Parent and Student Handbook
2019-2020

Safe
Tolerant
Accountable
Respectful
Sympathetic

Practice S.T.A.R.S Behaviors, Every Day!!!

This WOLCS Handbook Belongs To:

Name: __________________________________________________________________________
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Dear Parents and Students,

Welcome back to West Oak Lane Charter School, (WOLCS), and the beginning of a new school year. Our staff is excited to work with our students this school year.

In September 1998, WOLCS opened its doors for the first time to 548 students. Today, we are one of the largest K-8 charter schools in Pennsylvania with over 1000 students enrolled in Kindergarten through 8th grades.

Our administrators, teachers, and support staff have worked hard to plan and prepare for our children for the 2019-2020 school year. Throughout the school year, we will be reviewing data, best instructional practices, and classroom management strategies. In addition, teachers have learned about our newly adopted math and science programs. We are excited about the instruction that we will provide to our students this year, and are certain that with your support, achievement will increase.

“Educating the Next Generation of Innovators” is WOLCS’ driving theme for the future. The “WOLCS Way” of teaching means giving every WOLCS student an opportunity to excel.

While summer break provides us all with an opportunity to spend time with family and friends and to create new experiences and memories, the start of a new school year signifies a new beginning on the educational journey. Our hope is that each student who enters our building will feel a sense of belonging, safety, and will achieve academic success.

This Parent/Student Handbook is filled with important information regarding school policies and procedures. It is designed to allow you to become familiar with all aspects of our school and to encourage you to participate fully in helping to make your child’s school experience rich and meaningful. As you review this handbook, it will be most effective for you if you first review the table of contents and then read and discuss the related topics as a family. When you and your son or daughter sign and return the WOLCS Handbook receipt form, you are acknowledging your awareness of the information contained within the handbook and committing your support of our school’s values and policies.

Please keep this handbook in a convenient location. As uncertainties arise, it should provide answers to most of your questions. However, if any topic of your concern is not addressed in the handbook, please contact us for clarification.

At WOLCS we are consistently moving from Good to Great. Our students are guided by “S.T.A.R.” –our school-wide expectations for student behaviors that are Safe, Tolerant, Accountable, and Respectful. Our staff are energized, motivated and empowered by our “R.E.A.C.H.” values – Respect, Enthusiasm, Achievement, Citizenship and Hard Work. Together, we “R.E.A.C.H.” for the “S.T.A.R.S.” to support the growth and development of all our children, to build the character of our school community, and to meet the academic challenges of this new school year. Your partnership and commitment to supporting our goals and values will ensure limitless possibilities for the academic achievement
of our students and the overall greatness of our school.

We welcome and encourage your participation and support during the school year. If you have not already done so, we urge you to join F.B.I. (Families Being Involved) our Parent Organization. F.B.I. presents an ideal opportunity for you to add value to your child’s educational experience and to contribute to the school and community. The faculty and staff look forward to working with you and your sons and daughters and we thank you for your ongoing cooperation, involvement and focus on learning.

Sincerely,

Dr. Debbera Peoples-Lee

Dr. Debbera Peoples-Lee
General Information
## 2019-2020 SCHOOL YEAR CALENDAR

**West Oak Lane Charter School**
7115 Stenton Avenue
Philadelphia, PA 19138
(Office) 215-927-7995  (Fax) 215-927-7980
School Hours: 7:45-3:30 p.m. - Main Office 7:30-4:30 p.m.

### SEPTEMBER 2019
- Aug 19 – Aug 30: SUMMER PD
- Aug 29 – 6th Grade Orientation
- Aug 29 – Kindergarten Meet & Greet

### OCTOBER 2019
- 3 – Q1 Interim Reports
- 11 – Cherrydale Fall Fundraiser Ends
- 14 - COLUMBUS DAY – NO SCHOOL
- 16 – FBI Parent Meeting (Title I Annual Meeting)
- 25 – Fall into Reading
- 31 – End of Q1

### NOVEMBER 2019
- 1 – Thanksgiving Break: NO SCHOOL
- 11- Teacher In-service (No Students)
- 13 – Q1 Conferences
- 20 – FBI Parent Meeting
- 26-29 – Thanksgiving Break: NO SCHOOL

### DECEMBER 2019
- 5 – Q2 Interim Reports
- 23-29 WINTER BREAK – NO SCHOOL
- 17 Presidents’ Day – NO SCHOOL
- 19 – Claire’s Spring Fundraiser Starts
- 20 – Q3 Interim Reports

### JANUARY 2020
- 1 – WINTER BREAK- NO SCHOOL
- 2 – School Break in session
- 15 – FBI Parent Meeting
- 17 – End of Q2
- 20 – MLK Day – NO SCHOOL
- 21 – Q3 Begins
- 29 – Q2 Conferences

### FEBRUARY 2020
- 1 - Q3 Conferences
- 15 – FBI Parent Meeting (FBI Break)
- 9 – 13 SPRING BREAK
- 20, 21, 23 – ELA PSSA
- 27, 28 – MATH PSSA
- 30 – SCIENCE PSSA

### MARCH 2020
- 1 – Q3 Interim Reports
- 6 – Teacher In-service (No Students)
- 19 – Claire’s Spring Fundraiser Ends
- 18 – FBI Parent Meeting
- 20 – End of Q3
- 30 – Q4 Begins

### APRIL 2020
- 1 – SCIENCE PSSA
- 3 – 7 – MAKE UPS
- 14 – Q4 Interim
- 20 – FBI Parent Meeting
- 15 – 6th Grade Formal
- 25 – Memorial Day = NO SCHOOL

### MAY 2020
- Shaded Area = NO SCHOOL
- Early Dismissal = Every Wednesday @ 12 PM

<table>
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<tr>
<th>Board Meeting Dates</th>
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<tbody>
<tr>
<td>Monday, September 23, 2019</td>
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<tr>
<td>Monday, November 25, 2019</td>
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<tr>
<td>Monday, January 27, 2020</td>
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<tr>
<td>Monday, March 23, 2020</td>
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<td>Monday, April 27, 2020</td>
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<tr>
<td>TBD May 2020 Retreat</td>
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<tr>
<td>Monday, June 29, 2020</td>
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<td>Monday, July 27, 2020</td>
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3 - 6th Grade Class Trip
17 – FBI Parent Meeting (Appreciation Gathering)
17 – 8th Grade Graduation
17-19 Early Dismissal 12 pm
19 – Last Day of School for Students
24 – Last Day for Teachers
2019-2020 BOARD MEETINGS

The WOLCS Board of Trustees and administration have set their sights on moving the school from Good to Great. Several years ago, we completed a major expansion that has created a state-of-the-art facility that now houses all grades K-8 in one building. Most recently, WOLCS received a 5-year charter renewal! True to the school's mission, we will continue to empower children to become lifelong learners in the areas of science, technology and the humanities by exposing them to innovative ways of teaching and learning, while preparing them for the challenges of the 21st Century. We encourage parents to attend school Board meetings. Visitors will be given an opportunity for public comment. These meetings are open to the public. Pennsylvania Sunshine Act: http://webpages.charter.net/gdsbmmllp/sunshine.htm Correspondence to Trustees should be directed to the Board Chair, Sharmain Matlock-Turner, c/o the West Oak Lane Charter School, 7115 Stenton Avenue, Philadelphia, PA 19138.

2019-2020 BOARD OF TRUSTEE MEETING DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tr>
<td>Monday, September 30, 2019</td>
<td>6:00pm – 8:00pm</td>
<td>West Oak Lane Charter School</td>
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<tr>
<td>Monday, November 18, 2019</td>
<td>8:30am – 10:30am</td>
<td>West Oak Lane Charter School</td>
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<tr>
<td>Monday, January 27, 2020</td>
<td>6:00pm – 8:00pm</td>
<td>West Oak Lane Charter School</td>
</tr>
<tr>
<td>Monday, March 23, 2020</td>
<td>8:30am – 10:30am</td>
<td>West Oak Lane Charter School</td>
</tr>
<tr>
<td>Monday, April 27, 2020</td>
<td>6:00pm – 8:00pm</td>
<td>West Oak Lane Charter School</td>
</tr>
<tr>
<td>May Board Meeting &amp; Retreat (TBD)</td>
<td>9:00am – 3:00pm</td>
<td>TBD</td>
</tr>
<tr>
<td>Monday, June 22, 2020</td>
<td>6:00pm – 8:00pm</td>
<td>West Oak Lane Charter School</td>
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<tr>
<td>Annual Board Meeting</td>
<td></td>
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</tr>
<tr>
<td>Monday, July 20, 2020</td>
<td>8:30am – 10:30am</td>
<td>West Oak Lane Charter School</td>
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MISSION

“To empower children to become lifelong learners in the areas of science, technology and the humanities by exposing them to innovative ways of teaching and learning, while preparing them for the challenge of the 21st Century in a safe, structured and nurturing environment.”

CORE VALUES

☐ Providing a superior education is our most important priority.
☐ We embrace all students, regardless of learning potential.
☐ We promote commitment, dedication and integrity in everything that we do.
☐ We provide an inclusive, supportive, safe, and challenging environment for students and teachers.
☐ We all can be lifelong learners, capable of thinking independently, critically and creatively.

REACH Values

Five core values: Respect, Enthusiasm, Achievement, Citizenship, and Hard work – REACH – energize, motivate and empower staff concerning their roles as the adults responsible for growth and excellence at WOLCS every day, in every classroom. WOLCS staff use REACH as a message that encourages adults to unite and to act in support of creating an environment that supports quality teaching and learning.

HISTORY

In 1997, shortly after Pennsylvania’s Charter School Law was enacted, the Ogontz Avenue Revitalization Corporation (OARC), filed an application to establish the West Oak Lane Charter School with a special focus on science and technology. The charter was granted in February of 1998, and in September 1998, the school opened its doors with 548 students in grades K through 4. The 5th grade was added in September 1999. The school’s charter was renewed in March 2002, and grades 6, 7, & 8 were subsequently added in 2003, 2004, & 2005.
WOLCS has sought to provide a nurturing and academically challenging environment for its students. In addition, we have reached out to parents to involve them in the education of their children and also to provide them as well as other community residents with enriching learning opportunities.

WOLCS has a staff of more than ninety teachers, administrators and instructional support personnel. Over 1000 students are enrolled for the 2019-2020 school year. Class size is small. The typical student-teacher ratio is 26:1, allowing teachers to discover the learning styles of their students and to improve student-teacher communications.

The school day for students begins at 8:00AM and ends at 3:30PM. Our school year extends 190 days for students and 205 days for staff. Teachers participate in two weeks of intensive professional development in mid-August. In addition, each Wednesday, students are dismissed early to allow teachers to participate in structured professional development activities.

There is a mandatory dress code for students and staff members.
School nutrition is important to child development and contributes to student success! West Oak Lane Charter School believes proper nutrition is essential to optimizing academic achievement. WOLCS provide nutritious meals for breakfast and lunch to all students through the National School Lunch Program’s Community Eligibility Provision (CEP) option. This option is a new federal program under the USDA’s National School Lunch and School Breakfast Programs, enacted with the passage of the Healthy, Hunger-Free Kids Act of 2010 (Act). It allows Local Educational Agencies (LEA) to serve breakfast and lunch to students at no cost to parents.

☐ The Food Service Management Company contracted by WOLCS to supply meals under the National School Lunch Program prepare meals on-site daily. The private food management company is approved by the State and are required to meet State and Federal nutritional standards under the Healthy, Hunger-Free Kids Act.

☐ All students are eligible to receive nutritious meals for free, eliminating financial worries for parents and the need to submit a Household Applications for Free and Reduced Price Meals.

☐ No action is required by parents other than to allow their child to participate in the program. WOLCS goal is to have a 100% participation each year.

- The breakfast schedule is as follows: K-4 in the cafeteria at 7:20-7:45 a.m., 5th-8th in the middle school at 7:20 – 7:45 a.m., and late bus & van students ONLY 7:46 to 8:10 a.m.

☐ Students are only entitled to one free meal for breakfast and lunch under the program. Students taking more than one meal are charged $1.50 for breakfast and $2.50 for lunch each day.

- Parents are encouraged to take advantage of the program, and the opportunity of having the school provide daily nutritious meals for their child. It’s economical, convenient for parents, and the food is prepared and cooked on-site. Funds received through the program help offset the costs of WOLCS operating the program.

Please note: Students are entitled to only one meal for breakfast and one meal for lunch each day at no cost to parents. If a student exceeds that amount, a fee will be charged to their cafeteria account and parents will be financial responsible for the bill. If a parent does not wish for their child to receive a second meal, discuss with your child the importance of not taking a second meal.

Students are not permitted to purchase lunch off school grounds during school or after school. Leaving school grounds could result in suspension.
OUTSTANDING FEES

Textbooks issued during the year and those loaned by the WOLCS library are the property of the school. It is the responsibility of each student to keep books in good condition. Replacement costs for lost and/or damaged books shall be charged to students’ parents/guardians. Fees may also be charged for damage to property. School records including transcripts for high school, will not be released and students will not be permitted to participate in school activities such as field trips, sports, etc. until all financial obligations are met. All unpaid balances will be noted to students’ school accounts. In addition, students may be prohibited from participating in school activities and/or receiving materials the following school year until all financial obligations are met.

FIELD TRIPS

Field trips are a valuable teaching aid. They provide direct experiences for learning and are an extension of what is being taught in the classrooms. A permission slip must be signed by the parent/guardian for a student to participate on a field trip. Parents are required to pay fees to cover the cost of transportation and other expenses associated with the field trip. Parents are also required to pay their fees if accompanying student/s on the trip. The school will accept CASH or MONEY ORDER ONLY. No Personal Checks Will Be Accepted as Payment for Field Trips.

Good school behavior is required for a student to be eligible to participate in field trip activities. Students with 2 discipline referrals within 30 days of the scheduled trip must be accompanied by a parent/caregiver or adult family member at least 21 years old. Students with 3 or more discipline referrals or a suspension within 30 days of the trip may not participate.

Parents are encouraged to attend trips as chaperones but must submit all clearances by the October deadline.

Note: Siblings may not participate in school trips organized for the class of a brother or sister. Only those students who are enrolled at West Oak Lane Charter School may participate in field trips.

Students will not be permitted to leave the school without a signed permission slip. Unless otherwise specified by the homeroom teacher, students must be dressed in the official school uniform in order to participate in any school trip. There will be no exceptions made.

LOST AND FOUND

- Encourage your child to be responsible for his/her belongings.
- Label all personal articles.
- Leave all valuables at home.

Clothes that remain unclaimed at the end of each month will be sent to a mission or shelter.

WOLCS is not responsible for items that are lost, damaged, or otherwise missing. Parents/Guardians should take care in allowing their children to bring valuable or irreplaceable items to school.
PHOTOGRAPHING OR FILMING STUDENTS

There are often opportunities for media coverage of school events and classroom activities. In addition, your child may be in classrooms or other areas of the school where videos or pictures are taken. These photographs may be placed in the city or neighborhood newspaper, in our school newsletter, or on our website. If you do not want your child’s photograph displayed, please make that notification on the school’s Non-Consent for Use of Photo form otherwise your child’s photo may be used.

SCHOOL SECURITY

All visitors must sign in at the security desk when entering the school. Proper photo identification must be presented to security upon entering the school building.

Security will direct all visitors to the Main Office where school personnel will assist them. When appropriate, visitors will be given a pass to move throughout the building. Security and staff have been instructed to stop everyone without proper identification. When bringing your child to school or when picking them up, please go directly to the Main Office first! Do not go to your child’s classroom. Parents or visitors moving throughout the building without a pass risk being charged with trespass. Please cooperate with staff. These procedures are in place to protect our children and staff.

STUDENT USE OF COMPUTERS

WOLCS has the resources to enhance your child’s educational experience through the use of technology. As such, we are pleased to offer students access to the school’s computer network for electronic mail and Internet exploration. To be permitted access to email and the Internet, students must obtain parent/guardian permission and students and parents/guardians must sign and return the Computing Resources Acceptable Use Policy for Students Acknowledgement form included in the Appendix to this handbook.

Parents/guardians should read and discuss these documents with their children. Parents/guardians and each child attending WOLCS must sign the Computing Resources Acceptable Use Policy for Students Acknowledgement form. Signed forms are to be returned to the homeroom teacher by the end of September.

TELEPHONE USAGE

The school telephones are not available for children’s use unless there is an emergency as determined by the school. Forgetting books, notes, or assignments are not emergencies. Our goal is to help students develop more responsibility for gathering the necessary materials required daily for school prior to coming to school. Emergencies include a forgotten lunch or torn or wet clothing. Students will not be interrupted in their classrooms to receive telephone calls. In the event of a family emergency, please call the school office.
General Expectations
ATTENDANCE

West Oak Lane Charter School is committed to providing your child with a quality education. Attendance is a critical component of achievement. To gain maximum success in achievement and mastery of grade level skills, students must attend school on-time every day.

Regular and prompt attendance is mandated by the Pennsylvania State Compulsory Attendance law which requires that:

- All students of compulsory age attend school on all scheduled calendar days
- Parents/Guardians submit written explanation to the school for any incidence of absence of lateness by their child upon the child’s return to school

In compliance with Pennsylvania's truancy law, West Oak Lane Charter School aims to improve school attendance and deter truancy through a comprehensive approach which consistently identifies and addresses attendance issues as early as possible. Throughout the school year, WOLCS will closely monitor and support student attendance. While recognizing students who demonstrate exemplary attendance, we make deliberate efforts to address absences and truancy. Classroom teachers, working with school administrators, will be responsible for maintaining the record of attendance, including excuse notes.

WOLCS utilizes SwiftK12r® software program, an automated call, text, and email system, as a component of communication between home and school. In the event a child is absent or late to school, parent(s) and/or guardian(s) will receive an automated message on the recorded date by 11:00am. It is the parent’s responsibility to contact the main office if they feel the message regarding the child’s absence or lateness was sent in error. Requests to update attendance after 3 days of the absence or lateness may not be approved.

Lateness
Students arriving late to school (after 8:01am) must report to an attendance monitor in the main lobby for verification of their arrival. After 9:00am, late arrivals report to the main office. Students will only be admitted to class after receiving a Late Pass. Students will not be penalized for lateness due to delayed school bus arrivals and must inform the attendance monitor that the lateness is due to busing. Parents and guardians are not permitted to escort late students to class.

Excused Absences
Pennsylvania law broadly defines absences as excused when a student is prevented from attendance “for mental, physical, or other urgent reasons.” The WOLCS Board of Trustees has recognized the following conditions as valid excuses for student absence: illness, family emergency, death of a family member, medical or dental appointments, authorized school activities, educational travel with prior approval, and required court hearings.

For an absence to be excused, proper documentation of the absence must be delivered to the student's teacher upon the student’s return to school. For absences that are 3 or more consecutive days, a doctor's note must be delivered to the school.

Valid written documentation should include the following: student's first and last name, grade and homeroom, date(s) of absence, reason for absence, and parent or guardian signature. A sample WOLCS Excuse Note is included in the Appendix for your use. You can also access a copy of the sample excuse note form on the school’s website, send via email to excuse@wolcs.org, or download the West Oak Lane Charter app by SchoolAppExpress on your iPhone, iPad, Android, Blackberry or Windows device. Parents/guardians can scan this QR Code to directly access the app.
Unexcused Absences
All absences will be treated as illegal until WOLCS receives valid documentation with a valid reason for the absence within 3 days of the student’s return to school. Reasons such as car trouble, personal business, heavy traffic, trips and family vacations (without prior Principal approval) while understandable, are not acceptable excuses and will be listed as unexcused.

As required by 22 Pa. Code 11.24, students absent for 10 consecutive school days shall be removed from school roll unless the student’s parent/guardian has provided the school with evidence that the absence may be legally excused or compulsory attendance prosecution is being pursued.

Early Dismissal
Should an early dismissal be unavoidable, parents must arrive to school no later than 2:30pm on Mondays, Tuesdays, Thursdays, or Fridays, and no later than 11:00am on Wednesdays. Students receive a credit for a full day of attendance when the student has attended 5 hours of a regular school day, and 2 hours of any ½ day.

Addressing Truancy
WOLCS will not expel, suspend, reassign or transfer a student for truancy. Students accumulating excessive lateness and absences will be receive increasing levels of support as identified below. To help maintain prompt and regular attendance, the following process has been implemented:

<table>
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<tr>
<th>At Every Absence or Lateness</th>
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<tbody>
<tr>
<td>• Automated telephone call made to parent/guardian triggered by absence/lateness in Student Information System (PowerSchool).</td>
</tr>
<tr>
<td>• Requests to change any errors must be made within 3 days of the absence / lateness.</td>
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<thead>
<tr>
<th>At 3rd Illegal/Unexcused Absence (Truant)</th>
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<tr>
<td>• 3-day automated call to parent/guardian informing of truancy status.</td>
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<tr>
<td>• 3-day Truancy Preliminary Legal Notice sent to parent/guardian.</td>
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<thead>
<tr>
<th>From 6th to 9th Illegal/Unexcused Absence (Habitually Truant)</th>
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<tr>
<td>• Habitually truant notice sent to parent/guardian, which includes invitation to participate in attendance improvement conference.</td>
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<tr>
<td>• Student Attendance Improvement Plan (SAIP) completed during conference; shared with student, parent/guardian, and staff who can support SAIP.</td>
</tr>
<tr>
<td>• IEP/504 Plans revisited for eligible students to establish goals for attendance.</td>
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<tr>
<td>• Note that SAIP conferences will occur even in parent/guardian’s absence and will include student.</td>
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<thead>
<tr>
<th>At 10th Illegal Absence</th>
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<tbody>
<tr>
<td>• Teacher no longer provides make-up work to student.</td>
</tr>
<tr>
<td>• Parent contact to review truancy plan and discuss next steps.</td>
</tr>
<tr>
<td>• Truancy referral is completed and forwarded with Principal’s signature for approval.</td>
</tr>
<tr>
<td>• Truancy referral &amp; documentation is reviewed, and decision made to refer family to Department of Human Services (DHS) and/or Truancy Court.</td>
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</tbody>
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School Hours
8:00am – 3:30 pm          Monday, Tuesday, Thursday, and Friday
8:00am – 12:00 pm         Wednesday

Arrival Time
The Breakfast Program begins at 7:20 a.m. Supervision of students does not begin before that time each day. Students should not arrive prior to 7:20am. Children who are not participating in the breakfast program should be dropped off between 7:45am and 8:00am.

PLEASE NOTE: Students who arrive to school before the specified arrival time (7:20am) will be required to wait outside on the front platform until breakfast begins. This policy will be enforced even on days of inclement weather.

If you are in need of supervision for your child before 7:20am, please stop by the Main Office to pick up a list of nearby before and after care programs.

Dismissal
Parents are urged to leave their children in school the entire day except in extraordinary circumstances. Having the benefit of the full instructional day contributes a student’s progress in school. It is our policy to permit early dismissals only for medical and dental appointments that cannot be scheduled outside of regular school hours, for family emergencies, court appearances and other reasons determined legitimate by school administrators.

We will insist that you observe the following requirements in order for your child to be released before the end of the school day.

1. If it is necessary for your child to be dismissed from school before the end of the school day, you must notify the school office in advance. You must arrange for your child to bring a note to his/her teacher stating the date, time and reason for the early dismissal and naming the person who will be responsible for picking up your child.

2. Anyone who will be responsible for picking up your child must be at least 18 years old and must be prepared to present photo identification. Students will be released only to persons named by a parent or guardian on the WOLCS student emergency contact form, and will not be released to anyone under the age of 18. You are responsible for keeping the emergency contact information on file current.

3. The person who is authorized to pick up your child must report to the school office before 2:30 p.m. Students will NOT be released for an early dismissal after 2:30 p.m. on regular dismissal days. On Wednesdays, student will NOT be released for an early dismissal after 11:00 am.
**Late Pick-Ups**

The school office will make every attempt to contact you when your child has not been picked up at the end of the school day. Beginning 15 minutes after dismissal (i.e. 12:15 P.M. on Wednesdays and 3:45 P.M. on regular dismissal days) WOLCS will assess parents/guardians a fee of five dollars ($5.00) for each 15 minutes that they are late in picking up their children. This fee is due at the time of pick-up, and must be received no later than 5 days of the late pick-up. School records will not be released until this and all other financial obligations described in this handbook are met.

For those students whose parents/guardians or emergency contacts cannot be reached by 4:30 P.M. the 14th Police District (Haines & Germantown Avenue) will be notified. If you are late for pick up, your son or daughter may be transported to the District Office. In order to assure your son’s/daughter’s safety and well-being, please pick up your child/children on time.

**PARENT EMERGENCY CONTACT INFORMATION, LOCATION INFORMATION & PARENTAL CUSTODY**

At the start of each school year, parents are required to complete a packet of information for each student enrolled at West Oak Lane Charter School. The *Emergency Contact Form* is an integral part of this packet. Parents are required to complete the Emergency Contact form with current and complete contact information – including a listing of at least four emergency contacts. Also, parents are asked to notify the office immediately when a change in address or telephone number occurs. The office should also be informed of a change in work number or emergency contacts. **The school must have accurate and current information at all times since this is our primary source of emergency information.** Failure to keep the school informed may result in your not receiving notices of important academic, disciplinary, and/or health information, and can result in the loss of your right to participate in important decisions.

In addition, a copy of any Court order or agreement affecting the custodial rights of a parent must be filed with the school.
RE-ENROLLMENT

Each and every year, Parents/Guardians who wish their children to continue to attend West Oak Lane Charter School are responsible for reenrolling their children by the last day of the enrollment period. During the 2019-2020 school year, the re-enrollment period begins on January 6, 2020 and ends on April 3, 2020. The Admissions Lottery for new students will be held on April 22, 2020 at 6:00 p.m.

WITHDRAWING A STUDENT

The following procedure must be followed if you are planning to withdraw your child from WOLCS:

• Complete a Withdrawal Form, which can be obtained from our Administrative Assistants in the school office.
• Notify the office and your child’s teacher of the date your child will be leaving.
• Ensure that all books are returned, and any fees or fines are paid.
• When you enroll your child at the new school, you will sign a Release of Information form. Upon receipt of the completed form, we will transfer copies of the student’s records to the new school.
WOLCS SCHOOL UNIFORM

All students must come to school each day, including the first and last days of school, neatly groomed and dressed in the WOLCS uniform. Please do not send students to school with hair partially braided or unkempt. The uniform must be clean and worn neatly.

We have a required school uniform for several very important reasons:

1. Uniforms unite us as a community. When you look at the WOLCS uniform, it is a powerful visual statement of the West Oak Lane Charter School community. Students make a commitment that when they put on the WOLCS uniform; they are agreeing to live up to the school's values. We are unified by our dress.

2. Uniforms reduce distractions and clothing competition. Often students spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on their classes. Wearing uniforms eliminates this distraction.

3. Uniforms make us all equal. Whether families have high incomes or low incomes, the students come to school looking the same way. No one is made to feel bad about the clothes they have or don't have.

4. Uniforms look professional. Students look neat when they arrive to school with shirts buttoned and tucked in their pants or skirts. The students come mentally prepared for school and "dressed for work."

Teachers and school staff will monitor uniform compliance on a regular basis. Students who are not in uniform are in violation of the WOLCS Code of Conduct and accordingly will be subject to discipline, detentions and ineligibility to participate in activities. Students wearing items which differ from the official school uniform due to religious reasons must wear clothing which reflects the grade level uniform colors. When available, WOLCS will attempt to provide your child with a uniform or cover-up for use during the day. Parents may also be contacted to bring a change of clothing.

The components of the WOLCS uniform are as follows:

**Grades K – 4**
- Plain white dress shirt or white WOLCS polo shirt
- Blue tie or cross tie (must be worn with dress shirt)
- Blue pants / jumper or skirt (skirts of appropriate length)
- Blue WOLCS sweater with logo
- Navy blue or white solid stockings / socks
- Black solid colored shoes (no sneakers or boots)

**Gym:**
- WOLCS blue T-shirt or sweatshirt
- WOLCS blue sweatpants
- Black or white solid colored sneakers

**Grades 5 - 8**
- Plain white dress shirt
- Grey slacks / skirt (skirts of appropriate length)
- Blue WOLCS blazer with logo
- Navy blue, white, or grey solid stockings / socks
- Black solid colored shoes (no sneakers or boots)
- Grade specific tie
  - Grade 5: Hunter/Navy
  - Grade 6: Gold/Navy
  - Grade 7: Red/Navy
  - Grade 8: Silver/Navy

**The following items are NOT allowed:**
- Excessive or inappropriate jewelry or hair accessories
- Extra-large or colored undershirt
- Outerwear e.g. hoodie
- Shirts untucked
- Skirt length above fingertips when at sides
- Shorts
- Flip-flops, sandals, backless shoes, open-toes, boots, rainboots, clogs, crocs, high heels, heelsies, or Uggs, or shoes which resemble a sneaker
- Other items not specified above
Cold/Inclement Weather Dress:
Students should dress warmly as appropriate, especially during winter months. Cold weather outerwear garments such as coats, hats, gloves, hoodies, boots, and scarves can be worn to travel to and from school but are not permitted to be worn inside the school building.

Dress Down Days
Throughout the school year, WOLCS may schedule dress down days for individual students and/or classes. On dress down days, students do not have to wear the official uniform. However, students must still adhere to the “not allowed” items indicated above. Students are not to wear spaghetti straps, midriff shirts, or items with offensive writing or designs. Parents will receive communication about Dress Down days from school staff.

Non-Compliance with Uniform Expectations:
Students wearing inappropriate clothing or shoes will be required to change into available uniform or cover-up items. If proper sizes are not available, parents will be contacted to bring in a school uniform for their child. Refer to appendix for a review of the uniform expectations and consequences for non-compliance.

*Available at:
1. Flynn & O’Hara School Uniform located at 10905 Dutton Road, Philadelphia, PA 19154
   215-637-4600 or online at www.flynnohara.com

Parent/Guardian Responsibilities

9 Easy Steps Up the Mountain to Academic Success:

(1) Emphasize that education is the key to a successful future: Make sure your child knows that you think school is the most important thing in his/her life. Talk about your child going to college.

(2) Read for 30-45 minutes daily: Children in grades K-3 should be read to each night from both nonfiction and fiction books that are above the child's reading level. They should also spend some of the 30-45 minutes reading on their own in books that they can pronounce all of the words and can retell the ideas. Children in 4th-8th grades should also reading in nonfiction and fiction books for 30-45 minutes daily. They should read independently in books that they can pronounce all the words and retell all of the ideas. However, it is always helpful to read harder books to students in grades 4-8 as well to expand vocabulary and discuss ideas.

Don't just encourage reading; insist on it. Listen to your child read aloud. Check to make sure your child understands what he/she is reading by asking basic questions. Who are the main characters? Tell me about them. Summarize the chapter. What do you think will happen next? Get your child a library card and join any of the libraries in Philadelphia. Read! Read! Read! In addition to reading throughout the school year, summer reading is also a requirement.

(3) Make sure your child comes to school EVERYDAY: Your child can't learn if he/she is not in school! We want our kids to develop habits of good attendance. Don't schedule family vacations or appointments during school time. This sends a powerful negative message about priorities.
(4) Supervise homework: Especially when your child is still learning to manage the work, make sure you check to see that their homework is getting done and that it is done TOP QUALITY. Create a quiet, well-lit space in your home where your child can do his/her homework. Set a specific routine for doing homework (i.e., as soon as they come home, right after dinner, etc.).

(5) Praise your child: Your child is good-looking (especially in the WOLCS uniform), smart, and destined for greatness. Make a big deal out of all accomplishments e.g. STARS and Honors Awards. Praise your child for earning good grades, and lots of other accomplishments. Your smile and a simple "I'm proud of you" can be worth more than any prize.

(6) Support the teachers: WOLCS teachers are the best. Let the teachers teach. If a teacher or administrator calls you to express a concern, call him/her back within 24 hours and offer your 100% support. If you follow-through with support at home, the problem can be quickly and effectively addressed. Working together, we all will succeed.

(7) Express your questions or concerns adult-to-adult: You may have questions about something we are doing or why we are doing it. Please call us or schedule an appointment to come see us. Do NOT tell your child about your concerns; this could create a devastating split in the partnership between home and school. We would be happy to talk with you - adult to adult behind a closed door. Together, we can present a united front to your child.

(8) Limit the amount of time your child spends watching TV or playing video games. Instead, have them READ or even play (physical exercise is good for the brain and the body!)

(9) Show your support: Come to Report Card Nights and other parent events at the school. We would love to see you - and your child will see your interest and commitment.

Student Responsibilities:

Through consistent reinforcement of our school-wide positive behavior expectations (Be S.T.A.R.) among students, and the embrace of REACH values among all staff, WOLCS is creating a safe environment defined by respect, enthusiastic engagement among staff and students, accountability, and high levels of academic achievement.

Students must meet the WOLCS school-wide behavior expectations:

- Be Safe – don’t take unnecessary risks or engage in behavior that could cause injury to yourself or anyone else.
- Be Tolerant – strive to work with others and to resolve conflicts quickly and peacefully; treat others with kindness, honesty, and fairness
- Be Accountable – display responsibility for your own actions and accept that your actions have consequences; arrive on time each day, in uniform, prepared for class and prepared to do your best.
- Be Respectful - show courtesy towards peers and adults and handle the property of the school and of classmates with care.

We are a Family of WOLCS All - S.T.A.R’s!
AS A WORLD CLASS STUDENT
I VALUE MY EDUCATION
I WILL OBEY
THE VOICE LEVEL ATTENTION SIGNALS

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<td>![Symbol] TALK AT CONVERSATION LEVEL</td>
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<td>![Symbol] CHEER, TEAM SPIRIT</td>
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<td>![Symbol] TALK AT CONVERSATION LEVEL</td>
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Parent and Family Engagement

West Oak Lane Charter School requires parents to be partners in the education of their children. The key to student success is the active participation of parents in the school. The important task of educating a child calls for the school, the student, and the parents to all work together to ensure success. Parents are encouraged to volunteer and participate in various school activities. Parents wishing to volunteer or visit should contact the school office or classroom teacher in advance of their coming to assist. Clearance forms must be completed prior to volunteering. We hope to see you often.

WOLCS works in partnership with parents and families to ensure that students are fully engaged in their learning that their families feel connected to WOLCS and every parent / guardian has the opportunity to become involved with their child’s education in meaningful ways.

As a matter of Board policy, a strong program of communications between home and school is maintained in order to accomplish these objectives. At WOLCS parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving students’ academic learning and other school activities.

WOLCS is committed to delivering a high-quality education to all students, and to having interactions with students and their families that are characterized by support and respect. WOLCS recognizes its obligation to assign productive homework that allows students to reinforce and practice skills learned in class. We treat all members of the school community fairly and work persistently to provide - structured opportunities for parent and family engagement.

Parent and Family Engagement Programs

WOLCS has put into place operation programs, activities and procedures for the involvement of parents and families that include interim reports, and report cards that are shared at quarterly report card conferences. The school also is engaged in ongoing consultation with parents and families of students enrolled at the school through on-line surveys. Parents may complete the surveys during the report card conferences.

Through the WOLCS parent organization, Families Being Involved or FBI, parents / guardians will have the opportunity to serve on the parent advisory committee that consider and help to develop new ways to engage students and their families in learning, and to assure greater levels of student success. FBI meetings are held at the school once each month on the 3rd Wednesday of the month at 6:00 p.m.

Right to Know

WOLCS recognizes parents’ / guardians’ right to information about teaching and learning for their children. Parents / guardians may request and WOLCS will provide information regarding the professional qualifications of their child’s classroom teacher, including whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction as well as the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
At their request parents / guardians may also be informed of whether their child is provided services by paraprofessionals and, if so, what qualifications the paraprofessional has. If students are taught by a teacher who is not highly qualified, WOLCS will notify the parents / guardians of all such students.

Finally, parents / guardians also have a right to information concerning their child’s level of achievement in the subjects assessed on the PSSA.

**Parent Resources**

WOLCS families can access on-line and print resources for parents / guardians by request. However, WOLCS families should also keep in mind that the Pennsylvania State Parent Advisory Council offers a broad range of relevant resources.


The resource center of Pa.SPAC has a large selection of parent resource materials that provide up-to-date information on topics that affect children, teenagers, and their families. Parents / guardians may request single copies of up to ten free booklets that might help them to discuss important issues with their children.

**Adoption & Evaluation of Parent and Family Engagement Policies & Procedures**

These Parent and Engagement Procedures have been developed pursuant to the WOLCS Board of Trustees’ policy on Relations with families are consistent with the requirements of Section 1118 of NCLB, which is now known as ESSA. The procedures were developed with input from WOLCS parents who may make further recommendations through responses to the family satisfaction surveys administered several times each year.

These procedures will be disseminated annually as part of the Parent-Student Handbook and also posted on the WOLCS website.

In order to be effective partners, we must communicate. Our school’s Board Policy states that a strong program of communications between home and school must be maintained. To accomplish this goal, there are several ways that we can and will communicate with you throughout the year:

**Weekly Updates**

Your child’s teacher will send you weekly messages and reminders on DOJO. You will also receive information from the Principal and other administrators. Please be sure to sign up for alerts on DOJO with your child’s teacher.

**Progress Reports and Parent Conferences**
Parent-teacher conferences shall be scheduled at least 3 times a year. Progress reports are distributed at the end of each marking period. An interim report is sent home with your child midway through each marking period. Final progress reports will be sent home with students on the last day of school in June. Teachers may request the support of parents/guardians in developing and implementing remediation plans for those students not progressing or behaving at expected levels.

**NOTE: Records will be withheld if all financial obligations are not fulfilled.**

### 2019-2020 Parent Conference Schedule

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<tr>
<th>Marking Period Ends</th>
<th>Parent Conference</th>
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<tr>
<td>1(^{st}) – October 31, 2019</td>
<td>Wednesday, November 13, 2019</td>
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<tr>
<td>2(^{nd}) – January 17, 2020</td>
<td>Wednesday, January 29, 2020</td>
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<tr>
<td>3(^{rd}) – March 20, 2020</td>
<td>Wednesday, April 1, 2020</td>
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<tr>
<td>4(^{th}) - End of School year</td>
<td>N/A – Reports cards sent home</td>
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Parent/Teacher Communications

Parent/Teacher communications are vital to the educational success and experience of each child at West Oak Lane Charter School. Together we form a team that focuses on your child’s needs, concerns, and growth. We invite you to participate in the process through your inquiries at any time. Teachers are eager to meet with you to discuss your child’s progress or any concerns you may have about class procedures. To request a meeting, please send a note with your child or leave a message in the front office for your child’s teacher. Include your telephone number and the time of day when you can be reached. Teachers can also be contacted via e-mail. To contact any staff member via e-mail, use the first initial of the first name followed by the last name @ wolcs.org. For example, John Adams’ e-mail address would be jadams@wolcs.org. We also use our website at www.wolcs.org to communicate important information to parents. As a matter of WOLCS procedure, teachers are required to refrain from using E-mail to discuss contentious, emotional or highly confidential issues. These issues are to be dealt with face-to-face or by phone. WOLCS teachers also utilize DOJO to communicate with parents and students about upcoming assignments, assessments, and events. All parents / guardians in grades K - 8 will have access to this resource. Teachers will share information on accessing this application during orientations and conferences.

Parents Organization

The WOLCS Parents Organization actively supports the school’s instructional program and enhances community-school relations. Our Parents Organization has yearly fundraisers, sponsors special events, and helps to subsidize our many field trips. All parents are encouraged to join, and to attend the monthly meetings held every third Wednesday, 6:00 – 8:00 pm. The annual membership fee is $10.00 per family. Or, a two-year membership at $20.00, which includes a FBI t-shirt. Parents that fulfill 10 documented hours a year receives a free membership for the following year. Membership includes voting privileges on all Parent Organization actions and policies, free admission to the Family Fun Day event for one parent that volunteer 10 hours that year, discount on membership fees to attend BAEO (Black Alliance for Educational Options) conferences, first priority for involvement in special academic workshops, and the opportunity to attend a special Parent Luncheon and Volunteer Award Ceremony.

Parent Seminars & Information Sessions

During the school year parent workshops and seminars will be scheduled. These sessions will cover a variety of topics including WOLCS curriculum, climate and culture, and celebratory events. All sessions will be announced in advance. Please make every effort to attend.

Automated Phone Calls

Throughout the school year, you may receive automated school calls. These calls serve to update a large number of families on important information including school closings, upcoming events, or school emergencies. To ensure you receive these communications, maintain updated contact information with the main office.

Back To School Nights and Orientations

“Back to School Night” and “Upper School Orientations” are scheduled at the start of each school year. This time will allow you to meet the teacher and get a brief overview of the curriculum, routines of the class, plus other valuable information.
CONFLICT RESOLUTION

The West Oak Lane Charter School staff will attempt to help students, parents, and other members of the school community to resolve conflicts. If you or your child have a problem that involves another member of our community, we ask that you notify your child’s teacher and/or an administrator. At no time should you confront another student or a staff member in what could be perceived as a threatening manner. Adults may not confront students on the school bus, walking to and from school, or in a classroom. Parents, family members, or family friends who fail to follow this directive will subject themselves to charges of assault. It is imperative that students and staff feel safe. It is also important that adults model effective conflict/resolution skills.

COMPLAINT/CONCERN PROCEDURE

Although we make every attempt to satisfy our parents, students, and community members, there are times when a complaint or concern arises. If you have a complaint or concern please follow the steps below until you have been satisfied.

1. Contact the teacher or staff member via phone, email, or in writing.
2. Complete a Parent Concern Form in the main office. Staff will respond to written concerns within 24 hours.

PARTIES AND CELEBRATIONS

There are opportunities during the school year for celebrations within the classrooms. They may include but are not limited to the following events:

- Special events and holidays may be celebrated in classrooms with the approval of the Principal. Religious observances are not permitted in respect for the varied religious beliefs of our students.
- Birthdays of children may be acknowledged in classrooms but formal parties are not permitted. However, if you wish to send in a treat for the entire class for your child’s birthday, this is permissible. Teachers must be notified in advance. To avoid hurt feelings, invitations to private parties will not be permitted to be given out in school.

Families who do not wish to have their children participate in such events should notify the teacher.
VISITORS POLICY

The school welcomes and encourages visits by parents/guardians and others who desire to become informed regarding the school and its educational program. Acceptable reasons for such visits include observation of significant programs, participation in special events and conferring with staff. The visit should have legitimate purpose and not interfere with the continuity of instruction. Classroom observation of a staff member to determine his/her competency is reserved for the administration.

Visitors should adhere to the following guidelines:

1. Those wishing to visit the school shall make arrangements in advance with the school office. In all cases where permission is not obtained in advance it must be obtained promptly upon entering the building. No visitor may remain in the school without the permission of the Principal.

2. Upon arrival at the school, the visitor must present a valid photo ID, sign the Visitor’s Register and be issued a Visitor’s Pass and report directly to the school office.

3. The staff member visited shall require the visitor to present the Visitor’s Pass as evidence that the visitor has registered in the school office.

4. Upon completion of the visit, the visitor shall report back to the school office to return materials and enter the departure time in the Visitor’s Register.

5. No visitor shall be permitted to interrupt a staff member in the performance of duties whether that interruption is for conversation or observation. Visitors are not to confer with teachers or students.

6. No visitor shall go directly to a classroom to deliver or “pick-up” students or speak to a teacher unless such visits have been approved previously by the Principal.
Academic Policies
Grading System

The WOLCS grading system is as follows:

**Advanced  92 – 100**

Advanced work indicates an in-depth understanding and exemplary display of the skills and processes important to the curricular content. Reflects superior academic performance. Excels at meeting grade level expectations.

The student has a complete and detailed understanding of the information important to the instructional topics and can perform related skills or processes with no significant errors and with fluency.

**Proficient (Meets Standard)  84 – 91**

Proficient work indicates a solid understanding and adequate display of the skills and processes important to the curricular content. Reflects satisfactory academic performance in meeting grade level expectations.

The student has a complete understanding of the information important to the instructional topics but not in great detail and can perform the related skills or processes important to the topic without making significant errors.

**Basic 74 – 83**

Basic work indicates a partial or incomplete understanding and limited display of the skills and processes important to the curricular content. This work is approaching satisfactory performance, but the satisfactory level has not been reached. Reflects marginal academic performance in meeting grade level expectations.

The student makes some significant errors when performing related skills or processes. However, the student maintains a basic understanding of the instructional topics and accomplishes a rough approximation of the related skills and processes.

**Below Basic ≤ 73**

Reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills and processes important to the curricular content. Fails to meet grade level expectations.

The student makes so many errors in performing related skills or processes or his/her understanding of the topic is so incomplete or has so many misconceptions that the student cannot be said to understand the instructional topics or related skills and processes.
Homework

WOLCS homework is assigned by the classroom teacher. Homework is designed to improve student understanding of the subject matter, to help students assume greater responsibility, to offer opportunities for self-direction and to reinforce skills taught in the classroom.

It is recognized that all learning cannot be accomplished within the limited amount of time allotted for classroom instruction. Therefore, homework is routinely assigned to students. As the word implies, homework is to be completed outside the regular class period.

The extent to which homework assignments are made should reflect the teacher’s knowledge of his/her students and the judgment as to appropriateness of content and frequency of assignments.

- Grades K-1 (Ages 5 to 6) 10-30 minutes/daily
- Grades 2-3 (Ages 7 to 8) 30-40 minutes/daily
- Grade 4 (Age 9) 50 minutes/daily
- Grades 5-6 (Ages 10-11) 60-70 minutes/daily
- Grades 7-8 (Ages 12-13) 80-90 minutes/daily of study time outside of the classroom

Homework is assigned as an extension of our daily school program. It is a meaningful practice that reinforces the skills taught in class. Homework accounts for 10% of the overall subject grade.

NOTE: The allotted times above do not necessarily include the amount of time that students should spend reading each night. Please refer to the Academic Success section of this handbook.

- Please note that summer reading is also a requirement.
Promotion Requirements

In order to assure that students are moved forward in a manner: (1) that is appropriate to their developmental needs, (2) that builds the necessary foundation of skills for their success in succeeding grades, and (3) that promotes their academic excellence, West Oak Lane Charter School requires that students demonstrate certain levels of educational achievement in order to be promoted to the next grade.

WOLCS has committed to annually review its promotion and retention policies and to make necessary adjustments as necessary to support the outcomes described above.

I. General Criteria

The following policies regarding promotion and retention reflect WOLCS’ current requirements for the 2019-2020 school year.

- Kindergarten - Math & Reading
  Students must demonstrate proficiency in reading and math based upon curriculum assessments in order to be promoted to the next grade. Any student who completes Kindergarten and does not demonstrate reading proficiency or math proficiency based on the curriculum assessments described below in sections II and III shall be retained in grade.

- 1st – 3rd Grade - Math
  Any student who completes 1st grade and has a 73% or lower in math shall be retained in grade.

- 1st – 3rd Grade-Reading
  By the end of the 4th quarter, students must demonstrate proficiency in reading in order to be promoted to the next grade. Any student who completes 1st, 2nd or 3rd grade and has not demonstrated reading proficiency shall be retained in grade.

- 1st – 8th Grades – All Subjects
  Any student who completes any grade between 1st and 8th and who fails 2 or more subjects that year may be retained in grade.

Recommendations for promotion are made by the classroom teacher and must be approved by the Principal.

- 8th Grade – All Subjects
  Any student who completes 8th grade and who fails 2 or more core subjects shall not be permitted to participate in closing exercises.
The administration retains the discretion to administratively place a student who does not meet these requirements into the succeeding grade or to otherwise waive these requirements. Students who do not meet these requirements may be promoted at the discretion of the Principal following consultation with the appropriate classroom teacher. In cases of such administrative placement, the student’s final report card will note such administrative waiver of the promotion requirements.

Every parent/guardian must be informed in advance of the possibility of his/her child’s retention in grade at or before the 3rd report card conference. Parents/guardians may be required to actively participate in implementing a remediation plan for their child who is in danger of retention.

II. Measuring Reading Proficiency

Reading proficiency is assessed as follows:

**Kindergarten**
- Students must pass the Kindergarten level of the school-based reading assessment in order to be promoted to first grade.

**Grade 1**
- Students must pass the 1st grade level of the school-based reading assessment in order to be promoted second grade.

**Grades 2-3**
- Students must achieve mastery as determined by their overall level of achievement in coursework as well as their proficiency level on the school based reading assessment in order to be promoted to the next grade.

**Grades 4-8**
- Students must achieve mastery as determined by their overall level of achievement in coursework as well as their proficiency level on the school based reading assessment. They will also be assessed with a benchmark as well.
III. Measuring Math Proficiency

- All Grade Levels
  - Math Proficiency will be assessed throughout the 2019-2020 school year using common assessments adapted from the *Eureka Math* program.
Honors and Perfect Attendance

FIRST HONORS
Advanced (97 – 100%) as the overall achievement grade in all subjects

SECOND HONORS
Advanced (92 – 96%) as the overall achievement grade in all subjects

PERFECT ATTENDANCE
No Absences and No Lateness
Special Education and Grading

The performance of students receiving special education services will be evaluated and graded based upon a variety of assessments including class work, homework and other instruments that measure progress towards the attainment of IEP goals:

- Progress towards achievement of annual Individualized Education Program (IEP) goals and intermediate objectives, will be considered in grading.
- For a student with reading or math IEP goals and objectives, 40% of the grade in that subject will be based upon the student’s progress on IEP goals; 60% of the student’s grade is based upon the student’s performance on class work, homework and other assessments.
- Overall academic performance together with progress towards achievement of IEP goals will be the determinative factors in promotion determinations.

Grades are assigned to students with IEP’s for Reading and/or Math through the following process:

- Regardless of the level of services that a student receives, the Special Education Teacher assigned to a student’s grade and the regular education teacher(s) maintain that student in a jointly managed grade book.
- If subject instruction is delivered solely by a Special Education Teacher, that teacher is principally responsible for assigning interim and quarterly grades; however, both the SpEd teacher and the regular education teacher(s) must confer with each other and together interpret the progress the student has made in order to assign interim and quarterly grades and otherwise make comments about the student’s performance in all subjects.
- If subject instruction is delivered by both a regular education and SpEd Teacher, both teachers must enter grades that evaluate the student’s performance. The regular education teacher is responsible for entering grades that evaluate performance on class work, homework and assessments. The Special Education teacher is responsible for entering grades that evaluate performance on attaining IEP goals (i.e. that count towards 40% of the student’s grade). The Special Education teacher may also enter grades that evaluate the student’s performance on class work or other assessments administered by the Special Education teacher (i.e. that count towards 60% of the student’s grade).
- At least once per week, Special Education teachers must evaluate the progress of each student on their caseload towards attaining the goals of his/her IEP.
- The specifications of the assessment or probe that is regularly used by the Special Education teacher to measure a student’s progress towards meeting an IEP goal remain the same for each monitoring event (e.g. reading passage, non-fiction text length of 500 words at the 4th grade reading level) and are determined by the performance objective which it is designed to evaluate (e.g. reading comprehension).
- A student’s performance on a probe counts towards the portion of his/her grade that is based upon progress towards meeting IEP goals (i.e. 40% of the grade). Performance on a probe must not also be recorded as a class work assessment.
- Both regular and Special Education teachers must confer with each other and together interpret the progress a student has made in order to assign interim and quarterly grades and otherwise make comments about the student’s performance.
- Special Education teachers are responsible for reviewing and finalizing the comments of the interim reports and quarter report cards for the students who are on their caseload.
♦ When a student is to be pulled out of a regularly scheduled class in order to receive small group instruction with a Special Education teacher, both the regular education and Special Education teachers must utilize their best efforts to assure that the student is not absent from class for any major test/assessment.

♦ If subject instruction is delivered by both a regular education and SpEd Teacher, both teachers must enter grades that evaluate the student’s performance. The regular education teacher is responsible for entering grades that evaluate performance on class work, homework and assessments. The Special Education teacher is responsible for entering grades that evaluate performance on attaining IEP goals (i.e. that count towards 40% of the student’s grade). The Special Education teacher may also enter grades that evaluate the student’s performance on class work or other assessments administered by the Special Education teacher (i.e. that count towards 60% of the student’s grade).

♦ At least once per week, Special Education teachers must evaluate the progress of each student on their caseload towards attaining the goals of his/her IEP.

♦ The specifications of the assessment or probe that is regularly used by the Special Education teacher to measure a student’s progress towards meeting an IEP goal remain the same for each monitoring event (e.g. reading passage, non-fiction text length of 500 words at the 4th grade reading level) and are determined by the performance objective which it is designed to evaluate (e.g. reading comprehension).

♦ A student’s performance on a probe counts towards the portion of his/her grade that is based upon progress towards meeting IEP goals (i.e. 40% of the grade). Performance on a probe must not also be recorded as a class work assessment.

♦ Both regular and Special Education teachers must confer with each other and together interpret the progress a student has made in order to assign interim and quarterly grades and otherwise make comments about the student’s performance.

♦ Special Education teachers are responsible for reviewing and finalizing the comments of the interim reports and quarter report cards for the students who are on their caseload.

♦ When a student is to be pulled out of a regularly scheduled class in order to receive small group instruction with a Special Education teacher, both the regular education and Special Education teachers must utilize their best efforts to assure that the student is not absent from class for any major test/assessment.

♦ When a student is absent from a regularly scheduled class in order to receive small group instruction with a Special Education teacher, the regular education teacher must mark that student “EXEMPT” for any assessment or grade that is assigned to students in class on that day.

♦ Regular classroom teachers must follow the grading guidelines applicable to all students generally (in terms of the minimum number of homework and class work assignments as well as other assessments tests and projects) for their special education students.

♦ Grades are assigned to students with IEP’s for behavior or speech/language with the same process utilized for students without IEP’s. However, both the regular education and Special Education teachers must collaborate in commenting upon the student’s work habits evaluated on the report card (i.e. attitude, effort and behavior).

☐ Students receiving specialized instruction may be retained in grade only on account of failing Reading and/or Math.
Screenings & Child Find
SCREENINGS AND CHILD FIND

West Oak Lane Charter School is a tuition-free public school. Students are accepted without regard to sex, race, color, athletic ability, measures of aptitude or achievement, English proficiency, disability status, or national origin. Eligibility criteria or applications for new enrollment are provided in February. The enrollment application is non-discriminatory on its face and is applied in a nondiscriminatory manner. A lottery is used to admit students when spaces are oversubscribed.

West Oak Lane Charter School has established procedures to identify children needing special education. Those procedures are "screening" and "evaluation." If a disability is suspected, teachers, other school personnel or parents may refer a child for screening and evaluation.

Screenings

The purpose of screening is to fulfill the West Oak Lane Charter School’s duty under federal law to establish and implement “…policies and procedures to ensure that … all children with disabilities … regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated…”

Upon acceptance to WOLCS, information is collected on students from immediately available data sources that are critical indicators of student progress. Sources include cumulative records, enrollment records, report cards, and medical records. Additional screening procedures include skills assessment administered in the summer for entering students, speech and language screenings, hearing and vision screening, and medical review of records, and on-going academic and behavioral screenings.

Parents suspecting that a child may have a disability and may need special education services can request a screening or evaluation in writing by contacting the school’s Director of Special Education. No evaluations may be conducted without written parental permission.
Research and data, including surveys of homeless and formerly homeless youths, indicate that experiencing homelessness can have significant negative impacts on children academically, socially, and emotionally. The Education for Homeless Children and Youths (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youths and ensure educational rights and protections for these children and youths. The Every Student Succeeds Act (ESSA) amended the McKinney-Vento Act, and changes made by the ESSA takes effect on October 1, 2016.

Under the McKinney-Vento Act, the term “homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youths:

- who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- who are migratory children who live in one of the above circumstances.

Families facing homelessness should contact an Administrator for support and available resources.

**Child Abuse and Neglect**

It is the policy of West Oak Lane Charter School that all of its employees are to be aware of, and comply with, the Child Protective Services Law of the Commonwealth of Pennsylvania. This law makes it mandatory for WOLCS employees to report suspected cases of child abuse and/or neglect to Childline / Department of Human Service (DHS). Compliance with the laws of Pennsylvania and the policies of WOLCS will serve to protect everyone concerned.
MULTI-TIERED SYSTEM OF SUPPORTS

The Public School Code requires all school districts, including charter schools, to establish and maintain a program to provide appropriate counseling and support services for students who experience problems related to the use of drugs, alcohol and dangerous controlled substances. In addition, the Pennsylvania Department of Education encourages schools to adopt a proactive approach to provide early academic and behavioral interventions and supports to students at risk of failure instead of waiting for struggling students to fail first before offering help.

Multi-Tiered System of Supports (MTSS)

Pennsylvania’s Multi-Tiered System of Support (MTSS) is a standards-aligned, comprehensive school improvement FRAMEWORK for enhancing academic, behavioral and social-emotional outcomes for ALL students. Response to Intervention (RTI) refers to the methodology that is used to determine how slow is slow (rate of growth) and how low is low (student’s level of performance), as an alternative to ability-achievement discrepancy within the Specific Learning Disability (SLD) Determination process.

Cross-disciplinary teams represented at the school, grade and individual levels use a problem-solving process to integrate evidence-based academic, behavioral and social-emotional practices matched to student needs and with fidelity of implementation. A continuum of supports and services exists at all Tiers and is undergirded by high-quality professional learning, cultural responsiveness, partnership and meaningful involvement with families, and dynamic decision-making that rests on the use of reliable and valid data sources. Sustainability (transformational change) is the ultimate implementation goal of a Multi-Tiered System of Support (MTSS) and is very much contingent upon Leadership, Organization and Competency.
At WOLCS, we integrate Positive Behavior Interventions and Supports (PBIS), a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

WOLCS is moving ahead with Pennsylvania's Multi-Tiered level of Supports (PA-MTSS), and the evidence-based practices implemented across a system to include academics AND behavior within a recursive and systematic problem-solving process.

**Designing Schoolwide Systems for Student Success**

### Tier I: Universal Support for All Students

At this Tier, standards-aligned instruction and school-wide foundational interventions are provided to **ALL** students as part of the general education core curriculum. Students who are making expected grade level progress (benchmark students) in the standards-aligned system and who demonstrate social competence receive regular instruction and interventions at Tier I.

Grade groups meet on an on-going basis to discuss student needs and to act as a peer support group. School administrators and facilitators may sometimes participate in the grade level team meetings. Students needing academic, attendance, or behavioral supports are identified using various school-wide and grade-level data and screenings. Classroom teacher(s) and grade groups implement strategies to promote student success. In-class and grade level interventions are clearly documented.

At predetermined times during the school year, West Oak Lane Charter School will administer a screening scales, which will help to identify students in need of additional support. **Parents will be notified in writing prior to the administration of the scale.**
**Tier II: Targeted Support for Some Students**

In addition to students identified through school-wide data review and screenings, a written request for student support may be made by staff and/or parents/guardians for those students who require additional academic and behavioral support to successfully engage in the learning process and succeed in the standards-aligned system.

Standard students supported at this level include:

- Students who are in danger of retention;
- Students who have accumulated disciplinary referrals;
- Students retained in the preceding school year.

At Tier II, academic and behavioral strategies and interventions are designed for SOME students – those who are not making expected progress in the standards-aligned system and who are at risk for academic and behavioral failure. At this level, Targeted Interventions are provided. Interventions are frequently delivered in smaller group settings.

In assessing students’ progress at the Tier II level, interventions are documented. Through on-going team discussion and data review, a decision is made to continue with targeted intervention strategies or to implement additional supports and interventions at a Tier III level.

**Tier III: Intensive Support for a Few Students**

In this Tier, academic and behavioral strategies are designed for the FEW students who remain significantly below established grade-level benchmarks in the standards-aligned system or who demonstrate significant difficulties with behavioral and social competence. The Intensive Interventions provided are individualized.

At Tier III, West Oak Lane Charter School proceeds with the recommendation of the Team for additional level of supports. For each student referred to Tier III, the Team makes a decision to either provide additional supports and interventions and/or recommend the student for a Multidisciplinary Evaluation (MDE) - special education testing. The documentation of interventions continues.

Students who receive targeted or intensive interventions are not generally exempt from disciplinary consequences which may include suspension and/or expulsion. For additional information on special education, please refer to the Special Education Programs section of the handbook.
SPECIAL EDUCATION PROGRAMS

West Oak Lane Charter School has developed policies in accordance with federal and state regulations and guidelines to insure the provision of a free appropriate public education to all school-aged children, including those with disabilities and those demonstrate an exceptional aptitude.

We provide appropriate special education programs and related services that are:

- provided at no cost to parents
- provided under the authority of a school entity, directly by referral or by contract
- individualized to meet the educational needs of the child
- reasonably calculated to yield meaningful educational or early education benefit and progress and designed to conform to an Individual Education Program (IEP)

Children Served In Special Education Programs

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

- autism
- deaf/blindness
- deafness
- emotional disturbance
- neurological impairment
- hearing impairment
- mental retardation
- multiple disabilities
- orthopedic impairment
- other health impairment
- learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment/blindness
- Gifted

Accommodations for Protected Handicapped Students – Section 504

School age children who do not meet the eligibility criteria outlined above under Special Education, might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities under Section 504 of the Rehabilitation Act.

Section 504, as it is often called, is a civil rights law that covers the rights of all individuals with disabilities, not just school-aged children. It prohibits disability discrimination by any program or activity that receives federal funds. For example, it applies to public schools, colleges, and vocational programs. State and local government agencies and programs, public services, are also covered. Section 504 has significant differences from the Individuals with Disabilities Education Act (IDEA).
Section 504 - Who Qualifies for Section 504 in Public Education Programs:
Section 504 - Schools are required to provide appropriate, reasonable adaptations and modifications for individuals who have disabilities, have a record of disabilities, or are regarded as having disabilities that substantially affect a major life function such as physical or mental functioning. Consequently, this law covers a very broad range of potential disabilities. Learning disabled students who receive specially designed instruction are automatically covered under Section 504.

Section 504 - What does Section 504 Require Schools to Do?
Section 504 Requires:

☐ Districts must provide students with disabilities the same opportunity to succeed in school as they provide to students without disabilities;
☐ School programs must be accessible to people with disabilities. Reasonable adaptations and modifications must be made for instructional purposes; and
☐ School facilities must be accessible, as in making meetings and classes accessible for wheelchair use.

In these instances, a Chapter 15 – Section 504 Service Agreement would be developed with the parent’s permission and involvement.

Instruction for English Language Learners
According to the Pennsylvania Department of Education, there are approximately 42,542 students in Pennsylvania who are Limited English Proficient (LEP), speaking in 175 different languages. Educating these students is a challenge to and a responsibility of our public/charter schools.

The education of students whose dominant language is not English and/or are English language learners, is the responsibility of every school in the Commonwealth. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL):

"Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction."

To comply with this requirement, a school district must provide the student with a planned program of English as a second language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level. The hallmark of a successful ESL/Bilingual program is student progress toward English language proficiency and the PA Academic Standards.
Pennsylvania Department of Education has selected the Home Language Survey (HLS) as the tool to identify limited English proficient students.

Given this responsibility, West Oak Lane Charter School requires families to provide the information needed to identify these students. In order to best identify our students and families whose first language is not English, West Oak Lane Charter provides all enrolling students the Home Language Survey (HLS). The purpose of this survey is to determine a primary or home language other than English (PHLOTE). The HLS is completed for all students enrolled. The HLS is given one time and remains in the student's permanent record file through the student's graduation. **THERE ARE NO EXCEPTIONS for the HLS. It is part of the enrollment process.**

The HLS is recommended by PA as appropriate for all students as an initial identification tool. Along with completion of the HLS, WOLCS further requires all enrolling students to complete the Home Language Questionnaire. The Questionnaire provides additional and specific information regarding the student’s instruction in PHLOTE.

In addition, WOLCS teaching staff must make referrals to the Principal or her designee when they know or suspect that a student and/or family presents with difficulty with the English language. WOLCS requires that such referrals be made via log-entry documentation in the Power School student information system and via email. In addition, students who are otherwise referred to our Family Support Team may be identified upon review if limited English proficiency (LEP) is identified.

Based on the responses to the HLS and the HL Questionnaire, and possible staff referrals, students are assessed for potential placement in a program unless they meet the criteria indicated below.

**Placement Criteria:**

**Students should meet two of the following three criteria to be exempted from a formal English language proficiency assessment.**

- Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;
- Scores of Basic in Reading, Writing and Math on the PSSA.

Newly enrolling students completing the HLS with previous school records indicating that they meet two of the three criteria above may also be exempt from formal assessment for placement in ESL/Bilingual programs. **However, newly enrolling students without such records must be assessed for their English language proficiency.**

The formal English language proficiency assessment results are the indicator for placement in ESL/Bilingual programs and can be used in combination with the criteria above to determine the best instructional placement for students.
Student records for children from other states or school systems can be considered as part of the criteria.

- Parent permission to assess IS NOT REQUIRED.
- Parent notification of student assessment results and placement in an ESL/Bilingual program is required.
- Written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such a program. 20 U.S.C.§3302 (a)(8)(A)(i) and (ii).
- Non-English-speaking parents will be provided communications in a language they understand to the extent practicable. Using a student or a minor to provide translation is inappropriate.
- English language proficiency assessment results, for both district and state assessment, are placed in the student’s permanent records.
- WOLCS will present the ESL/Bilingual Program Plan that defines the core program for all students to parents/students. Individualized plans are not required.
- WOLCS may choose to list Title III funded programs/opportunities for students so that parents may decide if they want their child to be included in the instructional program(s)/service(s).
- WOLCS will inform parents of the criteria to exit an ESL/Bilingual program.
- Placement in an ESL/Bilingual program is not a permanent placement or label. The goal is to exit the child as soon as he/she is able to meet the exit criteria.
- Monitoring is required for two years after a student exits an ESL/Bilingual program and appropriate records must be maintained on student progress.

The W-APT is the identification and placement tool used by WOLCS to gain an initial measure of a student’s English language proficiency (ELP) for potential placement in an English language instructional program. When determining instructional needs, the W-APT is considered along with the PA English Language Proficiency Standards (ELPS).

As a tier assignment tool, W-APT results are used to determine the annual state English language proficiency assessment, ACCESS for ELLs®, tiers (A, B, or C). LEAs must administer the W-APT to newly enrolling ELLs to determine the tier (A, B, or C) for ordering the appropriate ACCESS assessment.

WOLCS utilizes the Pennsylvania Department of Education exit criteria in our English Language Instructional Program Plan. The exit criteria for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program.

In order to meet the required state exit criteria for Pennsylvania’s English language instructional programs for ELLs, WOLCS uses both of the required exit criteria listed below. In addition, we ensure that students meet one of the two additional exit criteria provided below to exit from an English language instructional program:
Required Exit Criteria:

SPECIAL CIRCUMSTANCES:
   . For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to BASIC on the PSSA.
   . For students that are in a grade that is not assessed with the PSSA, LEA’s must use each of the remaining criteria listed below to exit students.

2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment
   A. Following the scoring criteria, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit. NOTE: The W-APT may ONLY be administered to a student once in any school year.
   B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

ESL Instruction
The language instruction educational program shall incorporate (1) planned instruction by a qualified English as a Second Language (ESL)/Bilingual teacher, (2) adaptations/modifications in the delivery of content instruction by all teachers based on the student’s language proficiency level and the Pennsylvania Language Proficiency Standards (PA ELPS) for English Language Learners (ELL) as well as the Pennsylvania Academic Standards. Direct English language instruction will not take place during other content classes which are required under 22 Pa Code § 4. Planned Instruction in the ESL Program will include daily instruction supporting the ESL only program model. Language instruction will be commensurate with the student’s proficiency level. This includes both direct language instruction and adaptations to instruction/assessment in all content areas. Exact hours of direct language instruction by proficiency level must be determined based on student need and program/instructional delivery model. ESL will be delivered via curriculum aligned with Pennsylvania’s Reading, Writing, Speaking, and Listening Standards, and the PA ELPS for ELLs. The language instructional program will also provide ELLs with meaningful, comprehensible access to instruction in all content areas required by Pennsylvania academic standards.

Additional Exit Criteria:
1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the BASIC performance level on the PSSA.

SPECIAL EDUCATION AND DISCIPLINE
REFER TO THE DISCIPLINE SECTION OF THIS HANDBOOK
School Climate, Behavior & Discipline
SCHOOL CLIMATE, BEHAVIOR, AND DISCIPLINE

Maintaining a safe, orderly environment for our students is an important part of providing a quality education. An orderly school climate begins with values and norms that support staff and all adult members of the school community working together constructively and continues with a positive approach to student discipline, both at home and at school. We are committed to creating school systems where teaching and learning take place every day in safe, supportive, and respectful school environments, and where students, school staff, and families, are valued and have the opportunity to succeed.

School safety and academic success are created and strengthened when students effectively and actively engage in their learning, when positive relationships exist between students and school staff, and when families, communities, and school staff work collaboratively to support positive student outcomes.

Parents in conjunction with WOLCS staff work mutually to shape positive student behavior. Throughout the school year, we reinforce the school’s positive climate through teaching and reinforcing school-wide behavior expectations for all students – “Be A S.T.A.R.” - (Safe, Tolerant, Accountable, Respectful).

In order to help students make positive choices and to create a positive climate for learning, WOLCS will continue to use a merit system to address behavior. The system will provide rewards for positive behaviors and consequences for negative behaviors. This system is intended to assist students in developing self-discipline and making good choices, thereby avoiding disciplinary referrals.

Our positive behavior system is a school-wide discipline incentive focused on recognizing our students for all the good behavior they display each day. Any staff member can issue points to students exhibiting S.T.A.R. behaviors. Students who demonstrate our S.T.A.R. positive behavior expectations will earn recognitions on a regular basis.

West Oak Lane Charter School
School-Wide Behavior Expectations
“Be A STAR”!

| Be Safe     | • I keep my hands, feet, objects, and mouth to myself.  
|            | • I walk through our school building silently.       |
| Be Tolerant| • I use kind words and actions.                      
|            | • I listen to my school family.                      
|            | • I help others.                                    |
| Be Accountable| • I am prepared, on time, on task, and participate in class. 
|            | • I wear my full uniform.                           |
| Be Respectful| • I treat others the way I want to be treated.      
|            | • I use appropriate language, tone, volume, and gesture. 
|            | • I follow directions.                              |
The Student Code of Conduct establishes policies, rules, and expectations for all WOLCS community members to learn, teach, and work together. The Code applies to all students while traveling to and from school, using any mode of transportation, as well as during any school related event. Additionally, the Code applies to off ground and after-hours behavior if there is a nexus to the school and the learning environment at the school is disrupted.

The Code classifies offenses into three different levels. The severity of a student’s misconduct or repeated offenses will determine the level of the offense and the severity of the remedial measures/consequences that WOLCS will impose. As appropriate, WOLCS will implement a graduated consequences approach so that discipline is administered in a progressive fashion – the lowest possible response is used to address each incident of misbehavior as much as possible, and more intensive responses are used when behavior is repeated or extreme.

WOLCS maintains the right to discipline any student who engages in conduct that threatens the health, safety or welfare of others or disrupts the learning environment of the school even if such conduct is not listed below. Level Three Code violations may result in a recommendation for expulsion. Further, a third suspension, even if for a lesser offense, may result in a recommendation for expulsion.

**WOLCS considers a student’s age and development when issuing a consequence. Before a student in grades K-2 is suspended, referrals for previous interventions must be made and documented.**

**Note that WOLCS will automatically issue a higher level of consequence for violations of the Code made towards staff members of our school community.**

Some infractions of the Code may also be crimes. A Memorandum of Understanding (MOU) between WOLCS and the Philadelphia Police Department lists the crimes that must be reported to the police department. A copy of the MOU can be found on the school’s website.

For all levels of responses to the Code of Conduct, WOLCS will inform you in advance via a letter, written notice, or telephone call when your child has earned a Dean-level consequence. The possible interventions listed in this Handbook are meant to illustrate the kinds of responses and interventions that are available and commonly used by school administrators and staff to respond to student behaviors. It is not intended to be an exhaustive list.

**Classroom Management Strategies**
Maintaining a safe, orderly environment for our students is an important part of providing a quality education. An orderly school climate begins with a positive approach to student discipline, both at home and at school. WOLCS’ efforts to improve school climate incorporates School-wide Positive Behavior Interventions and Support (SWPBIS) - a proactive approach to discipline that promotes appropriate student behavior and increased learning. Teachers and staff will utilize appropriate classroom management behavioral interventions, initiating a progressive continuum of responses and disciplinary consequences.

School interventions are numerous and may include, but are not limited to, some of the supports listed below.

- Reminders and redirection
• Warning
• Restorative Practices
  o Affective Questions / Restorative Cards
  o Restorative conferences
  o Groups, circles, community conferencing
  o Written or verbal reflections/apologies
  o Public reflections or apologies
  o Role play
  o Project or assignment
  o Community service and clean up
  o Peer mediation
• Loss of privilege
• Time out or loss of Recess
• Before or after school detention / Lunch detention
• Seat Change
• Cool down area
• In-school work detail
• Independent study
• Parent outreach
• Student Conference
• Student/teacher/parent conference
• Daily reports / self-charting
• Check In/Check Out
• Time Out in- or out-of-class
• Restitution
• Consult with Dean or other staff
• Student Behavior Chart / Contract
• MTSS referral and programs
• Referral to school counselor
• Functional Behavioral Assessment
• Interagency Meeting with school, parent, behavioral health providers

**Restorative Practices**
In addition to implementing a school-wide character education curriculum, WOLCS continues to expand the use of Restorative Practices in addressing overall school climate. The aim of Restorative Practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Throughout the year, staff will use graduated consequences and interventions to teach students appropriate behavior and to correct any harm that results from their behavior. Through the use of Restorative Practices, students will be afforded opportunities to learn from their mistakes. The Restorative Practice responses are designed to correct behavior by stressing its severity and acknowledging potential implications for future harm. Importantly, we aim to keep students in school as much as possible. Examples of restorative techniques include restorative conferences, groups and circles, written or verbal reflections/apologies, role play, academic project or assignment, community service and clean up, community conferencing, peer mediation, parent outreach, check in with staff, detention, and restitution.
**Detentions**
Detentions can be scheduled as a consequence for violations to the Code of Conduct. In general, detentions will be held weekly on Tuesdays and Thursdays from 3:45pm – 4:45pm. Parents / guardians will be informed in advance of the scheduled detention and must make arrangements for your child to get home from school following any served after-school detention. A student who fails to attend a detention may face increased consequence.

**Due Process**
All students are to be treated with fairness and respect. Students have the right to be heard and are to be provided the opportunity to explain their version of events to administrators. For each infraction resulting in a suspension, Due Process includes informing the student of the reasons for the conference and giving he/she an opportunity to respond. At the student conference, students can further expect to discuss the problem behavior and ways to correct it, informing the student of the corrective action and/or next steps to be taken, and documentation of the problem behavior and intervention.

**Suspension Procedures**
According to Pennsylvania law, suspension is defined as the denial to a student of the right to attend school and to take part in any school function for any period of up to 10 days. During an in-school suspension, the student is excluded from the classroom for disciplinary purposes but is allowed to remain in school under the direct supervision of school personnel. Students have the opportunity complete class assignments and may also complete reflections and community service opportunities.

An out-of-school suspension is exclusion from school for a period from 1 to not more than 10 consecutive days. All efforts will be made to send home assignments with students. Teachers will coordinate the exchange of any missed schoolwork with parents. Students will be permitted to make up examinations and work missed during the suspension. An out-of-school suspension is considered an excused absence.

Official written notice of the suspension and conference will be sent home with the child. Other reasonable communication including phone call, email, etc. of the notice of the suspension details the following:
- Infraction
- Date(s) of Suspension
- Date and Time of Return

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

Students who are suspended are to participate in a parent/guardian reinstatement conference before returning to school. For a suspension greater than 3 days, the parent shall be afforded the opportunity for an informal hearing within the first 5 school days consistent with Pennsylvania law. No student will be allowed to return to class until the reinstatement meeting or informal disciplinary hearing has occurred.

The reinstatement conference will allow you to discuss with administrator(s) the infraction and ways to correct it. School administrators will inform the parent/guardian of any further disciplinary action. At the conference, the parent/guardian or caregiver may request to review and have a copy of the student’s records and any witness statements, with other student names and information
If not already addressed, the reinstatement will also afford a means to reintegrate the student back into the WOLCS community, repair harm, and rebuild relationships.

If a parent or legal guardian is unable to attend the scheduled conference, he/she must complete the appropriate page of the reinstatement document and return it to school with a designee at the date and time of the reinstatement meeting. If you are a parent / legal guardian sending a designee to the reinstatement meeting you should be aware of the following:

- WOLCS may share with your designee all school information relating to your child, including but not limited to academic and behavioral data.
- West Oak Lane Charter School may share your child’s behavioral record and any specifics relating to the suspension with your designee.
- West Oak Lane Charter School may offer supports for your child to your designee including but not limited to mental health and counseling opportunities, and special education recommendations and forms.
- You as the parent or guardian are responsible for following up on the results of WOLCS’s meeting with your designee and communicating any concerns to WOLCS staff.
<table>
<thead>
<tr>
<th><strong>Disruptive Behaviors</strong></th>
<th><strong>Infraction</strong></th>
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<td>Creating or causing a false emergency alarm</td>
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<tr>
<td>Aggravated Assault</td>
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<td>Possession of Weapon</td>
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<td>X</td>
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<tr>
<td>Reckless endangerment</td>
<td>X</td>
<td>X</td>
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</table>

Consequence levels are not mutually exclusive. WOLCS maintains the right to discipline any student who engages in conduct that threatens the health, safety or welfare of others or disrupts the learning environment of the school even if such conduct is not listed below.

As appropriate, WOLCS will implement a graduated consequences approach so that discipline is administered in a progressive fashion – the lowest possible response is used to address each incident of misbehavior as much as possible, and more intensive responses are used when behavior is repeated or extreme.

Note that WOLCS will automatically issue a higher level of consequence for violations of the Code of Conduct made towards staff members of our school community.

WOLCS considers a student’s age and development when issuing a consequence. Before a student in grades K-2 is suspended, referrals for previous interventions must be made and documented.
STUDENT CODE OF CONDUCT

1. Dress code violation: Failure to wear the WOLCS uniform or failure to wear the uniform correctly i.e. not wearing pants correctly at waist, or wearing oversized clothing, wearing large or hooped earrings.

2. Academic Dishonesty - Alteration of grading, excuse notes, and/or other school documents; Copying another student’s work, plagiarizing or copying material from the internet or any other source without attribution; cheating; forgery of staff member or parent/guardian.


4. Violation of cafeteria rules.

5. Violation of bus rules.

6. Cutting / Excessive Tardiness / Out of bounds / Eloping

7. Failure to follow school or classroom rules after staff redirection/Creating disruption – these behaviors include but are not limited to running, throwing objects, loitering, eating, drinking, verbal disruptions, persistent insubordination.

8. Profane or obscene language or gestures.

9. Possession/use of inappropriate personal items – students who have physical control over (including contained within clothing locker, or bag) any object that is inappropriate for an education setting (includes pornography, dice, playing cards and other gambling instruments, toys and games including fidget spinners and electronic games, radios, iPod/MP3 players, tablets, headphones, lighters, matches, etc.).

10. Inappropriate use of electronic device – includes but is not limited to sending or forwarding any offensive pictures or symbols - sexting, videotaping altercations, invading the privacy of community member by recording or filming personal or public information or conversations; distributing such information without consent.

11. Careless or unsafe conduct that poses a risk of injury to self or others in school or on school sponsored transportation (e.g. hanging out of the window).

12. Destruction and/or theft of property – Willful and malicious acts of damage or defacement to school property or personal property, including but not limited to graffiti, school pranks that cause major disruption, or arson. Fees may also be charged for destruction.
   - 12a) valued at less than $100.
   - 12b) valued between $100 and $500.
   - 12c) valued at more than $500.

13. Bullying / Cyberbullying – Repeated intentional acts such as taunting or ridiculing directed at another student or students, in or outside the school setting, that either (1) substantially interfere with a student’s education, or (2) creates a hostile learning environment, or (3) substantially disrupts school operation. Bullying occurs within an interpersonal relationship where there is an imbalance of power. (See Full Policy in the Appendix Section).

14. Harassment including written, verbal, nonverbal, or physical statements or other unwelcome conduct that annoys, threatens, intimidates or otherwise creates a hostile environment for any member of the school community. Includes conduct towards another
person because of his or her gender, age, race, color, sexual orientation (known or perceived), national origin, religion, or disability.

15. Threatening – threatening, using aggressive physical, verbal, written, or electronic language or gestures, communicating a terroristic threat, or an act that causes serious physical harm or creates a substantial risk of serious harm to another community member.

16. Breaking and entering school property – entering any property owned by WOLCS or any vendor under contract with school through force (as minimal as pushing open a door) and without authorization.

17. Robbery – taking or attempting to take the property of another community member by force or threat or putting the victim in fear.

18. Mutual Altercation (without serious bodily injury) – An incident which involves one or more students engaged in a physical confrontation that does not result in serious injury.

19. Mutual Altercation/Fight (with documented serious bodily injury) – An incident which involves one or more students engaged in a physical confrontation that does not result in serious injury.

20. Sexual Act – Indecent Contact – lewd or offensive touching; indecent exposure, and inappropriate touching. This includes the contact where the student did not have malicious intent.

21. Sexual Act (Consensual) – student(s) who, on school property or at a school-sponsored event, engage in intercourse, oral sex, or simulated sex act with the consent of witnesses or other participating students.

22. Sexual Act (Non-consensual) – students(s) who, on school property or at a school-sponsored event, engage in aggressive sexual behavior, intercourse, oral sex, or simulated sex act without the express consent of witnesses or other participating students (including compelling or forcing community member to engage in sexual conduct).

23. Use, possession, sale, of any tobacco product, cigarettes, electronic cigarettes, cigars and vaping kits, rolling papers or other paraphernalia; including “look-a-likes,” on school grounds, or school-sponsored event or transportation.

24. Use, possession, sale, or under the influence of drugs and/or drug paraphernalia, or alcohol including “look-a-likes,” on school grounds, or school-sponsored event or transportation.

25. Use, possession, or sale of fireworks, incendiary devices and/or explosives (includes contained within a student’s clothing, locker, or bag).

26. Creating or causing a false emergency alarm (fire or bomb threats, 911) – Deceptive or erroneous report of an emergency causing unnecessary panic or bringing emergency resources to a place where they are not needed.

27. Physical Incident - An incident which involves a single offender who commits a minor offense against a school community member and the other individual does not respond and the incident does not result in injury.

28. Simple Assault – Hitting, punching, or kicking a school community member, without
provocation, resulting in injury.

29. Instigation and/or participation in an assault – Initiating, by verbal, written, or physical act, a simple or aggravated Assault by one or multiple students, on one or more other students. Unlike a mutual altercation, students are identified as aggressors.

30. Aggravated Assault – An unlawful attack upon another that causes serious physical harm or creates a substantial risk or serious physical harm to a school community member.

31. Bringing a weapon onto or being in possession of any weapon on any school property, at school, school-sponsored activity or onto any public conveyance providing transportation to school or school-sponsored activity (Act 26*).

32. Reckless Endangerment – recklessly engaging in conduct that places or may place another person in danger of serious bodily injury or death.

*Act 26 – The Pennsylvania Safe Schools Act

The Pennsylvania Safe Schools Act, Act 26 requires school districts to expel any student who is determined to have brought onto, or is in possession of, any weapon on any school property at a school-sponsored activity, or onto any public conveyance providing transportation to a school or school sponsored activity. The Act also requires school administration to report the discovery of any weapon to the police. The police will arrest students ten years old and older who bring a weapon to school. “Weapons” include, but not limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any instrument capable of inflicting serious bodily injury. All Act 26 violations must be reported to the state, police department, and to the School District of Philadelphia.

Should any student become aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, or other school staff.

Please review the seriousness of Act 26 with your child. Check his/her pockets and book bag each morning. **Students must not bring any firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchaku, or mace, scissors, sharpeners, or ice picks, to school.**

**Truancy**

WOLCS shall not expel or impose out-of-school suspension or disciplinary reassignment for truant behavior. (Refer to Attendance section of Handbook.)

**Vandalism**

Any students willfully damaging WOLCS property will be assessed the total cost of replacement or repair. Student records will not be released until parents have made all assessed payments in full.

**Retaliation**

A student shall not retaliate against a member of the school community for his or her participation in any investigation of an academic or disciplinary proceeding.
**Students and Police Involvement**

Some violations of the Code of Conduct may also be crimes. WOLCS recognizes its responsibility both for the protection of the legal rights of its students and for notification to parents of matters affecting those rights. Whenever WOLCS has reasonable suspicion that a student has committed a criminal act, we will promptly notify the police.

Parents or guardians of all victims and suspects directly involved in an incident reportable to law enforcement shall be immediately notified of the involvement and any notification made to the Law Enforcement Authority. WOLCS may disclose personally identifiable information from an educational record to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health and safety of that student or other individuals.

A Memorandum of Understanding (MOU) is developed annually between WOLCS and the local Law Enforcement Authority. The MOU lists the crimes that must be reported to the Philadelphia Police Department. Families can access the MOU on our school’s website.

**Prohibited Items**

West Oak Lane Charter School understands that cell phones and other electronic devices can be a valuable tool to ensure the personal safety of a child; however, their use during the school day has a negative effect on the instructional and school climate. Therefore, the use of cell phones and electronic watches is strictly prohibited. If students are required to carry cell phones/watches, they must adhere to school guidelines. Cell phones/watches must be turned off and placed out of sight before entering the school building. Ear phones are limited to use as assigned by staff for classroom activity. Cell phones/watches in view and/or in use will be confiscated and will be returned only to the parent or guardian of the student. West Oak Lane Charter School accepts no liability or responsibility for any lost, damaged, or stolen cell phones/watches.

Parents may not call their child’s cell phone/watch during school hours. In the event of an emergency, should a parent/guardian need to reach a child, please call the main office.

Students in grades 3-8 must check in their phone or electronic watches with their homeroom teacher upon entering class. The teacher will secure the phone/watch in a locked compartment and return the phone/watch to the students at the end of the day. Students who are late to homeroom are responsible to check in their phone with the homeroom teacher. Consequences will be issued for electronic violations.

Other items that are not permitted and are inappropriate for an educational setting include:

- Sunflower seeds
- Toys and games, including fidget spinners and electronic games, radios, iPod/MP3 players, tablets, headphones, and Smart watches
- Pornography, dice, playing cards, and other gambling instruments
- Products containing tobacco, electronic cigarettes, cigars and vaping kits
- Toy weapons or replicas; matches, lighters, maces, pepper spray, laser pointers, pointed objects
- Any item or weapon capable of inflicting serious bodily injury such as cutting instrument, cutting tool (e.g. scissors, sharpeners, razors, etc.), any knife, nunchakus, guns, firearms, shotgun, rifle, etc. are prohibited weapons under Act 26 and should not
be brought to school under any circumstances.

- Students may not bring items to school for the purpose of selling to students or teachers. Trading of pogs, baseball cards, or similar materials on school property is prohibited.

**Due Process Procedures**

Education is a statutory right, and students must be afforded all appropriate elements of due process if they are to be excluded from school, whether by suspension or expulsion. In an instance involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process.

Every member of the WOLCS staff who is involved in implementation of these procedures has the responsibility to act expeditiously. The responsibility to act expeditiously sends the message that parents, staff and other students want to hear. We care about the safety and education of our students and will not tolerate behaviors that would deprive them of either.

West Oak Lane Charter School administration has adopted the following procedures to effectively enforce the WOLCS Student Code of Conduct. These procedures shall be followed in holding students accountable for their behaviors that justify expulsion under the Student Code of Conduct.

**Informal Hearings**

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

- The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
- The following due process requirements shall be observed in regard to the informal hearing:
  - Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
  - Sufficient notice of the time and place of the informal hearing shall be given.
  - A student has the right to question any witnesses present at the hearing.
  - A student has the right to speak and produce witnesses on his own behalf.
  - The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.
Recommendation for Expulsion and Informal Hearings
At the occurrence of any incident that results in a recommendation for expulsion (e.g. Level Three Code violation, or third suspension) the appropriate Dean will notify parents or caregivers.

- Parents are notified immediately of the suspension (usually 5-10 days) by phone call or e-mail and by letter sent home with the student.
- Within 3 days of the offense resulting in suspension, parents are notified by regular mail that an informal hearing will be conducted on the return date of suspension and the reasons for the expulsion will be stated in writing.

The Principal or CEO will convene the informal hearing.
- At the informal hearing, the Dean & a senior administrator, as well as any teachers who are knowledgeable about the matter will present the reasons for the recommended expulsion.
- The student and his/her parent or caregiver will be allowed to respond to the information and the charges that are presented.

Within 5 calendar days of the informal hearing, the CEO or Principal will make a written ruling accepting or rejecting the recommendation for expulsion.
- The written decision will be provided in person at the conclusion of the hearing or sent to the parents or caregivers by certified mail and submitted to the WOLCS Board of Trustees for ratification.
- The decision shall inform the parents of their right to request a formal hearing before the WOLCS Board of Trustees to appeal the decision.
- Any request for such a formal hearing shall be made within 7 calendar days of the notice.
- The CEO / Principal’s ruling shall be final upon ratification by the Board of Trustees unless the parent or caregiver has made a timely request for a formal hearing before the Board.

Formal Hearings
A formal hearing is required in all expulsion actions (e.g. Level Three Code violation, or third suspension). This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

- Notification of the charges shall be sent to the student’s parents or guardians by certified mail.
- At least three days’ notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- The hearing shall be held in private unless the student or parent/guardian requests a public hearing.
- The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
• The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
• The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
• The student has the right to testify and present witnesses on his own behalf.
• The WOLCS CEO shall ensure that a written or audio record shall be kept of the hearing. The student is entitled, at the student’s expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
• The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
  • 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 a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Timeliness & Student Placement Pending Final Determination

If any period of suspension shall expire before a final decision is made by the WOLCS CEO, Principal, or by the Board of Trustees, the student will attend school pending the final decision unless it is determined, after an informal hearing, that a student’s presence in his normal class would constitute a threat to the health, safety or welfare of others. In such cases, the student may be excluded from school up to 15 school days without a formal hearing and for a longer period if mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

IEP Discipline Protections
Regulations under IDEA protect special education students from being punished for behaviors that are related to their disabilities. However, this does not mean special education students are immune from all discipline.

When contemplating disciplinary exclusion of any student who is eligible for special education, WOLCS personnel will determine whether the disciplinary exclusion being contemplated is a change in educational placement as defined by law.

The Deans will notify the Director of Special Education (DOS) of any proposed disciplinary exclusion of a student with a disability prior to imposing any such discipline so that appropriate protections can be applied. (no exceptions).
Change in Educational Placement

Change in educational placement means any exclusion from the educational environment of a student with mental retardation. A removal of a child with a disability other than mental retardation from the child's current educational placement is a change of placement if:

1. The removal is for more than 10 consecutive school days; or
2. The removal is for 15 cumulative school days total in any one school year;
3. The child has been subjected to a series of removals that constitute a pattern:
   - Because the series of removals total more than 10 school days in a school year;
   - Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals; or
   - Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), WOLCS personnel, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must hold a manifestation determination hearing to review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of Charter School's failure to implement the child's IEP.

If it is determined that either of those conditions were met, the conduct must be determined to be a manifestation of the child's disability; and WOLCS must take immediate action to remedy those deficiencies.

Completing the Manifestation Determination

To complete the manifestation determination process, the Director of Special Education will:

1. Send prior written notice, an invitation, and procedural safeguards to the parents and will notify the appropriate administrators as well as the IEP team.
2. At the hearing, DOS will describe student's alleged misconduct and the IEP team will make a manifestation determination.
3. DOS will complete a manifestation determination report
4. DOS will give a copy of the manifestation determination report to the parents.
Following the Manifestation Determination

If it is determined that the conduct was a manifestation of the child's disability, WOLCS must take immediate action to remedy those deficiencies.

The IEP Team must either conduct a functional behavioral assessment, or if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

If it is determined that the conduct was not a manifestation of the child's disability WOLCS will apply the relevant disciplinary procedures to the child with disabilities in the same manner and for the same duration as the procedures would be applied to a child without disabilities, except WOLCS will provide whatever special education and related services are required under the student’s IEP.

The student will remain in his or her current placement until the manifestation hearing. Special education services will not be interrupted during the manifestation process or long-term suspension.

46-day Interim Alternative Education Setting

School personnel may recommend up to a 45-day immediate suspension to an interim alternative education setting if:

- the student carries a weapon to school or a school function
- the student knowingly possesses or uses or sells illegal drugs at school or a school function

The alternative setting selected by the IEP team must allow the student access to the general curriculum, provide the student special education services, and address the student behavior described in the functional behavior assessment.
BUS TRANSPORTATION

The School District of Philadelphia provides bus transportation for students in grades 1-6. It is the parents’ responsibility to see that their children attend school daily. When your child’s bus does not arrive or when service has been suspended, it is your responsibility to get your child to and from school. You may contact the School District’s Transportation Department at 215-400-4350, Prompt 1, then Prompt 1 again, or the Durham Bus Company at 215-537-5405 with questions or concerns.

Students are expected to exhibit proper behavior on the bus at all times. Students who jeopardize the safety and/or well-being of other students by behaving inappropriately will lose the privilege of riding the bus. Behavior reports are written by the drivers or the staff member monitoring the students on the buses and reports are submitted to school administration for review. Situations will be investigated, and parents contacted.

Rules on the Bus

In order to avoid problems resulting from suspension of service students must observe the following rules:

- Obey the bus driver at all times.
- Keep hands, feet and book bags out of the aisle.
- Remain in one seat for the entire ride.
- Do not yell or use foul language.
- Keep hands to yourself – No fighting.
- Do not touch safety equipment. The emergency door is for emergency use only.
- Keep head, hands and arms inside the bus at all times.
- Talk softly with your neighbor when conversing on the bus.
- Do not eat, drink, or chew gum while riding on the bus.

Consequences for Violating Bus Rules

All bus referrals for behavior will result in parent notification and an Administrative Conference. The following additional consequences will apply:

1st Bus Behavioral Report - Warning; Written parent notification.
2nd Bus Behavioral Report - Call and written parent notification of 1-week suspension of transportation privilege
3rd Bus Behavioral Report - Call and written parent notification of 2-week suspension of transportation privilege
4th Bus Behavioral Report - Call and written parent notification of permanent loss of transportation privilege

Immediate and possible permanent removal from the bus and suspension from school will occur in the following instances.
• Fighting
• Serious and dangerous infraction
• Repeated suspensions

WALKING STUDENTS

Student conduct and safety on the way to and from school should be a matter of concern to parents. The school will cooperate with parents on these matters. Parents should discuss the safest route to school emphasizing the use of sidewalks and not trespassing on private property. Again, children should not arrive at school before 7:30 A.M unless they are having breakfast which begins at 7:20am. Once they arrive, students are to stay on the school property. **Those students leaving the school property without permission will be suspended.**

CAFETERIA RULES

As with all areas of the school building, staff will reinforce expectations and safety in the cafeteria. Students and classrooms will be recognized for demonstrating appropriate behavior, while receiving consequences for behavior which goes against our Code.

1. **Be Safe** – Walk in quietly and go directly to your assigned table; Remain seated unless given permission; Keep objects to yourself.
2. **Be Tolerant** – Listen to cafeteria staff.

3. **Be Accountable** – Clean up your space.

4. **Be Respectful** – Follow directions and use Level I / inside voice.
Interventions for Inappropriate Cafeteria Behavior

First Offense: Written warning; Student Conference
Second Offense: Written warning; Parent Contact
Third Offense: Written Warning; Time Out / Time off Recess
Fourth Offense: Written Warning; Loss of Recess
Fifth Offense: Written Warning; Seat Change
Sixth Offense: Written Warning; Café Clean-Up
Additional Offenses: Written Warning; Dean Referral

Immediate referral to Deans will be exercised for more serious infractions including fighting and other Level III Offenses.

Parents / guardians will be informed of each cafeteria violation via the cafeteria violation form. We ask that you discuss the matter with your child and return the notice to your child's teacher on the next schoolday.
Student Records
CONFIDENTIALITY OF STUDENT RECORDS

West Oak Lane Charter School protects the confidentiality of personally identifiable information regarding its exceptional and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other Federal and state laws. West Oak Lane Charter School maintains educational records for all students, which include, but are not limited to:

**Personally Identifiable Information:** Confidential information that includes, but is not limited to, the student’s name, name of parents and other family members, the address of the student or the student’s family and other information or personal characteristics that would make the student’s identity easily identifiable.

**Directory Information:** Information in an education record of a student which would not be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, address, telephone number, date and place of birth, field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. Directory information may be released without parent consent. Parents have the rights to ask WOLCS to designate any or all the student’s information as directory information.

**Access of Records**

Both federal and state law require public school entities to maintain a list of all persons who have requested or obtained access to personally identifiable information contained in the student's education record or the student's special education records. The list must include the name of the party making the request and the basis upon which the party claims the right to access the information. In the case of special education records, the list must also include the date access was given. The list must be made available to the student's parents upon request.

**Special Circumstances Affecting Parental Access**

Federal regulations give both natural parents the right to access their child's education record unless there is a court order, state statute or legally binding document specifically prohibiting access. Absent a court order or similar decree to the contrary, WOLCS must comply with a parent's request and grant access within forty-five (45) days. If the child is a special education student, however, the school district must comply within thirty (30) days of the request. This thirty or forty-five day period is not designed to unnecessarily delay parental access, but rather to allow time to make an informed decision regarding the request for access.

As part of the notice of a parent's right to access, WOLCS has the responsibility to inform all parents of provisions affecting parental access, and request verification of any court order denying either parent access to the records. It is the responsibility of the parent seeking to deny access to the records to provide WOLCS with a copy of the court order or other document that limits or controls access to student records.
Because the burden is on the parent wishing to deny access, in the absence of an order or other document, WOLCS must presume that a requesting natural parent has the authority to inspect and review the child's education record. However, if there is a court order barring access by the non-custodial parent, then the public school entity may neither confirm nor deny that the child is enrolled in the district and it must advise the parent requesting access that no information will be released until the court order terminates.

According to the regulations, public school entities may require parents to put in writing their request to inspect, review or copy their child's education records. In cases where the request for access to records is made by a non-custodial parent, the public school entity has the responsibility to verify the person's identity and notify the custodial parent of the request. If a parent seeking to deny access does not respond to the school's request for information within the thirty or forty-five day time-frame, the school must grant the request.

**Domestic Violence and Student Records**

In cases where domestic violence or other family conflicts are suspected, West Oak Lane Charter School will make all attempts to verify the requester's identity and address. It is our policy to never give student enrollment or record information over the phone. As a reminder, a request for student record information, including the child's enrollment information or home address, need not be complied with immediately, but can be delayed until the custodial parent has been notified of the request and has had the opportunity to acquire or produce a court order restricting access. This delay cannot exceed forty-five days (or thirty days when the child is a special education student), and should only occur if necessary to assure an informed decision regarding access to the student's education record.

Finally, in all cases involving family conflict, West Oak Lane Charter School will do everything possible to ensure that the rights of all family members, parents and children alike, are protected.

**Release of Confidential Information**

West Oak Lane Charter School does not permit access to or release of personally identifiable information without the written consent of the parent or eligible student. Parental consent will be obtained prior to disclosing identifiable information to anyone not entitled to it under law.

Consent means that the parent has been fully informed regarding the actual required consent, in their native language or normal mode of communication. They understand and agree in writing to the activity and they understand that consent is mandatory and may be revoked at any time. When the consent of parents or eligible students is required for the release of education records, the consent must:

1) Be in writing, signed, and dated;
2) Specify the education records to be released and to whom; and
3) Specify the reasons for the release of the records.

Written parental consent may be obtained from either parent if they are separated or divorced, subject to any agreement between the parents or to a court order regarding the rights of parents.

Confidential information provided to West Oak Lane Charter School on the condition that it is not
to be given to anyone else, is assured confidential and not shared, and unless withholding the information is considered potentially harmful to the student or others. If the confidential information has to be shared with others, the matter must be discussed with the person who supplied the information, and every possible support must be given to the person to handle the situation created by the disclosure of the information.

Confidential information acquired by school personnel may be disclosed in any legal proceeding or trial without the consent of the parent or eligible student (i.e. student who has attained eighteen years of age or is attending an institution of post-secondary education. An eligible student has the same rights accorded to parents or guardians).
In the case of a student whose legal guardian is an institution, a person independent of the institution is to be named to provide written parental consent, a Surrogate Parent.

**Release of Information Without Parental Consent**

West Oak Lane Charter School may release education records without the consent of the parent or eligible student:

1) To parents of a dependent pupil, with
   a. Furnished proof of the dependent status;
   b. An income tax record or a notarized affidavit attesting to the dependent status of the pupil.

2) To appropriate persons in connection with an emergency if the information is necessary to protect the health or safety of a student or other persons. The following factors must be considered:
   a. The seriousness of the threat to the health or safety of the student or other persons;
   b. The capability of the persons to whom the records are released to deal with the emergency;
   c. The urgency of dealing with the emergency without delay.

3) To other school districts to which the student transfers;

4) In response to a student’s application for financial aid; e.g. Social Security benefits;

5) To State and local officials or authorities to whom such information must be reported; e.g. cases involving child abuse;

6) To organizations conducting studies for educational agencies for the purpose of developing predictive tests, administering student aid programs, or improving instruction. Personal identification of students is not permitted;

7) To accredited organizations;

8) To state education authorities auditing and evaluating federally supported education programs;

9) To the Secretary of the Department of Health, Education, and Welfare;

10) To authorized representatives of the Controller General of the United States;

11) In compliance with a judicial order or subpoena, provided that parents or eligible students are notified in advance of the release.
Parent/Guardian Rights to Educational Records

- Parents have the right to inspect and review the student’s educational records. West Oak Lane Charter School will comply with a request to inspect and review educational records without unnecessary delay regarding an IEP or any due process hearing, but in no case more than thirty (30) days after the request has been made.
- Parents have the right to ask for an explanation and interpretation of all records.
- Parents have the right to request copies of the records. While West Oak Lane Charter School does not charge a fee to search for records, it may charge a fee as long as it does not effectively prevent the parent from exercising their right to inspect and review the records.
- Parents have the right to appoint a representative to inspect and review their child’s records.
- If any educational record contains information on more than one child, parents have the right only to inspect and review information relating to their child.

Inaccurate Information

If parents think information in an educational record is inaccurate, misleading, or violates the privacy or other rights of their child, they may request for an amendment of the record. West Oak Lane Charter School will decide whether or not to amend the record and will notify parents in writing of the decision. If West Oak Lane Charter School refuses to amend the record, it will inform the parents of their right to a hearing to challenge the disputed information.

Such record hearings will be held within a reasonable time after a parent’s request and the parent shall be entitled to the date, time, and place within a reasonable time in advance. The hearing may be conducted by any individual, including a West Oak Lane Charter School official, who does not have a direct interest in the outcome of the hearing. The parent will have full and fair opportunity to present evidence at the hearing and may be assisted or represented by one or more individuals including an attorney.

The West Oak Lane Charter School will make its decision in writing within a reasonable time after the hearing. The decision is based solely on the evidence presented at the hearing and includes a summary of the evidence and reasons for its decision.

Hearing Decisions

If the hearing decision is that the information is inaccurate, misleading or otherwise in violation of the privacy and other rights of the child, WOLCS will amend the information and inform the parent in writing. If the hearing decision is that the information will not be amended, the parents have the right to place in the education record reasons for disagreeing with the hearing decision. Any such explanation will be maintained as long as the records of the child are maintained and will be disclosed whenever the record is disclosed to any party.
Emergency Procedures & Medical Care
West Oak Lane Charter School has steps in place to address student and staff safety issues through the adoption of a School District-wide Emergency Response Plan. The plan would be implemented in the event of a local disaster or school emergency.

To prepare all members of the school community, including your child, to act on a moment’s notice, we will be conducting emergency practice drills at the school.

These drills, which will occur on a periodic basis throughout the year, will cover a variety of circumstances. In addition to practicing the drills, we will also be discussing with the students the appropriate actions to take during a number of emergencies. These drills and accompanying discussions are designed to prepare your child to act quickly and to minimize your child’s fear should an emergency occur.

**FIRE DRILLS**

Fire drills are required by law and will be held monthly. Such practice is important and should be approached seriously. These unannounced drills are to prepare students and staff for any emergency that may arise that would require the building to be evacuated. In case of an evacuation, students are to:

- Listen carefully to directions.
- Walk carefully out of the building to their assigned place.
- Stay with their class at all times.
- Wait quietly with their teacher until it is safe to return to the classroom.

**EMERGENCY SCHOOL CLOSINGS**

- WOLCS follows the School District of Philadelphia for school emergency closings.
- Parents will receive an automated call notifying of school closings.
- School closings will also be on the school website: [www.wolcs.org](http://www.wolcs.org)
- Parents are to listen to KYW radio or News 10 television for school emergency closings. School closings will be aired in the mornings starting at 5:00 a.m.
- An alert or closing issued the night before will be aired in News 10 at 11:00 p.m. The closings are listed by our school’s name, not a school number.
- If there is an emergency citywide school closing during the school day, students who normally ride the yellow school bus, will be dismissed as buses arrive.
- Students who normally walk home will be dismissed at the time announced by KYW Radio and News 10.
- Parents must make emergency arrangements for their child.
- The school must have accurate emergency contact information.
- Listen to KYW radio (WOLCS School Closing Number is 1169) and News 10, or call the school for further information.
- All after school and evening programs will be cancelled.
Families trust us to keep their children safe during the day. Therefore, WOLCS has put the following School Emergency Codes in place to ensure the safety and protection of both students and staff.

These code alerts will be delivered over the public address system, when appropriate or delivered by designated persons.

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fire</strong></td>
<td>Evacuate</td>
</tr>
<tr>
<td><strong>Missing Child</strong></td>
<td>Standby / Lock Down</td>
</tr>
<tr>
<td><strong>Bomb Threat</strong></td>
<td>Evacuate</td>
</tr>
<tr>
<td><strong>Severe Weather</strong></td>
<td>Take Cover in Designated Areas</td>
</tr>
<tr>
<td><strong>Hazardous Material Spill / Release</strong></td>
<td>Shelter in Place</td>
</tr>
<tr>
<td><strong>Medical Emergency -- Staff</strong></td>
<td>Standby</td>
</tr>
<tr>
<td><strong>Medical Emergency -- Student</strong></td>
<td>Standby</td>
</tr>
<tr>
<td><strong>Non-specific Emergency</strong></td>
<td>Check with Main Office</td>
</tr>
<tr>
<td><strong>Violent / Combative Parent or Visitor</strong></td>
<td>Standby</td>
</tr>
<tr>
<td><strong>Person with Weapon / Hostage Situation</strong></td>
<td>Lock Down</td>
</tr>
<tr>
<td><strong>Missing Staff Person</strong></td>
<td>Standby</td>
</tr>
</tbody>
</table>
MEDICAL CARE

WOLCS is requesting that you provide the information requested by the school nurse to help us to keep your child(ren) healthy and safe. Immunization information is required by law, and a student may be excluded from school if we do not receive the information.

Pennsylvania law allows West Oak Lane Charter School to require an updated immunization record regarding all required immunizations for each student. Although in some cases a student may be permitted to attend school on a provisional basis, a child may be excluded from school, if the required immunizations are not obtained.

Pennsylvania law also permits students’ possession and self-administration of prescribed medication with an asthma inhaler at school provided that WOLCS receives appropriate orders from a physician and authorization from the student’s parent/guardian. If your child has asthma and you wish to have him or her carry an inhaler, you must complete the related forms.

The school nurse is available to assist students who are ill or injured. When the nurse is unavailable, other staff members will assist students and determine whether parents/guardians should be contacted and the student sent home. Staff, parents or students may also wish to consult with the nurse on matters related to hygiene, nutrition, substance abuse, depression or child abuse and neglect.

Illness

If your child becomes ill during the school day, s/he will be given immediate attention by school staff and/or the school nurse. You will be contacted, at the emergency contact number that you provide if your child is too ill to return to class. Please advise your older children to notify the classroom teacher or other school personnel if they feel ill.

There are some medical conditions such as ringworm, chickenpox and impetigo that require exclusion from school in order to control contagion -- the spread of the condition to other members of the school community. The school’s medical exclusion guidelines are included in the Appendix.

Medical Records and Immunizations

Students must have all of their up-to-date immunization shots to attend WOLCS. All students who are new to WOLCS, will submit a current physical examination, immunizations and dental examination. Students in grade 6 must obtain a current physical and immunizations. Students in grades 3 and 7 will obtain current dental examinations. Failure to provide these records after repeated requests by WOLCS may result in your child being dropped from roll.
Medication

Each Parent/Guardian must inform the school nurse and his/her child’s teachers of any medication that the child is required to take at school including both non-prescription / over-the-counter medication and medication prescribed by a physician for the particular student. Under WOLCS School Board Policy, school personnel cannot dispense medications to students unless all appropriate forms have been completed and submitted to the School Nurse.

For Prescription drugs and over-the-counter drugs – including cough medicine, aspirin, etc., the school nurse must receive a written order from the student’s physician and a permission slip from the student’s parent/guardian. All medication must be brought to the school nurse in the original container, labeled with the student’s name, the name of the medication, the date of expiration and the proper dosage. If medication needs to be administered to the child when the nurse is not present, then a staff member trained by the nurse will administer the medication.

Under no circumstances will a child be permitted to carry any type of medication during school hours or to self-administer any kind of medication. This includes all types of medications such as aspirin, Tylenol, cough drops, eye drops, or the like.

WOLCS requires all students to have an Asthma Action Plan completed by their physician and signed by parent or guardian. Students in grades K through 4 will keep their inhalers in the nurses office for supervision of administration. WOLCS allows students grades 5 thru 8 to possess and self-administer asthma inhalers on school premises and at school-sponsored activities in accordance with Board policy only after the school is in receipt of both forms entitled, Physician’s Orders for Asthma Inhaler Medication, and the signed Parent/Guardian Asthma Inhaler Authorization. Both forms are available in the nurse’s office, and are included here in the Appendix.

If it is necessary for a parent or guardian to administer medication to a child during the school day, the parent/guardian must go directly to the main office. Your child will be called to the office to receive the medication. Medication may be administered in the main office or in the nurse’s office. Medications may not be dispensed at any other location in the school.

Note: See Appendix for the following forms:

Authorization for School Nurse to Administer Medication
Medication to be Administered by School Medical
Exclusion Guidelines
Welcome back to school! Hope everyone had a restful, relaxing and healthy summer. The health and safety of the students at the West Oak Lane Charter School is our number one priority. With this in mind, the following areas are ones frequently addressed to the school health office.

**Should I keep my child home from school because of illness?**

If your child exhibits the following symptoms, please keep them at home:

- Has a temperature of 100° degrees or more. Your child should remain at home in bed for the day and should be fever free for **24 hours** before returning to school as many children will rebound with a temperature.
- Has been diagnosed with a strep infection. Your child should be on antibiotics for 24 hours before returning to school.
- Has vomited during the night and is still vomiting in the morning.
- Has a persistent cough, chest congestion, or discolored nasal discharge (yellow, green, brown).
- Has persistent diarrhea during the night and into the morning.
- Has red swollen eyes that itch and are draining pus.
- If your child has a rash you cannot identify.

All communicable diseases should be reported to the school, even if students develop them over the weekend and are well enough to return to school by Monday. It is important to be able to track infectious disease occurrences in order to provide parents with information about their prevalence and any needed precautions. The following are some examples of illnesses that should be reported to the health office: **chickenpox, strep throat or scarlet fever, pink eye, ringworm, fifth's disease, impetigo, and scabies.**

**What happens if my child gets sick or injured while at school?**

If advanced emergency treatment is required, Emergency Medical Services will be called. In the event of minor injuries or illnesses your child will be treated in the school health office. Parents will be contacted if the illness or injury requires follow-up care or monitoring or if the student will require an early dismissal. If the parent/guardian is not available, a parent/guardian provided emergency contact person will be called. For this reason it is very important to keep the school updated with current phone numbers.

**My child needs to take medication while at school.**

It is the policy of West Oak Lane Charter School to administer medications only to students with prior written permission from the parent/guardian and physician. A medication administration form may be obtained from school offices or the health office. All students must have a medication administration form on file before medications may be administered to them. Verbal permission over the phone is **not** acceptable. A new medication administration form must be filled out if there are any changes in the student's medication. All medications must be in the original container, clearly labeled with the student's name, physician's name, medication name,
dosage and frequency. All medications must be turned in to the nurse’s office. No medications may be kept in the student's desk or locker.

At the end of the school year, it is the parent's/guardian's responsibility to pick up any unused medications. Medication left after the end of the school year will be properly disposed of in accordance with school policy.

**Medication Administration Forms** are required for all medications, which need to be taken during school hours. Prescription medications require a physician's signature on the form. All medications, prescription and over-the-counter must be in its original container.

### Communicable Diseases

<table>
<thead>
<tr>
<th>Disease</th>
<th>Symptoms</th>
<th>Action/Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox</td>
<td>Itchy, teardrop vesicles (fluid filled blister) that contain a clear fluid. Lesions erupt that eventually form a crust.</td>
<td>Student may be readmitted to school after 6 days from the last batch of new vesicles. This is to prevent the student from getting a 2nd infection to the open areas on the skin. All lesions must be crusted.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Red or pink color to the white of the eyes. White or yellow drainage/discharge. Often matted or crusted eyelids after sleep.</td>
<td>Student may be readmitted to school after 24 hours with a Note from the family physician stating student is under care and may return to school.</td>
</tr>
<tr>
<td>Diarrheal Diseases</td>
<td>Frequent trips to the restroom. Often involves loose, watery bowel movements.</td>
<td>Exclude until symptoms disappear or family physician clears student to return to school with a Note.</td>
</tr>
<tr>
<td>Fever</td>
<td>100.0 degrees or above</td>
<td>Student must be fever-free for 24 hours, without medication, before returning to school.</td>
</tr>
<tr>
<td>Fifth's Disease</td>
<td>Fever, bright red cheeks, headache, fine rash on extremities and trunk which last from 2-39 days. Itching may occur.</td>
<td>If no fever and student appears well, readmit after the rash fades, with Note from family physician.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Crusted blisters and sores that spread rapidly on face or body.</td>
<td>Student may be readmitted to school after 24 hours with a Note from the family physician stating student is under care and may return to school. Lesions must be COVERED.</td>
</tr>
<tr>
<td>Lice</td>
<td>Itchy scalp/skin, excessive scratching, crawling sensation, seeing bugs or lice eggs (nits)</td>
<td>Student may return to school after recommended treatment is applied.</td>
</tr>
<tr>
<td>Rash</td>
<td>Variable depending on cause.</td>
<td>Exclude until rash and fever has disappeared or until family physician has cleared student for return to school.</td>
</tr>
<tr>
<td>Ringworm (Scalp)</td>
<td>Scaling or crusted areas of the scalp. Hair may become loose and bald spots may develop.</td>
<td>Student may be readmitted to school after 24 hours with a Note from the family physician stating student is under care and may return to school. Exclude from swimming and contact sports until lesions are cleared.</td>
</tr>
<tr>
<td>Ringworm (Body)</td>
<td>Circular eruption that tends to spread around and out and heals at its center.</td>
<td>Student may be readmitted to school after 24 hours with a Note from the family physician stating student is under care and may return to school. Lesions must be COVERED.</td>
</tr>
<tr>
<td>Disease</td>
<td>Description</td>
<td>Readmission Policy</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Scabies</strong></td>
<td>Disease of the skin caused by a mite (small insect) that burrows into the skin causing rash-like swellings.</td>
<td>Student may be readmitted to school after 24 hours with a Note from the family physician stating student is under care and may return to school.</td>
</tr>
<tr>
<td><strong>Strep Throat</strong></td>
<td>Throat pain, painful swallowing, red &amp; swollen tonsils sometimes with white patches or streaks of pus, fever, headache, rash, red spots on the roof of the mouth, nausea or vomiting (in younger children)</td>
<td>Student may be readmitted to school after 24 hours with a Note from the family physician stating student is under care and may return to school.</td>
</tr>
<tr>
<td><strong>Scarlet Fever</strong></td>
<td>Red rash that looks like a sunburn &amp; feels like sandpaper. Flushed face, strawberry tongue, fever, very sore throat, difficulty swallowing, enlarged glands in the neck headache, nausea &amp; vomiting.</td>
<td>Student may be readmitted to school after 24 hours with a Note from the family physician stating student is under care and may return to school.</td>
</tr>
</tbody>
</table>
Appendix

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WOLCS Cell Phone Violation Form 2017-2018 (Sample)....................... Page 91
WOLCS Bus Safety Violation Form (Sample)........................................ Page 92
West Oak Lane Charter School
Board Policies

**Policy Title:** Acceptable / Responsible Use of Computing Resources

**Adopted:** September 8, 1998

**Category:** Students; Personnel

**Revised:** May 18, 2012

1. **Authority:**
Title II of the Broadband Data Improvement Act, titled “Protecting Children in the 21st Century Act” requires WOLCS as part of its Internet safety policy, to educate students about appropriate online behavior, including (1) interacting with other individuals on social networking websites as well as in chat rooms and (2) cyber-bullying awareness and response.

2. **Purpose**
The West Oak Lane Charter School’s Board of Trustees recognizes that effective schools prepare students to be responsible citizens who are globally aware, civically engaged, and capable of managing their lives and careers. The Board believes that WOLCS students need to be proficient users of communication media, information and technology to succeed in the 21st Century.

Therefore, WOLCS will use digital resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is WOLCS’s goal to provide students with rich and ample opportunities to use technology for important purposes in school just as adults do in workplaces and other real-life settings. The Board anticipates that the school’s technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, and to manage their work and will promote positive and effective digital citizenship among students and staff.

Digital citizenship represents more than technology literacy: successful, technologically fluent digital citizens live safely and civilly in an increasingly digital world. Digital Citizens recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual’s life and career. Expectations for student and staff behavior online are therefore much the same as for face-to-face interactions.

The Board directs the CEO or her designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

3. **Definitions**
The WOLCS Network includes wired and wireless computers, ChromeBooks, peripheral equipment, files and e-mail as well as Internet content (blogs, web sites, web mail, groups, wikis, etc.) stored or accessed through WOLCS servers. WOLCS reserves the right to prioritize the use of, and access to, the Network.

All use of the Network must be consistent with the WOLCS mission and support education and research or school administration.
West Oak Lane Charter School
Board Policies

<table>
<thead>
<tr>
<th>Policy Title: Acceptable / Responsible Use of Computing Resources</th>
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<td>Category: Students; Personnel</td>
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</tr>
</tbody>
</table>

4. Acceptable Network Use by WOLCS Students and Staff

Use of the School’s Network is intended to extend learning and teaching. Network users are encouraged to develop uses which meet their individual learning and teaching needs and to take advantage of the Network’s many useful functions, including on-line resources, Web2.0 tools, and professional learning communities, webinars and virtual conferences, in addition to electronic mail and bulletin boards provided that they observe the Acceptable Use Guidelines outlined here. Any unacceptable use of the Network may result in suspension or revocation of Network privileges as well as other disciplinary consequences.

5. Network Usage Guidelines

Acceptable Use by WOLCS students and staff includes:

- Creation of files, projects, videos, web pages and podcasts using network resources in support of educational research and delivery of instruction;
- Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support educational research;
- Online publication of original educational material, curriculum related materials and student work with parental permission, and appropriate citation to sources outside the classroom or school;
- Staff use of the network for incidental personal use in accordance with all WOLCS policies and guidelines;
- Connection of staff personal laptops to the WOLCS network after checking with the prior permission of the Director of Compliance, Information Systems and Technology to confirm that the laptop is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all guidelines in this document.

Unacceptable use by WOLCS students and staff includes but is not limited to:

- Activities entered into for personal gain, commercial solicitation and/or compensation of any kind;
- Activities that result in liability or cost incurred by WOLCS;
- Downloading, installing and/or using games, audio files video files or other applications (including shareware or freeware) without permission or approval from a member of WOLCS technology department;
• Support for or opposition to ballot measures, candidates or and any other political activity;
• Hacking, cracking, or vandalizing WOLCS hardware or software, as well as the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software, and monitoring tools;
• Unauthorized access to other WOLCS servers, computers, networks and information systems;
• Cyberbullying, hate mail, defamation, harassment of any kind;
• Posting or sharing racially or sexually charged or discriminatory jokes and remarks;
• Posting, sending or storing information online that could endanger others (e.g., bomb construction, drug manufacture);
• Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material; and
• Attaching unauthorized equipment to the WOLCS Network. Any such equipment will be confiscated and destroyed.

6. Limitation on WOLCS Liability
WOLCS will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by its own negligence or any other errors or omissions. WOLCS will not be responsible for unauthorized financial obligations resulting from the use of, or access to, its Network or the Internet.

7. Internet Safety: Personal Information and Inappropriate Content
Students and staff should exercise caution when revealing personal information, including a home address and phone number, on web sites, blogs, podcasts, videos, wikis, and e-mail or as content on any other electronic medium.

Students and staff should not reveal personal information about another individual on any electronic medium.

No student pictures or names can be published on any class, school or other web site unless the appropriate permission has been verified according to WOLCS policy.

Any students encountering dangerous or inappropriate information or messages should notify their teacher or other school staff member.

8. Digital Citizenship Education
The WOLCS administration shall present programs annually to educate members of the WOLCS community about appropriate online behavior, including (1) interacting with other individuals on social networking websites as well as in chat rooms and (2) cyber-bullying awareness and response. Such programs shall provide WOLCS staff, students and parents with training and/or information for effectively responding to, intervening in, and reporting incidents of bullying and cyber-bullying.

9. Filtering and Monitoring
Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children’s Internet Protection Act (CIPA). Other objectionable material may also be filtered. The determination of what constitutes “other objectionable” material is a local decision.
Filtering software is not 100% effective. While filters make it more difficult for objectionable material to be received or accessed; filters are not a solution in themselves. Every user must take responsibility for his or her use of the Network and Internet and avoid objectionable sites;

Any attempts to defeat or bypass the WOLCS’s Internet filter or conceal Internet activity are prohibited: proxies, https, special ports, modifications to WOLCS browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content;

E-mail inconsistent with WOLCS’s educational mission may be considered SPAM and blocked from entering WOLCS e-mail boxes;

WOLCS will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to WOLCS computers;

Staff members who supervise students, control electronic equipment or have occasion to observe student use of equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of WOLCS;

Staff must make a reasonable effort to become familiar with the acceptable uses of Internet and to monitor, instruct and assist students effectively.

10. Copyright and Fair Use
Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

All student work should be treated as if it is copyrighted material. Permission to publish any student work to the general public requires permission from the parent or guardian.

11. Network Security and Privacy
Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account, for authorized purposes. Students and staff are responsible for all activity on their account and must not share their account password.

These procedures are designed to safeguard network user accounts:

• Change passwords according to WOLCS policy;
• Do not use another user’s account;
<table>
<thead>
<tr>
<th>Policy Title: Acceptable / Responsible Use of Computing Resources</th>
<th>Adopted: September 8, 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category: Students; Personnel</td>
<td>Revised: May 18, 2012</td>
</tr>
</tbody>
</table>

- Do not insert passwords into e-mail or other communications;
- If you write down your account password, keep it out of sight;
- Do not store passwords in a file without encryption;
- Do not use the “remember password” feature of Internet browsers; and
- Lock the screen, or log off, if leaving the computer.

12. **Student Data is Confidential**
   WOLCS staff must maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA).

13. **No Expectation of Privacy**
   WOLCS provides the Network system, e-mail and Internet access as tools for education and research in support of the School’s mission. WOLCS reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of the Network including:
   - User files and disk space utilization;
   - User applications and bandwidth utilization;
   - User document files, folders and electronic communications;
   - E-mail;
   - Internet access; and
   - Any and all information transmitted or received in connection with network and e-mail use.
No student or staff user should have any expectation of privacy when using the Network. WOLCS reserves the right to disclose any electronic message to law enforcement officials or third parties as appropriate. All documents stored on the Network may be subject to the open records laws of the Commonwealth of Pennsylvania.

14. Archive and Backup
Back-up is made of all WOLCS e-mail correspondence for purposes of public disclosure and disaster recovery. Barring power outage or intermittent technical issues, staff and student files are backed up on WOLCS’s servers nightly – Monday through Friday. Refer to the School’s retention policy for specific records retention requirements.

15. Disciplinary Action
All users of WOLCS’s electronic resources are required to comply with this policy and any related administrative procedures and agree to abide by the provisions set forth in the WOLCS user agreements for staff and for students respectively.

Violation of any of the conditions of use explained in the User Agreements, this policy or related procedures on use of electronic resources could be cause for disciplinary action, including suspension or expulsion from school for students, discipline up to and including termination of staff as well as suspension or revocation of network and computer access privileges.
1. **Authority**

   Act 61 of 2007 requires WOLCS to adopt a policy relating to bullying and to incorporate the policy into its code of student conduct. The policy must delineate disciplinary consequences for bullying and may provide for prevention, intervention and education programs.

2. **Purpose**

   The Board of Trustees is committed to providing a safe, positive learning environment for students at West Oak Lane Charter School. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits all forms of bullying by WOLCS students.

   Because bystander support of bullying can encourage bullying behaviors, WOLCS prohibits both active and passive support for acts of bullying. The staff shall encourage all students to refuse to engage in these acts and to report them immediately to the Chief Executive Officer of the School or her designees.

   Each student shall be responsible for respecting the rights of others and ensuring an atmosphere free from bullying. Students shall conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers and all members of the WOLCS community.

3. **Definitions**

   Under Act 61 of 2007, **Bullying** means an intentional electronic, written, verbal or physical act or series of acts:

   a. directed at another student or students,
   b. which occurs in a school setting (or occurs outside of school and the outside of school conduct materially and substantially interferes with the educational process or program in the school),
   c. that is severe, persistent or pervasive, and
   d. has the effect of doing any of the following:
      i. Substantially interfering with a student’s education,
      ii. Creating a threatening environment, or
      iii. Substantially disrupting the orderly operation of the school.
Bullying, as defined in this policy, includes cyber-bullying which involves the use of information and communication technologies -- particularly e-mails, instant messaging, texting, or sending images via cell phones, blogs, social networking sites, web pages, and/or chat rooms -- to bully a person, typically by sending harmful, cruel, rude or threatening messages, or embarrassing or slanderous information, text, or images to harass, threaten, intimidate, embarrass, humiliate or target another person.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop, on the school bus, or at any activity, regardless of whether during or outside of regular school hours, sponsored, supervised or sanctioned by the WOLCS Administration.

School setting also means on the school’s server or the school’s electronic, web-based, internet or on-line programs, or any web-based collaboration tool established or used by WOLCS personnel as part of the school’s instructional program.

4. Reporting Incidents of Bullying

The Board prohibits all forms of bullying by WOLCS students, and encourages students who have been bullied to promptly report such incidents to the CEO, to the Upper or Lower School Deans or to the Administrators for the Upper or Lower school.

All school employees are required to report alleged violations of this policy to the CEO or her designees. All other members of the school community, including students, parents, volunteers, and visitors are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report without further investigation.

The Board directs that the school administrators investigate complaints of bullying promptly, and take corrective and/or disciplinary action when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the school's legal and investigative obligations. Reprisals or retaliation shall not occur as a result of any good faith reports of bullying.

5. Delegation of Responsibility

The CEO may develop administrative procedures to implement this policy. The CEO shall ensure that this policy and any administrative procedures are reviewed annually with all students enrolled at WOLCS.

The CEO shall ensure that the policy and any procedures for reporting bullying incidents are reviewed with students within ninety (90) days after their adoption and thereafter at least once each school year.

The WOLCS administrators shall review this policy every three (3) years and recommend necessary revisions to the Board.
The WOLCS administration shall annually provide the following information with the Safe School Report:

a. Board’s Bullying Policy  
b. Report of bullying incidents  
c. Information on the development and implementation of any bullying prevention, intervention or education programs.

6. Guidelines  
The Code of Student Conduct, which shall incorporate this policy, must be disseminated annually to students and their families.  

A copy of this policy and or any implementing administrative procedures shall be accessible in every classroom. The policy and/or administrative procedures shall be posted also in a prominent location within the school building and on the WOLCS website.

7. Education  
Title II of the Broadband Data Improvement Act, titled “Protecting Children in the 21st Century Act.” requires WOLCS as part of its Internet safety policy, to educate students about appropriate online behavior, including (1) interacting with other individuals on social networking websites as well as in chat rooms and (2) cyber-bullying awareness and response.

The WOLCS administration shall develop and implement bullying prevention and intervention programs annually. Such programs shall raise awareness of the problems of bullying and cyber-bullying, and shall provide WOLCS staff, students and parents with training and/or information for effectively responding to, intervening in, and reporting incidents of bullying and cyber-bullying.

8. Consequences For Violations  
Consequences for a student who commits an act of bullying, including cyber-bullying and active or passive support for bullying, may be unique to the individual incident and may vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance.

A student who violates this policy shall be subject to appropriate remedial or disciplinary action consistent with the WOLCS Code of Student Conduct.

Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

Consequences may range from positive behavioral interventions up to and including in-school or out-of-school suspension from the charter school and/or expulsion or other disciplinary removal from the charter school.
Consequences for student violations of this policy may include:

- Counseling within the school
- Parent / Family conference
- Loss of school privileges
- Transfer to another classroom
- Exclusion from school-sponsored activities
- Detention
- Suspension
- Counseling/Therapy outside of school
- School bus suspension
- Recommendation for expulsion
- Referral to law enforcement officials

Consequences shall be for verified incidents, and may not be meted based on anonymous reports without further investigation.
WEST OAK LANE CHARTER SCHOOL ASTHMA INHALER POLICY

West Oak Lane Charter School allows students to possess and self-administer asthma inhalers on school premises and at school-sponsored activities only in accordance with the following policy and only after WOLCS is in receipt of both the Physician’s Orders for Asthma Inhaler Medication Form and the Parent/Guardian Asthma Inhaler Authorization Form. For purposes of this policy, an asthma inhaler is a prescribed device used for self-administration of short-acting, metered doses of prescribed medication to treat an acute asthma attack.

I. A student may possess and self-administer an asthma inhaler and the medication contained therein under the following conditions:

1. The student has demonstrated that he or she is capable of self-administering his or her asthma inhaler.
2. The student has demonstrated responsible behavior in the use of his or her asthma inhaler.
3. The student immediately notifies the school nurse after he or she uses the asthma inhaler.
4. The student has provided WOLCS with the Physician’s Orders for Asthma Inhaler Medication Form completed and signed by the student’s physician, certified registered nurse practitioner or physician assistant.
5. The student has provided WOLCS with the Parent/Guardian Asthma Inhaler Authorization Form completed and signed by the student’s parent or guardian.

II. WOLCS shall restrict the availability of asthma inhalers and the medicine located therein to other students.

III. Any student’s violation of this policy will result in the immediate confiscation of the asthma inhaler and medication and the loss of privileges.

IV. WOLCS reserves the right to require a statement from the student’s physician, certified registered nurse practitioner or physician assistant for the continued use of any medication beyond a specified period of time.
(SAMPLE)

PHYSICIAN'S ORDER FOR INHALED ASTHMA MEDICATION

Student's Name: _____________________________ Grade: ____________

Date of Birth: _____________________________ Allergies: _____________________________

Diagnosis/Reason for Medication: __________________________________________________________

Name of Medication: ________________________________________________________________

Dose: _____________________________ Route of Administration: _____________________________

Time Medication is to be Taken: _____________ Frequency: _____ Daily _____ As Needed

Duration of Prescription: Start Date _____________ End Date _____________

Side Effects: _______________________________________________________________________

Contraindications: ___________________________________________________________________

Emergency Response Instructions: ______________________________________________________

_________________________________________________________________________________

Is this student qualified and able to self-administer the asthma medication? _____YES _____NO

Print Physician's Name: ________________________________________________________________

Physician's Address: _________________________________________________________________

_________________________________________________________________________________

Physician's Phone: _____________________________ Physician's Fax: _____________________________

By signing this form, I hereby verify that I am the physician, certified nurse practitioner or physician assistant for this student. I further attest that I have instructed the student in, and the student has demonstrated, proper use of his or her asthma inhaler.

Physician's Signature: _____________________________ Date: ________________

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(SAMPLE)
PARENT/GUARDIAN ASTHMA INHALER AUTHORIZATION FORM

I, __________________________, the parent/guardian of __________________________, hereby request that WOLCS comply with the attached Physician's Order for Asthma Inhaler Medication Form. I also give my permission for WOLCS, and its representatives, to communicate with my child's primary health care provider regarding my child's medication or medical condition.

My child is currently taking the following medications (include all medication taken at home and at school):

________________________________________________________________________________________

I give permission for my child to carry his/her inhaler while in school. I have instructed my child:

• That he/she is not to share the asthma inhaler with any other person
• To immediately notify the school nurse after each use
• To immediately report the asthma inhaler lost or stolen

I further understand that:

• It is my responsibility to provide a physician's order and written instructions if the medication is to be modified or discontinued.
• My child must be able to accurately identify his or her symptoms of an asthma attack
• My child must demonstrate that he or she is capable of self-administering his or her asthma inhaler
• My child must demonstrated responsible behavior in the use of his or her asthma inhaler
• The ability of my child to possess and self-administer his or her asthma inhaler is a privilege that may be revoked if any of the above conditions are violated.

I hereby relieve WOLCS and all WOLCS employees of any responsibility for the benefits or consequences of the prescribed medication. I further relieve WOLCS of any responsibility for ensuring that my child takes his or her medication.

________________________________________________________________________________________

Signature of Parent/Guardian __________________________ Date __________________________
WOLCS ABSENCE EXCUSE NOTE 2019-2020

Parent / guardian must complete and submit written Excuse Note within 5 days of child’s return to school.
After 5 or more days without an excuse note, your child’s absence will be permanently recorded as illegal.
Note: 3 or more days absent in a row requires a doctor’s note.
Excuse notes can also be sent electronically to the school app, accessible on our website, or to excuse@wolcs.org.

Child’s Name: ____________________________  Child’s Grade / Room: ______________

Number of Days Absent: ___________________  

List Date(s) Absent: ________________________  

Reason for Absence: _________________________  

Parent / Guardian Signature: ____________________________  Date: ______________

Homeroom Teacher Signature: ____________________________  Date: ______________

FOR OFFICE USE ONLY

Date Note Received in Main Office (DateStamp Acceptable): ________________________

Was Excuse Note Received Within 5 Days?  YES  NO

Was Dr.’s note or other documentation received for 3 consecutive absences?  YES  NO

Attendance Monitor entered in PowerSchool:  Excused  Unexcused  (Initials) ______________
FOR OFFICE USE ONLY

Date Note Received in Main Office (DateStamp Acceptable): __________________________

Was Excuse Note Received Within 5 Days? YES NO
Was Dr.’s note or other documentation received for 3 consecutive absences? YES NO
Attendance Monitor entered in PowerSchool: Excused Unexcused (Initials) __________________________
(SAMPLE)

WOLCS Office Disciplinary Referral Form 2019-2020

Student Information

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
</table>

Grade | Room | HR Teacher | Referring Staff |
|------|------|------------|-----------------|

Location

- Classroom: ____________
- Hallway – Upper School
- Literacy Center
- Therapy Suite
- Hallway – Lower School
- Math Department
- Computer Lab
- Cafeteria
- Gym
- Other: ____________

Reason for Referral – Level

- Academic Dishonesty
- Bullying/Teasing/Harassment
- Careless/Unsafe Conduct
- Defiance/Insubordination
- Disruption of School/Class
- Dress Code Violation
- Indecent or Lewd Contact
- Invasion of Privacy
- Physical Incident
- Prohibited Item
- Profanity/Inappropriate Language
- Property Damage
- Truancy/Skipped Class
- Theft
- Threat
- False Alarm/Bomb Threat
- Assault
- Use/Possession of Weapons (Act26)
- Use/Possession of Drugs/Alcohol
- Specify Code Violation (Handbook):
  - Level: ________
- Other: ____________

Perceived Motivation/Intended Result of Behavior:

- Obtain Peer Attention
- Obtain Adult Attention
- Obtain Items/Activities
- Avoid Tasks/Activities
- Avoid Peers/Adults
- Other: ____________

Others Involved

- None
- Peers
- Teacher
- Other Staff
- Substitute
- Unknown
- Other

Previous Teacher Interventions:

- Student Warning / Redirection
- Student Conference
- Seat Change
- Loss of Privilege
- Cool Down Area
- Time Out
- Detention
- Referral
- Reflection Sheet / Writing
- Parent Contact
- Parent Conference
- Behavior Chart/Plan
- Restorative Practices
- Other: ____________

Specific Information Regarding Incident:

- ____________
- ____________
- ____________
- ____________
- ____________

PARENT/GUARDIAN MUST BE CONTACTED FOR EACH DISCIPLINARY REFERRAL TO DEAN.
REFERRAL FORM MUST BE SUBMITTED TO DEAN BEFORE END OF WORKDAY.

Office Use Only: Action Taken By Administrator

- Conference with Student
- Parent Contact
- Restorative Practice
- Other
- Loss of Privilege
- Detention
- Teacher Consult
- Guidance Referral
- Admin/Sped Consult
- Time In Office
- Referral
- Admin/Sped Consult
- Time Out in Other Room
- In-School Suspension
- Out-of-School Suspension

Signatures

Administrator ____________ Date ____________

Notes: ____________
(SAMPLE)

WOLCS Cell Phone Violation Form 2019-2020

Student Name: ________________________________

Grade/HR: __________________ Date: ________________

Dear Parent/Guardian:

West Oak Lane Charter School understands that cell phones can be a valuable tool to ensure the personal safety of a child; however, their use during the school day has a negative effect on the instructional and school climate. Therefore, the use of cell phones is strictly prohibited. If students are required to carry cell phones, they must adhere to school guidelines. Cell phones must be turned off and placed out of sight before entering the school building. Earphones are limited to use as assigned by staff for classroom activity. Cell phones in view and/or in use will be confiscated and will be returned only to the parent or guardian of the student. West Oak Lane Charter School accepts no liability or responsibility for any lost, damaged, or stolen cell phones.

Students in grades 3-8 must check in their phone with their homeroom teacher upon entering class. The teacher will secure the phone in a locked compartment and return the phone to the students at the end of the day. Students who are late to homeroom are responsible to check in their phone with the homeroom teacher. Students violating the cell phone guidelines will receive an increasing level of consequences.

Today, your child violated the school’s cell phone policy. Please make arrangements for a parent or guardian to pick up the phone from staff. Continued violations of the Code will result in increased consequences.

**Cell Phone Consequence**

- **Offense # 1: Parent Pick-Up**
  - Ms. Zeigler, WOLCS Principal

- **Offense # 2: After School Detention**
  - Mrs. Middleton, Middle School Dean

- **Offense #3+: In-School Suspension**
  - Ms. Krystle Johnson, Lower School Dean

**Please Sign Below and Return to your child’s teacher tomorrow**

I am aware of my child’s violation of the West Oak Lane Charter School cell phone policy. I understand that additional violations can result in increased disciplinary actions.

_____________________________  ____________________________
Student Name  Grade/Room

_____________________________  ____________________________
Parent/Guardian Signature  Date
Dear Parent/Guardian:

Your child ____________________________ Grade / Room ____________________________ jeopardized his/her safety and the safety of others or violated school bus rules by engaging in the behaviors listed below. Should your child continue to violate Bus Safety Rules, he/she will be suspended from the bus.

- Continuously not staying in the seat
- Littering – Eating – Drinking
- Too Loud or Boisterous
- Throwing or Shooting Objects
- Getting to the Bus Stop Late
- Other ____________________________
- Damaging the Bus
- Disrespect to Driver or Other Riders
- Using Unacceptable Language
- Fighting: Pushing: Tripping
- Use of an object as a weapon
- Carrying a weapon

**Consequences for Violating Bus Rules:** (Refer to WOLCS Parent-Student Handbook Page 61)

- 1st Bus Behavior Referral Report - Warning – Student Conference with bus driver, or administrator; parent notified by letter or phone
- 2nd Bus Behavior Referral Report – Phone call and written parent notification of 1-week suspension of transportation privilege
- 3rd Bus Behavior Referral Report – Phone call and written parent notification of 2-week suspension of transportation privilege
- 4th Bus Behavior Referral Report – Phone call and written parent notification of permanent loss of transportation privilege

**Action Taken:**

- Warning
- 1 Week Bus Suspension
- 2 Week Bus Suspension
- Loss of Transportation Privilege

Bus Suspension Effective ________________________ Bus Suspension Ends: ________________________

**Immediate and possible permanent removal from the bus and school can occur in the following instances: Fighting, Serious and Dangerous infractions, or Repeated Suspensions.**

*Please sign and return below to school Dean to indicate that you have received this notice and discussed the matter with your child.*

___________________________________________________________________________

I have discussed the School Bus Safety Expectations and Violations with my child.

___________________________________________________________________________  

___________________________________________________________________________  

___________________________________________________________________________  

___________________________________________________________________________  

Student Name ____________________________ Grade and Room # ____________________________

Parent Name (Print) ____________________________ Parent Signature ____________________________ Date ____________________________