or others. A parent/guardian also can ask for an expedited, special education due process hearing if he or she believes that the transfer or proposed change of placement is inappropriate.

9. Global Academies Charter School will hold a manifestation determination for scholars diagnosed with an intellectual disability who are excluded for any amount of time. In other words, for scholars with an intellectual disability, a disciplinary exclusion for any length of time amounts to a change in placement, to trigger a manifestation determination.

#### Protections of “Thought to Be Eligible” Scholars

If disciplinary procedures are brought against a scholar who has not been identified as being eligible for special education and related services, Global Academies Charter School may impose an out-of-school suspension for up to 10 consecutive days and up to 15 total days in a school year, or recommend permanent exclusion, to the same extent that as for a non-disabled scholar for the same offense, provided, however, that:

Global Academies Charter School did not have knowledge that the scholar was a scholar with a disability before the violation occurred; and

If an evaluation is requested after the violation occurs, Global Academies Charter School must conduct the evaluation in an expedited manner and, in the event that a disability is found, then the process for manifestation determination is to be completed, the outcome of which will determine whether discipline may be imposed or if special education and related services will be initiated with parental consent.

Global Academies Charter School will be deemed to have knowledge of a disability and the

scholar is entitled to the procedures applicable to scholars with IEPs if, prior to the violation:

The parent/guardian expressed a concern, in writing, to supervisory or administrative personnel or a teacher of the scholar that he or she may require special education and related services; or

The scholar's teacher and/or other school staff has expressed specific concerns about the scholar's academic and/or functional performance directly to the Special Education Coordinator or other supervisory personnel; or

The parent has requested an evaluation; or

The scholar has a 504 plan or Global Academies Charter School is in possession of information indicating that he or she has or may have a disability which could have been a causal factor for his or her conduct.

Global Academies Charter School will not be deemed to have knowledge of a disability if:

- The parent/guardian of the scholar has not allowed an evaluation despite Global Academies Charter School's request; or
- The parent/guardian of the scholar has refused services; or
- The scholar has been evaluated and it was determined that he or she is not a scholar with a disability under the IDEA; or
- No circumstances exist to establish that Global Academies Charter School had or should have had knowledge of a disability that could have been a causal factor for the conduct in question

## **SECTION XI: ELECTRONICS POLICY**

### **CELL PHONE CHECK IN/CONFISCATION**

Scholars in grades 4-8 will be afforded an amnesty cell phone check in prior to the start of classroom instruction

All phones will be collected and accounted for and secured until the end of the day.

All scholars will retrieve their phones by way of the classroom instructors. (designated staff will collect phones in the morning and return in the afternoon.)

Scholars that do not check phones in and are caught with phones afterwards will have it confiscated and will be subject to reprimand in accordance with School Code of Character

First time phone is confiscated it will be secured in Main Office/ Office of the Assistant Principal until parent/ guardian retrieves it.

Second occurrence scholars will be subjected to a parent conference and suspension

Third occurrence will be perceived as a blatant disregard for school rules/ regulations and result in suspension/ expulsion.

**\*\*PLEASE NOTE: LOST OR STOLEN CELL PHONES/ ELECTRONIC DEVICES WHICH ARE NOT PROPERLY CHECKED-IN ARE NOT THE RESPONSIBILITY OF THE SCHOOL.**

### **COMPUTER PRIVILEGE AND ACCEPTABLE USE**

Global Academies Charter School (GACS) provides its scholars with digital learning tools, including iPads, tablets, laptops, desktops, and other digital devices, to enhance, enrich, and facilitate effective teaching, learning, and communication. These tools will support GACS's vision. They will also support our Technological vision of developing, by grade 8, Digital Citizens who have demonstrated, with proficiency, the ability to navigate digital literacy, higher order and inventive thinking, effective communication, and high productivity.

Responsible use of GACS iPads, and other digital learning tools, are an essential part of our curriculum. These tools are intended for use inside of the school facility unless authorized, in writing by a designated school official, to be removed from the school premises.

All Digital Learning Tools and their related hardware, software, and accessories are the property of GACS. They must be used in accordance with all related GACS policies including the GACS Acceptable Use Policy.

With privilege comes responsibility, therefore, as a condition of use, scholars and parents will sign a Digital Tools Responsibility Contract and Consent Agreement. By signing the



Agreement, parents and scholars are acknowledging that they understand and will comply with the contents of the agreement, and the contents of the Technology section of this handbook.

### **OPPORTUNITIES/PRIVILEGES**

Scholars will have access to technology resources that facilitate teaching and learning and enhance communication;

Scholars will have guided and monitored access (using electronic filtering, restrictions, and general adult supervision) to the Internet;

Scholars are prohibited from accessing social media or any unauthorized communication, video, audio, or print media on any of the Digital Learning Tools;

The Digital Learning Tools are provided for use in the pursuit of GACS Scholar academic related business and are to be reviewed, monitored, and used only in that pursuit.

Scholars ARE NOT permitted to use GACS's technical resources for occasional, non-scholarly purposes;

Scholars may be assigned a GACS email account and password. This account is solely for the use of communications between teachers, scholars and e-pals throughout the course of the school year. All communication via email is accessible by the IT consultant and school administration and must pertain to educational purposes only.

### **PRIVACY CONSIDERATIONS**

Files stored on school resources, including e-mail messages, are the property of GACS. Global Academies reserves the right to inspect files stored on school resources for conformity with its policies, licensing standards and state or federal law.

Disciplinary Actions: Violation may result in restriction or suspension of access to technology resources, financial restitution, or other disciplinary measures.

### **SCHOLAR RESPONSIBILITIES**

Scholars are to follow the Guidelines for Proper Care and other sections in the Digital Device Agreement;

Scholars are responsible for using school technology resources to extend the learning experiences that are consistent with GACS curriculum and programs;

Scholars are responsible for adhering to established guidelines and standards for use of technology resources;

Scholars are responsible for keeping equipment, programs, and files from being relocated, removed from school premises, corrupted, or modified without the permission of the building Technology Director or designee;

Scholars are responsible for maintaining the privacy and integrity of passwords and of electronic communications;

Scholars are responsible for adhering to all copyright and educational fair use guidelines;

Scholars are responsible for avoiding use of technology resources in a way that is profane, obscene, or that advocates illegal acts, bullying, violence, or discrimination toward other people.

Scholars are responsible for their Digital Learning Tool and are expected to treat them with care and respect.

Do not, or allow other scholars to, eat or drink while using the iPad, or other Digital Learning Tool;

Do not, or allow other scholars to, leave the iPad, or other Digital Learning Tool, exposed to direct sunlight;

Do not, or allow other scholars to, drop the iPad, or other Digital Learning Tool, or enable situations that will allow it to fall;

Give care appropriate for any necessary electrical device;

Do not, or allow other scholars to, attempt to repair a damaged or malfunctioning iPad or

other Digital Learning Tool;

Do not, or allow other scholars to, attempt to upgrade the iPad or software of any GACS

Digital Learning Tool;

Do not allow others to use you iPad, or other Digital Learning Tool, irresponsibly;

Do not, or allow other scholars to, leave the iPad unattended;

Do not, or allow other scholars to, leave the iPad in any secured or unsecured area;

Do not, or allow scholars to, remove A/C adapters from the carts;

### **ETHICAL AND APPROPRIATE USE**

Scholars are expected to follow the GACS Acceptable Use Policy and abide by all local, state and federal laws wherever using the iPad or other Digital Learning Tool;

Scholars will use the iPads, or other Digital Learning Tools, for educational experiences that are consistent with GACS curriculum and programs;

### **MAINTENANCE**

The iPads, or other Digital Learning Tools, are school property and will be relinquished to the school daily, and at the conclusion of the academic school year, or upon withdrawing from GACS.

Scholars will surrender their iPad, or other Digital Learning Tool, at any time to IT staff for periodic review of the hardware for maintenance and software upgrades as deemed necessary.

### **SOFTWARE**

Scholars should not attempt to install software or change the system configuration including network settings;

All school iPads, or other Digital Learning Tools, will be pre-loaded with the standard software in use at the time by the GACS Tech department;

Scholars will respect the copyrights and intellectual property rights of others, including the legal use of copyrighted software.

**Hardware:** Scholars may not install or repair hardware on the iPad or other Digital Learning Tools.

### **FILE SECURITY/SAFETY**

Scholars should regularly back up key data to the cloud.

Scholars should keep the amount of data stored on the iPad to a minimum.

Theft: In case your iPad or other Digital Learning Tool has been lost, stolen, or damaged, contact your Teacher, Academy Leader, or Tech Department.

Scholars are expected to protect school iPads from theft; immediately notify your Teacher, Academy Leader, or Tech Department if a theft does occur.

## **FREQUENTLY ASKED QUESTIONS (FAQS)**

**Tech Support:** [helpdesk@GACScharter.org](mailto:helpdesk@GACScharter.org)

*Something is wrong with the iPad or other Digital Learning Tool, what do I do?*

Restart the computer. Force quit the machine if you have to.

Contact your Teacher, Academy Leader, or Tech Department.

*iPad Access: Logging In - How do I login to the network at school?*

Turn on the iPad.

Enter the passcode unique to the class the iPad is from.

*What Operating system is on the iPad?*

The iPad's operating system should be current unless unadvised by the Tech Department.

*May I remove the tags and labels on the iPad and decorate it to fit my personality?*

No

*May I install my own software on the iPad or other Digital Learning Tools?*

No. However, if there is software that you are interested in, consult your Teacher, Academy Leader, or Tech Department.

*What does it mean that I may only use the iPad for limited personal use?*

The iPads are purchased for educational reasons; however, the school recognizes that having such a valuable tool available means there will be times you will want to use the iPad to do other things occasionally;

Personal use will be in accordance to your class rules and expectations.

*May I install my own software on the iPad?*

No. If there is software you would like installed, notify your teacher.

*While working on the iPad, the computer appears frozen. What do I do?*

Notify your Teacher, Academy Leader, and Tech Department immediately.

*I accidentally spilled water on the iPad or other Digital Learning Tools, What do I do?*

Contact an adult. If safe, dry the iPad and report the incident to your Teacher, Academy Leader, or Tech Department.

For more assistance please email [GACSWHelpdesk@ga-schools.org](mailto:GACSWHelpdesk@ga-schools.org)

**For more assistance please email [GACSWHelpdesk@GA-Schools.org](mailto:GACSWHelpdesk@GA-Schools.org)**

## **ACCEPTABLE USE POLICY**

As with all technology use at GACS, adherence to the GACS Acceptable Use Policy is required.

## **OFFICIAL EMAIL ADDRESS**

Scholars in grades 6-8 may be assigned a GA-Schools.org student email account. This account will be considered the scholar's official GACS email address until such time as the scholar is no longer enrolled at GACS.

## **PROHIBITED CONDUCT**

- Scholar email may not be used in the following ways:
- Cyberbullying: To harass, threaten or intimidate others;

- To send obscene or sexually explicit language or images;
- Unlawful activities;
- Commercial purposes;
- Personal financial gain ;
- False identity in email communications;
- Misrepresentation of the Global Academies Charter School;
- Interferences with GACS technology operations through
- Electronic chain letters
- Unsolicited electronic communications
- Listing to music during class, unless directly linked to educational class activities.
- Disruption of electronic communication

## **ACCESS RESTRICTION**

Access to and use of scholar email is considered a privilege accorded at the discretion of GACS. The school maintains the right to immediately withdraw the access and use of a scholar's email when there is reason to believe that violations of law or school policies have occurred. In such cases, the alleged violation will be referred to the Assistant Principal for further investigation and adjudication.

## **PRIVACY**

Files stored on school resources, including email messages, are considered property of GACS. GACS reserves the right to inspect files stored on school resources for conformity with its policies, licensing standards and state or federal law.

## **SECURITY**

Wireless networks are great for sharing printers, files and an internet connection among different computers in the home, but they do come with some risks. Your router manual should provide instructions on how to set up a secure network, so refer to these first. If you need additional help, some basic steps are outlined below.

An unsecured wireless network is accessible by anyone within range of the network (300 ft. or more). An intruder may do any of the following:

- Slow your internet performance
- View your files on your computer

- Monitor your websites, read your emails and in

Use your connection to spread spam or malicious software or perform other illegal activities. For these reasons, it is important to make your home network secure. A secured connection can still be compromised, but it is much more difficult to do so.

## **SECURE WIRELESS**

To setup up your secure network, you should first look at your router manual for directions. Below are some typical steps you would take:

- Physically connect your netbook (or instant messaging and copy usernames and pass words any computer) to the router using a CAT-5 ethernet cable such as the one below.
- Open your Internet browser (Google, Firefox, etc.) and type in the IP address of the router into the address bar. Typically, this address is 192.168.1.1 or 192.168.0.1.
- Most routers come with a standard username and password (such as admin/admin or admin and no password). You should now be able to access the settings of the router
- Look for security settings.

From there it should be fairly straightforward to choose your encryption method, choose a name for the network and to choose a password. As with all passwords, choose something that uses a combination of different characters (such as numbers and symbols) making it difficult for a stranger to guess and that bears no relationship to the network name.

## **HOW TO AVOID IPAD OR OTHER DIGITAL LEARNING TOOLS PROBLEMS**

- Food and liquids should not be anywhere near an iPad or other Digital Learning Tools.
- Always travel with your Digital Learning Tool in its case.
- Always keep your chargers in the charging station.

**\*REMEMBER: YOU ARE SOLELY RESPONSIBLE FOR THE IPAD ASSIGNED TO YOU.**

- ALWAYS backup your data in an email account or cloud;
- Take care of the touch screen:
- Do not use a cleaner or water on the screen.
- When cleaning is necessary, wipe the surface lightly with a soft cloth such as a microfiber cloth.

**\*REMEMBER: EACH REPLACEMENT IPAD SCREEN WILL COST \$100.00 PLUS INSTALLATION**

Objects such as books, sports equipment, and musical instruments should never be placed or stacked on top of the iPad or other Digital Learning Tool.

iPads or other Digital Learning Tools, and their cases should not be defaced in any way (adhesive stickers, drawings, engravings, etc.).

Keep the iPad and cords away from traffic or potentially dangerous areas;

Keep all magnetic devices away from the iPad.

Users should not attempt to repair the iPad; GACS tech staff will be responsible for determining repairs necessary.

Do NOT leave an iPad unattended; extreme temperatures or sudden changes in temperature can damage an iPad.

iPads work best when used in temperatures between 35 and 90 degrees.

### **OPPORTUNITIES/PRIVILEGES**

Scholars will have access to technology resources that facilitate teaching and learning and enhance communication;

Scholars will have monitored access (using electronic filtering and supervision of Scholars) to the Internet;

Scholars may be assigned a GACS email account and password. This account is solely for the use of communications between teachers, scholars and e-pals throughout the course of the school year. All communication via email is accessible by the IT consultant and school administration and must pertain to educational purposes only.

### **PRIVACY CONSIDERATIONS**

Files stored on school resources, including e-mail messages, are the property of GACS. Global Academies reserves the right to inspect files stored on school resources for conformity with its



policies, licensing standards and state or federal law. Disciplinary Action - violation may result in restriction or suspension of access to technology resources, financial restitution or other disciplinary measures.

## **SCHOLAR RESPONSIBILITIES**

Scholars are responsible for using school technology resources to extend the learning experiences that are consistent with GACS curriculum and programs;

Scholars are responsible for adhering to established guidelines and standards for use of technology resources;

Scholars are responsible for keeping equipment, programs, and files from being relocated, removed from school premises, corrupted, or modified without the permission of the building Technology Director or designee;

Scholars are responsible for maintaining the privacy and integrity of passwords and of electronic communications;

Scholars are responsible for adhering to all copyright and educational fair use guidelines;

Scholars are responsible for avoiding use of technology resources in a way that is profane, obscene, or that advocates illegal acts, bullying, violence, or discrimination toward other people;

Scholars are responsible for their assigned iPad and are expected to treat the iPad with care and respect.

IPads will remain in the classroom in a secured location. Scholars may not remove the charging block or cable from the charging station;

Scholars are never recommended to lend their technology equipment to another scholar;

## **ETHICAL AND APPROPRIATE USE**

Scholars are expected to follow the GACS Acceptable Use Policy and abide by all local, state and federal laws wherever using the netbook;

Scholars will use the netbook for educational experiences that are consistent with GACS curriculum and programs;

Scholars may use GACS netbooks for limited personal purposes subject to the iPad Responsibility Contract and the school's Acceptable Use Policy.

## **MAINTENANCE**

The iPads are school property and will be relinquished to the school daily, and to the Technology Department at the conclusion of the academic school year or upon withdrawing from GACS.

Scholars will surrender their iPad at any time to IT staff for periodic review of the hardware for maintenance and software upgrades as deemed necessary. iPads will be serviced and returned to scholars pre-loaded with standard district software only.

## **SOFTWARE**

Scholars should not attempt to install software or change the system configuration including network settings;

All school iPads will be pre-loaded with the standard software in use at the time by the GACS Tech Department;

Scholars will respect the copyrights and intellectual property rights of others, including the legal use of copyrighted software. For example: it is a violation:

- To make more copies of licensed software than the license allows;
- To download, use or distribute pirated software.

## **HARDWARE**

Scholars may not install or repair hardware on the iPad.

## **FILE SECURITY/SAFETY**

Scholars should secure their key data to an external location (server folder, flash drive, email, etc.).

Scholars should keep the amount of data stored on the iPad to a minimum.

## **THEFT OR DAMAGE**

In case your iPad has been lost, stolen, or damaged, scholars are expected to notify their teacher, academy leader, or Tech Department as soon as possible.

GACS Technology Account Information

GACS email account: \_\_\_\_\_

Scholar username: \_\_\_\_\_

Password: \_\_\_\_\_

IPad ID #: \_\_\_\_\_

## **ACCEPTABLE USE POLICY**

As with all technology use at GACS, adherence to the GACS Acceptable Use Policy is required.

## **OFFICIAL EMAIL ADDRESS**

All scholars in grades 6-8 may be assigned a GA-Schools.org student email account. This account will be considered the scholar's official GACS email address until such time as the scholar is no longer enrolled at GACS.

## **PROHIBITED CONDUCT**

Scholar email may not be used in the following ways:

- Cyberbullying: To harass, threaten or intimidate others
- To send obscene or sexually explicit language or images
- Unlawful activities
- Commercial purposes
- Personal financial gain
- False identity in email communications
- Misrepresentation of the Global Academies Charter School
- Interferences with GACS technology operations through
- Electronic chain letters
- Unsolicited electronic communications
- Listening to music during class, unless directly linked to educational class activities.
- Disruption of electronic communication

## **ACCESS RESTRICTION**

Access to and use of scholar email is considered a privilege accorded at the discretion of

GACS. The school maintains the right to immediately withdraw the access and use of a scholar's email when there is reason to believe that violations of law or school policies have occurred. In such cases, the alleged violation will be referred to the Principal for further investigation and adjudication.

## **PRIVACY**

Files stored on school resources, including email messages, are considered property of GACS. GACS reserves the right to inspect files stored on school resources for conformity with its policies, licensing standards and state or federal law.

## **HOW TO AVOID IPAD PROBLEMS**

Food and liquids should not be anywhere near an iPad.

IPads are enclosed in cases to minimize damage in an accident. The cases do not make the iPad indestructible. Handle with care.

Do not remove the charger block or cable from the charging station.

**\*REMEMBER: YOU ARE RESPONSIBLE FOR THE IPAD ASSIGNED TO YOU.**

ALWAYS backup your data in the cloud.

IPads are touch screen, however:

Do not use a cleaner or water on the screen.

When cleaning is necessary, wipe the surface lightly with a soft cloth such as a microfiber cloth.

**\*REMEMBER: EACH REPLACEMENT IPAD SCREEN WILL COST \$100.00 PLUS INSTALLATION. THE REPLACEMENT OF THE IPAD IS \$500.**

Objects such as books, sports equipment, and musical instruments should never be placed or stacked on top of the iPad.

iPads and their cases should not be defaced in any way (adhesive stickers, drawings, engravings, etc.).

Magnetics will damage the iPad; keep all magnetic devices away from the iPad.

Users should not attempt to repair the iPad; GACS tech staff will be responsible for determining repairs necessary.

Do NOT leave an iPad in an unattended area; extreme temperatures or sudden changes in temperature can damage an iPad.

If exposed to extreme temperatures, the iPad will shut down.

iPads work best when used in temperatures between 35 and 90 degrees.

Do not allow any other individuals to use any GACS iPad and/or GACS related equipment and accessories.

## **VIOLATIONS**

Scholars will be held accountable for violations of acceptable computer use. A scholar and his/her parent/guardian will also be responsible for damages and liable for costs incurred for service or repair. Violations of the Code of Character regarding use of computers include but are not limited to the following:

- Level I Violations
- Deliberate search or keying of a URL, domain name, or website in attempts to access inappropriate material
- Attempting to login to computers or use software as anyone other than yourself
- Providing personal information about yourself, your family or others electronically
- Misrepresentation (forgery) of information
- Plagiarism – according to Merriam-Webster is “to steal and pass off (the ideas or words of another) as one’s own; use (another’s production) without crediting the source; or to present as new and original an idea or product derived from an existing source
- Misuse of computers for non-school related activities including gambling, shopping, online banking, personal transactions, and downloading of files (including but not

limited to data, music, video, and games, Facebook, Twitter, etc)

- Misuse of student electronic storage (local hard drive or file server) provided by GACS to save personal files without authorization such as journals and MP3s
- Bringing to school or using broadband routers/adapters or other types of wireless technology (including cellular, GPS, DSL)

## **LEVEL II VIOLATIONS**

Harassment of any user by persistent annoyance, bullying, intimidation, attempting to embarrass or the interference in another user's work or e-mail (sending of unwanted or duplicate e-mail is also defined as harassment).

Creation of personal portals, web pages, music or game servers, or any other hosting device on school-owned equipment to store or share files such as music (MP3s for iPods), videos, games or any other file/application

Downloading and/or installation of freeware, shareware, or application software

Using websites, software, flash drives, fake wallpaper or any other method to create proxy servers to bypass the GACS Internet filtering application

## **LEVEL III VIOLATIONS**

Distribution of copyrighted software (software piracy is a federal offense punishable by fine or imprisonment)

Vandalism including any malicious attempt to erase, modify or destroy the data of another user and the creation or uploading/downloading of computer viruses

Theft of any computer, printer, speakers, mouse, or hardware, including mouse balls

Sabotage or deliberate destruction/alteration of software applications, operating systems, or computer files

Electronic distribution of inappropriate material (games, music, videos, pornography)

Electronic distribution of inappropriate material of a defamatory, obscene, abusive, offensive, profane, threatening, or hateful nature

Engaging in any illegal activity electronically

Computer theft - any person who uses a computer or computer network with knowledge that such use is without authority.

Computer trespass - any person who uses a computer or computer network with the intention of deleting programs or data; obstructing, interrupting or interfering with the use of a program or data; or altering, damaging or causing malfunction of a computer, computer network or program.

Computer invasion of privacy - any person who uses a computer or computer network with the intention of examining personal data relating to any other person without authority.

Computer forgery - any person who creates, alters or deletes data with the same act on a tangible document, would have committed forgery.

Computer password disclosure - disclosing a number, code, or password without authority and which results in damages in excess of \$500.

Falsely identifying a person or organization by using another person's name, registered trademark, logo, legal or official seal, or copyrighted symbol.

**\*\*\*PLEASE NOTE: THESE VIOLATIONS ARE IN ACCORDANCE WITH CODE OF CHARACTER LEVEL OF OCCURRENCES AND OCCURRENCES GRID**

## **SECTION XII: PARENTAL EXPECTATIONS AND INVOLVEMENT**

### **PARENTAL EXPECTATIONS**

Every scholar's success in school is dependent upon a partnership between his or her parent or guardian and Global Academies. The school-parent partnership in turn depends upon parental cooperation and support for GACS's procedures and policies, including GACS's expectations for parents as follows.

All parents/guardians are expected to conduct themselves in a professional and respectable manner.

All parents/guardians are expected to adhere to all school policies regarding start and end times of the school day, penalties/fees regarding late pick-up, detention, suspension, expulsion, parent conferences and dismissal procedures.

All parents/guardians are expected to ensure that their scholar is in full compliance with the uniform policy.

Parents and guardians who do not adhere to the policies of the school and who threaten any member of the school community school will be given an exclusion letter, authorities will be contacted, and charges will be pressed.

## **PARENTAL INVOLVEMENT**

Global Academies encourages parents to be involved parents. A Parent Advisory Council has been established made up of parent volunteers and GACS staff whose purpose is to keep home and school connected. The council also has committees in which parents may volunteer in different areas. We also ask parents to commit to 40 hours of volunteer time each school year. To learn more about the council and/or committees and how you may become involved, contact Ms. Tellis by calling the main number or email [ntellis@GACSScharter.org](mailto:ntellis@GACSScharter.org)

The value of parental involvement in schools is strongly supported by research that indicates its benefits for children, parents, schools and the community. The involvement of parents has been shown to be a critical component in building an effective school-family relationship.

## **PARENTAL INVOLVEMENT IN SCHOOLS HAS BEEN SHOWN TO CONTRIBUTE TO SCHOLAR SUCCESS:**

- Improved scholar achievement, including math and reading scores
- Higher motivation to excel in school
- Better school attendance
- Improved behavior at home and at school



- Better social skills and adaptation to school

Parental involvement in schools also has rewards for parents:

- The opportunity to closely monitor their children's performance and recognize and address any difficulty they may be having in school
- Better relationships and communication with their children's teachers
- Having a voice in decisions that enhance the academic environment of the school and improve the educational experience

Parental involvement also gives schools many advantages:

- Immediate access to parents to garner their support on school initiatives
- Improved teacher morale
- Higher ratings of teachers by parents, which can boost their reputation in the community
- Involved parents can become powerful allies to engage communitywide support for educational excellence for children in the neighborhood

## **PARENT DATA INFORMATION**

It is very important that you keep your telephone information current. We need home, work and cell numbers so we can get in touch with you in case of an emergency or illness. If you change jobs and telephone numbers, please let the Main Office know. If your emergency contact information changes, please notify us of this change as well. The phone number that you specify as your main contact will be the number used for our message call system.

## **PARENT PORTAL**

If you have internet access, you may view your child's current grades and attendance at any time using the MMS parent portal. Passwords will be sent home by October 1<sup>st</sup> to all parents. To use, simply access the website, enter your ID and password and follow the links to grades and attendance information.

## **CONFERENCES**

Formal parent-teacher conferences are held twice yearly, once in the fall and again in the spring. Parents may request a meeting with a teacher at any time during the year by sched-

uling an appointment in advance. When parents drop in for impromptu meetings or to ask questions during the school day without an appointment, instruction or instructional planning is interrupted and scholar learning is affected.

## **CONSIDERATIONS FOR PARENTS**

### **THINGS TO BE MINDFUL OF:**

#### *THE SCHOOL HAS AUTHORITY OVER SCHOOL ACTIVITIES*

The school has authority over the school grounds before, during, and after school hours. Once a scholar has been dismissed for the day the scholar must leave the school grounds immediately. The school has authority off school grounds at school-related events. Scholars must not linger (hang around) at events held off of school grounds.

#### *LEARNING IS THE PRIMARY PURPOSE OF SCHOOL*

Anything that interferes with learning will not be permitted.  
Come prepared with materials and assignments.

#### *SCHOLAR ATTITUDES ARE IMPORTANT TO THE SCHOOL*

Scholars are expected to display positive attitudes such as honesty, respect, tolerance, and courtesy.

#### *SCHOLARS ARE TO ABIDE BY THE SCHOOL UNIFORM POLICY*

Clothing must be clean and wrinkle free

#### *SCHOLARS HAVE THE RIGHT TO EXPECT A SAFE SCHOOL*

School staff in cooperation with parents and scholars must ensure safe and secure places for teaching, learning, and school-related events. Weapons and acts of violence will not be tolerated.

#### *SCHOLARS MUST LEARN TO GET ALONG WITH OTHERS*

Scholars can expect courtesy, fairness, and respect.  
Scholars must offer courtesy, fairness, and respect.  
Harassment and intimidation will not be tolerated.

### *SCHOLARS MAY EXPRESS THOUGHTS AND OPINIONS*

Use suitable methods of expression and wait for an appropriate time.

Do not use foul or racist language or obscene gestures.

### *ATTENDING SCHOOL EACH DAY IS VERY IMPORTANT*

Scholars must be in school on time, every day and prepared for instruction.

### **PARENT/GUARDIAN GRIEVANCES**

Parents/guardians should request a meeting with the School Community Coordinator.

If the results of the meeting are unsatisfactory, the parent/guardian may request to schedule an appointment to meet with Mr. Bar-rae Choice, Sr., Assistant Principal prior to it requiring the attention of Mrs. Tamika Evans, Principal.

After meeting with the Principal, if the parent is still not satisfied with the outcome, then a meeting with the CEO, Dr. Naomi Johnson Booker, may be requested.

If the parent's/guardian's grievance has not been resolved after meeting with the CEO, a conference with the Board of Trustees may be requested.

**All** requests for a conference with the Chief Executive Officer and the Board must be in writing explaining your concerns. Requests should be addressed and mailed to:

Dr. Naomi Johnson-Booker (or The Board of Trustees of Global Academies Charter School),  
4601 Girard Avenue Philadelphia, PA 19131,  
Attention; Ms. Natasha Martinez or the request may be faxed to the school.

### **ALL BOARD DECISIONS ARE FINAL.**

### **TITLE I SCHOOL-PARENT COMPACT**

Title I is a federally funded program intended to improve scholars' academic achievements by expanding learning opportunities and supplementing basic skills instruction in reading and math for scholars who have need for improving such skills.

The staff, scholars and parents/guardians of Global Academies Charter School agree that this

compact outlines how they will all share the responsibility for improved scholar academic achievement and the means by which Global Academies and families will build and maintain a partnership to help scholar achievement.

## **SCHOOL RESPONSIBILITIES**

Global Academies will:

Provide high-quality curriculum and instruction in an effective learning environment that supports scholars in meeting the Commonwealth's high academic achievement standards.

Establish high expectations for staff, scholars, and parents/guardians by ensuring a rigorous and challenging curriculum, implementing programs targeted at increasing academic achievement, and committing to recruit, retain, and train qualified staff.

Highlight ways that parents/guardians can extend and advance the learning environment at home.

Implement programs, activities, and procedures that will be planned and operated at various times throughout the school year to engage parents/guardians as active participants in increasing scholar achievement, such as training activities with parents/guardians, and other activities and workshops.

Ensure regular progress updates to parents/guardians by holding regular Report Card

Conferences, which serve as opportunities for families to participate in discussions relating to the education of their scholar.

Offer flexible scheduling times for meetings with parents/guardians, and parent/guardian workshops.

Use, when appropriate and necessary, the school's Title I funds to pay reasonable fees for childcare to enable parents/guardians to participate in school related Title I meetings and training sessions.

Offer flexible tutoring and intervention programs.

Administer family satisfaction questionnaires every Spring.

Administer family needs/interests surveys every Fall.

Otherwise support a partnership between Global Academies, parents/guardians, and the community to improve academic achievement; including helping parents/guardians understand the following topics: Pennsylvania's academic content standards, State academic assessments, the School Report Card, and how to monitor their scholar's progress.

Provide materials and training to help parents/guardians improve their scholar's academic achievement including extended learning opportunities through parent/guardian involvement and take-home activities and books.

Ensure that information related to all school and family programs, meetings, and other activities will be sent home in a format and language that parents/guardians can understand, and honor requests for alternate formats, to the extent appropriate, in a language that parents/guardians can understand.

Maximize parent/guardian involvement and participation in their scholar's education by offering Title I meetings at different times, distributing surveys and questionnaires asking parents/guardians for suggestions and recommendations for continued school program effectiveness and/or improvement, and responding to all suggestions and recommendations as soon as practicably possible.

Provide parents/guardians with regular reports on their scholar's academic and behavioral progress through progress reporting during Parent-Teacher conferences, samples of scholar work, and updates on reading, writing and math assessments. Global Academies will initiate parent/guardian contact whenever a pattern of behavior emerges that interferes with scholar learning.

Provide parents/guardians with opportunities to become engaged with their scholar's educational program and progress, through volunteering and observing classroom activities.

Provide parents/guardians reasonable access to staff.

## **PARENT/GUARDIAN RESPONSIBILITIES**

Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication about scholar academic learning and other school activities. This is to ensure that:

Parents/Guardians play an integral role in assisting in their scholar's learning; and Parents/Guardians are encouraged to be actively involved in their scholar's education at school.

### **ALSO, PARENTS/GUARDIANS AGREE TO SUPPORT THEIR SCHOLAR'S LEARNING IN THE FOLLOWING WAYS:**

- Establish routines to support their scholar's success in school
- Appropriate bed time
- Homework & reading
- Nutrition
- Grooming and hygiene
- Communicate the significance of success in school and its relationship with success in life
- Volunteer time to the school during the school year
- Ensure that their scholar attends school on a regular basis and arrives at school on time
- Make sure that their scholar completes and returns homework on time
- Remain informed about their scholar's education and communicate with the school by promptly reading all notices from the school and responding as appropriate

## **SCHOLAR RESPONSIBILITIES**

Scholars will share the responsibility to improve their academic achievement and achieve the State's high standards. Specifically, scholars agree that they will:

- Attend school regularly and arrive at school on time
- Complete all daily homework and return it to school on time
- Support Global Academies's mission
- Follow the Code of Character

- Be responsible for giving family members all information sent home from school
- Plan a portion of each day for a period of uninterrupted reading time

## **PARENT RIGHT TO KNOW**

In 2001, the Elementary and Secondary Education Act (ESEA) was reauthorized as the No Child Left Behind Act, which requires all schools receiving Title I funds to inform parents and guardians of their right to ask schools about the qualifications of their child's classroom staff.

Global Academies Charter School receives Title I funds to assist scholars in meeting state achievement standards. At any time, a parent/guardian may ask:

If the teacher meets state qualifications and certification requirements for the grade level and subject that he/she is teaching;

If the teacher has received an emergency or conditional certificate through which state qualifications were waived;

What undergraduate or graduate degrees is held by the teacher, and his/her major(s) or area(s) of concentration; and

Whether your scholar receives help from a paraprofessional and, if so, his/her qualifications.

## **IN 2015, ESEA WAS REAUTHORIZED AS THE EVERY SCHOLAR SUCCEEDS ACT (ESSA), WHICH CONTAINS ADDITIONAL PARENT/GUARDIAN RIGHT-TO-KNOW RIGHTS INCLUDING:**

Information on policies regarding scholar participation in assessments and procedures for opting out; and

Information on required assessments including:

subject matter tested

purpose of the test

source of the requirement (if applicable)

amount of time it takes scholars to complete the test

time and format of disseminating results

Requests for information may be directed to the CEO.

## **TITLE I PARENT AND FAMILY ENGAGEMENT POLICY**

Global Academies Charter School is committed to providing a quality education for every scholar. Academic success increases significantly when Parents/Guardians are engaged and form strong partnerships with their scholar's school. Global Academies therefore will implement programs, activities, and procedures for the involvement of Parents/Guardians in accordance with Title I of the Elementary and Secondary Education Act of 1965 (ESEA). This federal statute defines "parental involvement" as the participation of parents/guardians in regular, two-way, and meaningful communication involving scholar academic learning and other school activities, including ensuring:

that parents/guardians play an integral role in assisting their scholar's learning;

that parents/guardians are encouraged to be actively involved in their scholar's education at school;

that parents are full partners in their scholar's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their scholar; and

the carrying out of other activities, such as those described in Section in 1118 of the ESEA.

Global Academies Charter School adopts this Title I Parent and Family Engagement Policy, which will be distributed to parents/guardians at the Annual Title I Parent Meeting, and is intended to be revised and/or refined with input from parents/guardians. This policy will be posted on Global Academies's website for accessibility to parents/guardians and members of the community, and will be placed in the Scholar-Parent Handbook.

## **COMMUNICATION WITH PARENTS/GUARDIANS**

Ongoing communication providing information about Global Academies's curriculum, state and local assessments, measurement of individual progress, intervention program and how



scholars are selected for intervention services will be conveyed to parents/guardians through:

- Back to School Night
- Meetings at various times throughout the school year and at different times of the day
- Parent - Teacher Conferences, and availability of additional conferences
- with the Principal and teachers as needed in order to facilitate open communication
- Regular communication by the classroom teacher
- Parent Portal
- Other contact by email, phone or letter
- Report cards
- Website postings

## **PARENT INVOLVEMENT**

Global Academies Charter School will take the following actions to involve parents/guardians in Title I planning, review and improvement of school programs:

By convening an annual Title I meeting to inform parents/guardians of Global Academies's participation in the Title I program, program overview and requirements, and parents/guardians' involvement and rights.

Including representatives to serve on a committee to plan, review and update Global Leadership Academy's Title I program including development of all School plans such as the Parent Involvement Policy and the School-Parent Compact, which outlines how responsibility for learning will be shared. The Parent Involvement Policy and the School-Parent Compact will be reviewed annually and updated as needed.

Holding parent/guardian partnership meetings to provide recommendations, materials, and training to help parents/guardians work with their scholar to improve academic achievement, and to help parents/guardians better understand the State's academic standards and results of State and Local assessments.

Providing opportunities throughout the school year in which parents/guardians will be encouraged to participate in school events and volunteer in activities.

Ensuring full opportunities for participation and involvement of all parents/guardians, regardless of whether they or their scholar have disabilities, migratory status, or limited English

proficiency, by providing information about Global Academies's Title I Program and other programs, school meetings and activities to all participating families in an understandable format and language that parents/guardians can understand.

When appropriate and necessary, allowing use of Title I funds to pay reasonable and necessary expenses associated with parental involvement activities including transportation, childcare, or home visits to enable parents/guardians to participate in school-related meetings and training sessions.

### **SCHOOL-PARENT COMPACT**

Incorporated as a component of the Title I Parental Involvement Policy, Global Academies Charter School distributes to parents/guardians of participating scholars the School-Parent Compact, which will be signed by all parties responsible for academic achievement. Jointly developed with parental input, the School-Parent Compact outlines how parents/guardians, the entire school staff, and scholars will share the responsibility for improved scholar academic achievement, and describes specific ways that Global Academies Charter School and families will partner to help scholars achieve the State's and Global Academies's high academic standards. It addresses not only items suggested by parents/guardians of Title I scholars, but also the following legally required items:

Global Academies Charter School's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables scholars to meet State academic standards;

The ways that parents/guardians will be responsible for supporting their scholar's learning; and

The importance of ongoing communication between parents/guardians and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on scholar progress; access to staff for additional conferencing in person, by telephone or email; and opportunities for parents/guardians to volunteer and participate in their scholar's school.

### **PARENT/GUARDIAN INPUT**

Global Academies Charter School's Title I program welcomes input from parents/guardians, and will take the following actions:

- Administer family satisfaction questionnaires every Spring, not only to evaluate the effectiveness of the Title I program, but also to assess levels of parental involvement and barriers, which will serve as a basis for planning and the improvement of the program
- Administer a family needs/interest survey during the school year
- Offer a variety of parental meetings and workshops
- Obtain feedback from parents/guardians of workshop content and delivery, with opportunity for parents/guardians to suggest workshop topics

### **BUILDING CAPACITY THROUGH PARENT/GUARDIAN TRAINING AND SUPPORT**

In order to build the capacity of Global Academies Charter School and parents/guardians for strong parental involvement, to support a partnership among the school, parents/guardians and the community to improve scholar academic achievement, Global Academies Charter School will provide, as appropriate, assistance, training and materials to parents/guardians in order to assist in their understanding of:

- Title I program overview, including an explanation of the program requirements and the rights of parents/guardians to be involved
- Global Academies Charter School's curriculum
- Global Academies Charter School's report card
- State and Local academic assessments used to measure scholar progress, and expected proficiency levels
- Common Core standards
- How to monitor scholar progress
- Strategies for helping scholars learn, especially in literacy and mathematics

In addition to the annual Title I meeting, parents/guardians will be invited to attend:

- Back to School Night
- Report card conferences at least twice a year
- Parent/guardian partnership meetings and workshops tailored to specific grade levels

Global Academies Charter School will provide, if requested by parents/guardians, additional meetings for the School to receive suggestions from parents/guardians, and will respond to these as soon as practically possible.

Global Academies Charter School will disseminate to parents/guardians data regarding their scholar's achievement, progress reports, and classroom and standardized assessment results, to enable parents/guardians of participating scholars to know of, and to take steps to improve, as needed, individual academic achievement levels and to remain actively engaged in their scholar's educational progress. Parents/guardians also will be provided with materials and training to help them to improve their scholar's academic achievement through use of parental home activities and materials.

### **BUILDING CAPACITY THROUGH SCHOOL STAFF**

To support a partnership with parents/guardians for improving scholar academic achievement, Global Academies Charter School will:

Employ highly qualified teachers who will be provided with professional development, and will continually update resources and maintain an environment that facilitates learning; and

Provide professional development training to school staff to strengthen parental involvement efforts relating to:

- The value and utility of contributions of parents/guardians
- How to reach out to, communicate and work with, parents/guardians as equal partners
- Implementing and coordinating parental programs
- Building ties between parents/guardians and Global Academies Charter School

### **COMMUNITY OUTREACH/COLLABORATION**

The staff and families at Global Academies Charter School will seek ideas and suggestions from, and will develop appropriate roles for, community-based organizations and/or businesses, and will coordinate parental involvement with such community outreach efforts.

### **EVERY STUDENT SUCCEEDS ACT (ESSA)**

Global Academies Charter School is committed to ensuring that all scholars, including those in foster care, have the opportunity to succeed in school in accordance with the Every Student Succeeds Act (ESSA).

As the "school of origin" for a scholar in foster care, Global Academies Charter School will:

Designate a Foster Care Liaison to serve as the primary link to, and to work collaboratively

with, Philadelphia Department of Human Services (“DHS”) including Child Welfare Operations staff and Education Support Center, to ensure that a scholar in foster care remains in his or her school of origin in order to ensure educational stability and provision of necessary and related support and services including transportation, even while any disputes are being resolved, unless it is determined not to be in the scholar’s best interest to remain in the school of origin; Make every effort to encourage a scholar in foster care to succeed in school, and reasonable efforts to eliminate existing barriers to attendance and education, in compliance with federal and state law;

Ensure that scholars in foster care have equal educational opportunities with provision of services comparable to those offered to other scholars attending Global Academies Charter School including, but not limited to, transportation services, school nutrition programs, programs for scholars with limited English proficiency, and educational services for scholars who meet eligibility criteria such as scholars with disabilities, programs for disadvantaged scholars, and gifted and talented scholars; and

Maintain scholar confidentiality, except to the extent necessary to collaborate with DHS and other agencies for support and services including transportation, and/or to facilitate enrollment/records transfers to DHS and/or any new school, so that educational stability can be maintained and scholar success can be achieved.

### **EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS (ECYEH)**

Global Academies Charter School is committed to ensuring that all scholars experiencing homelessness have the opportunity to succeed in school consistent with the Education for Children and Youth Experiencing Homelessness (ECYEH) program, which is an initiative of the Pennsylvania Department of Education.

Based on the McKinney-Vento Homeless Education Assistance Act, some of the main objectives of ECYEH and Global Academies Charter School include increasing awareness about the needs of homeless scholars, assisting them to overcome possible educational barriers, and to provide support to scholars and their families.

To implement this policy, a Homeless Liaison has been designated who may:

Assist scholars in homeless situations regarding:

- Enrollment and placement in school
- Participating in all applicable school programs
- Remaining in school if the scholar moves
- Transportation to and from school
- Receiving free school meals
- Receiving assistance with school-related expenses such as supplies or uniforms
- Ensuring that scholars receive all school services needed
- Social services/community referrals and/or coordination

Assist families regarding:

- Ensuring scholars are enrolled in school immediately, even without all paperwork ordinarily required
- Getting immunizations, immunization records or other medical records if necessary
- Informing parents/guardians and scholars about transportation services and setting up transportation
- Informing parents/guardians and scholars about all the programs and services available at Global Academies Charter School
- Social services/community referrals and/or coordination

## **SECTION XIII: FINANCIAL POLICIES**

### **OBLIGATIONS**

Global Academies does not accept personal checks for payment. Cash, money order, debit card and PayPal through our school website are the only forms of payment we accept. Direct all financial inquiries to the:

Director of Management Services, Ms. Natasha Martinez, 267-295-5700

End of year records and other privileges may be withheld for scholars who have not fulfilled their financial obligation to the school. This includes any financial obligations from after school programs, lunch program, replacement materials, rental fees, etc.

Outstanding financial obligations may exclude eighth grade scholars from CLOSING CERMONY ACTIVITIES including, but not limited to trips, excursions, Rites of Passage, etc.).

Scholars participating in programming activities during intersession will be charged an activity fee of \$25.00 which must be paid prior to the start of intersession.

An activity fee of \$50.00 is charged for all sports and afterschool clubs and must be paid prior to scholars participating in practice and/or games.

A monthly rental fee of \$20.00 will be charged for seventh and eighth grade parents who wish to rent a netbook for their scholar's use at home.

### **TEXTBOOK REGULATIONS**

Lost or damaged books must be paid for by parents/caregivers. Parents are responsible for the proper return of all textbooks provided to your children. **Parents will be obligated to pay a reasonable fee for any missing or damaged textbooks.** Please be aware that textbooks are extremely expensive. Our children deserve many resources that can only be purchased, if we as a community preserve our books and other resources with care.

### **LAPTOP REGULATIONS**

Laptops will be available for use to all scholars in grade 7 and 8 during the instructional day.

A monthly rental fee of \$20.00 will be charged for seventh and eighth grade parents who wish to rent a netbook for their scholar's use at home.

# PARENT & SCHOLAR HANDBOOK AND SCHOLAR CODE OF CHARACTER

Parents/Guardians, please acknowledge that you have seen and read the Parent & Scholar Handbook and Scholar Code of Character, as well as reviewed the Parent& Scholar Handbook and Scholar Code of Character with your scholar, by completing the information below. Once you sign this Parent/Guardian Acknowledgment form, have your scholar immediately return it to his/her classroom teacher.

Since this Parent & Scholar Handbook and Scholar Code of Character contain information about rules, regulations and expectations, we ask that you discuss the contents of this book with your scholar.

Thank you for your cooperation.

Scholar Name \_\_\_\_\_ Room Number \_\_\_\_\_

Scholar Signature \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

(Please Print)

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_



# DRESS CODE POLICY

Parents/Guardians, please acknowledge that you have seen and read the Dress Code Policy, as well as reviewed the Dress Code Policy with your scholar, by completing the information below. Once you sign this Parent/Guardian Acknowledgment form, have your scholar immediately return it to his/her classroom teacher.

The Dress Code Policy contains rules and guidelines for how your scholar is required to dress for school. By signing this form, you are acknowledging that you have received notice of the Dress Code Policy.

Thank you for your cooperation.

Scholar Name \_\_\_\_\_ Room Number \_\_\_\_\_

Scholar Signature \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

(Please Print)

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

# ATTENDANCE POLICY

Parents/Guardians, please acknowledge that you have seen and read the Attendance Policy, as well as read and reviewed the Attendance Policy with your scholar, by completing the information below. Once you sign this Parent/Guardian Acknowledgment form, have your scholar immediately return it to his/her classroom teacher.

The Attendance Policy contains rules requiring your scholar to attend school daily and on time. By signing this form, you are acknowledging that you have received notice of the Attendance Policy.

Thank you for your cooperation.

Scholar Name \_\_\_\_\_ Room Number \_\_\_\_\_

Scholar Signature \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

(Please Print)

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_





**GLOBAL ACADEMIES**