

CHESTER COUNTY FAMILY ACADEMY
A PENNSYLVANIA CHARTER SCHOOL
PARENT HANDBOOK



1 DOCUMENT INFORMATION

1.1 DOCUMENT SOURCE

This document is maintained as an online document. Contact CEO for the latest version.

Revision history:

Version number	Date	Summary of changes	Approved By
	2/15/2017	Enrollment Policy	Board of Directors
	2/15/2017	Policy of Student Attendance and Unexcused Absences	Board of Directors
	2/15/2017	Positive Behavior Support Policy	Board of Directors
	8/14/2017	School Staff Update	CEO
	8/14/2017	Arrival and Dismissal Procedures	CEO
	8/14/2017	Special Dietary Needs	CEO/CCIU24
	8/30/2017	ESSA Act/Title III	CEO
	11/07/2017	McKinney-Vento Act Information	CEO

2 DISCLAIMER

All information in this Parent Handbook is intended to provide a general summary of the Chester County Family Academy (CCFA) policies, procedures, rules, regulations, and requirements for grades K-2.

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3 MISSION

At Chester County Family Academy, we share and promote the proposition that the future of our world is linked to the natural development and celebration of our most precious resource, children.

Together, we build a foundation for a lifetime of learning through a shared partnership where we will all learn and search for the truth.

4 HISTORY

CCFA was founded in 1997 to make a difference in the lives of young children whose families face challenges.

CCFA is located in the West Chester and the address is:

Chester County Family Academy
530 E Union Street Suite A
West Chester, PA 19380

At Chester County Family Academy, we continue to expand the choice for parents by providing a community based “private school style” of learning for primary school age students whose families are struggling with challenges.

The Chester County Family Academy – A Pennsylvania Charter School was founded by an educator, Ms. Lorraine Andersen, a businesswoman and lawyer, Ms. Evelyn Walker, and a social and human service provider, Ms. Miriam Wheeler, for the benefit of children and to carry on the vision of Mr. & Mrs. Richard and Sheila Sanford “to make a difference in the lives of children”. It is one of the first six Charter Schools in Pennsylvania and the first school to have its charter to be renewed in the State.

A Charter was granted by the West Chester Area School District in August of 1997 and since that time the district has been a supportive partner. More than 38 partners actively support the Academy. Most students return to their local public schools and a few return to other Charter Schools, Catholic Schools, and Private Schools in the County.

5 SCHOOL STAFF

	Administrative Staff
Mrs. Flynn, Susan	CEO
Ms. Linda Walls	Administrative Assistant
Mrs. Sandra Kreiss	School Nurse
	Educational Staff
Ms. Jennifer Jefferson	Classroom Teacher
Mrs. Nicole Reiss	Classroom Teacher
Ms. Shaniece Stonewall	Classroom Teacher
	Classroom Teacher
Mrs. Anne Guidotti	ESL Teacher
Ms. Sarah Behrndt	Special Education Teacher
Ms. Omaira Alamo	Classroom Support
Mrs. Brenda Mejias	Classroom Support
Ms. Jamie Joppy	Classroom Support
Ms. Kristina Rogowski	Classroom Support
Ms. Ana Murillo	Classroom ESL Support
Mrs. Sandra Bradley	Translator/Interpreter
	Professional Arts Instructors
Mr. Carl Martin	Karate Instructor
Dr. Fran Cleland	Physical Education Instructor, WCU
Mr. Andrew Powell	Boy Scout Instructor
Mrs. Fisher, Theresa	Girl Scout Instructor
Ms. Lingchin Liao	Suzuki Violin Instructor
Ms. Geri Smith	Guitar
Mr. Jay Beck	African Drumming
YMCA	Swimming Instructors
	Classroom Support
Mrs. Patricia Schwin	Occupational Therapist
West Chester Rotary Club	Rotary Reading Team Leader
Dr. Alfred Tolbert	Speech and Language
Mrs. Julie Barrett	Speech and Language
Mrs. Monica Goss	Bilingual Speech Pathologist
Mrs. Rose Manion	Academic Consultant
Mrs. Victoria Baratta, Ph. D.	School Psychologist



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6 CCFA BOARD OF DIRECTORS

	Position
Mr. Gregory Shaffer	President
Mr. Joseph Panaro	Treasurer
Dr. Carla Messikomer	Secretary
Sheriff Carolyn "Bunny" Welsh	

7 ENROLLMENT POLICY

CCFA's enrollment policy complies with Pennsylvania State Law Non-Discriminatory Policy. Admission to CCFA is open to all eligible students in the Commonwealth of Pennsylvania on a space available basis and will not discriminate in its admission policy. CCFA's age requirement of 5 years of age by September 1st of the year attending Kindergarten, reflects the policy in place in the West Chester Area School District—our chartering school district. Students must meet all Pennsylvania State Law immunization policies.

Students entering Kindergarten through 2nd grade are welcome at Chester County Family Academy Charter School. While starting in kindergarten is ideal, it is not necessary.

To enroll your child(ren) complete CCFA's Registration Form. Forms are available in both English and Spanish and send the completed documents to:

Chester County Family Academy Charter School
530 E. Union Street Suite 2
West Chester, PA 19382
610-696-5910
Fax: 610-696-6324

7.1 THE ENROLLMENT PROCESS

Chester County Family Academy does not discriminate in its admission policies or practices on the basis of residency or non-residency, intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district. A Home Language Survey will be completed as part of the registration process. If enrollments exceed the spaces available, a lottery is held.

7.1.1 RE-ENROLLMENT

The re-enrollment process is conducted for the existing student body for the forthcoming year, beginning on January 1st and ending on February 25th of the same year. In each successive school year, students who were enrolled in the school the previous year will keep their seats in the school until they graduate, provided that a re-enrollment form is submitted on their behalf. Students who do not submit a re-enrollment form by the deadline of February 25th must re-apply during the initial or "open" enrollment period. All aforementioned applicant rules will then be enforced. Enrollment decisions are conducted in a timely manner.

7.1.2 OPEN ENROLLMENT

The initial or "open" enrollment period is until March 15th of each year. If on March 16th, there are sufficient seats for all applicants to attend, the applicants will be asked to complete registration paperwork for admission. If there are more eligible applicants than available seats, the school will conduct a manual lottery to determine who will be asked to register. Enrollment decisions are conducted in a timely manner.

7.1.3 LATE ENROLLMENT

All applications received after the initial or "open" enrollment period will be accepted on a "First-Come, First-Serve" basis, after the Waiting List, generated by the lottery, has been exhausted. Students accepted under Late Enrollment will begin classes within five (5) days of enrollment.

7.1.4 TRANSFERRING STUDENTS

All transferring students will be accepted on a "First-Come, First-Serve" basis, after the Waiting List generated by the Lottery, has been exhausted. Transferring students will begin classes within five (5) days of enrollment.

7.1.5 SIBLING ENROLLMENT

In accordance with PA Charter School Law, siblings of currently enrolled students receive preferential enrollment ahead of non-sibling new enrollees. However, sibling enrollment is not guaranteed, as CCFA must review the returned enrollment materials to ensure completion and then determine space availability. Sibling enrollment is only for prospective students who have siblings currently enrolled at CCFA. Parents/Guardians need to request enrollment materials for siblings. Enrollment decisions are conducted in a timely manner.

8 ARRIVAL AND DISMISSAL PROCEDURES

8.1 DAILY ARRIVAL INFORMATION

Students are to arrive at school's designated areas between 8:10 and 8:30 a.m. every day when they will receive supervised movement activities from 8:15 to 8:30 am. Students who are not at school at their scheduled breakfast time will not be served this meal. Based on Federal Guidelines, if the students are late due to a school transportation issue, a breakfast will be provided at any time upon arrival.

Parents must sign the students into the daily register log when dropping off children at school. Any student arriving late at school must be signed in. Parents who cannot drop off the children by 8:30 a.m. must call the school's office to inform CCFA of the late arrival. If there is a class trip scheduled for that day, the children must arrive before 8:30 am. There are no late drop-offs on field trip days.

The children at Chester County Family Academy start their learning from the moment they arrive. Most teachers have a morning assignment for the students to complete after they unpack. Those students who arrive late are at a disadvantage and may disrupt in the learning process of other students. Students lose learning time when they are late for school.

8.2 DISMISSAL

Students leave their classrooms to proceed to the designated bus rooms at 3:45 p.m. where they gather for a read aloud story; they will board the buses at 4:00 p.m. Parent pick up starts at 3:45 p.m. The students who have not been picked up by a parent or guardian by 4:00 p.m. will board buses.

Parents or guardians must be present at the bus stop for the bus driver to drop off the child. If the bus driver does not verify the presence of a parent or guardian at the bus stop:

- and it is before 4:30 p.m., the child will be returned to school and the parent or guardian shall pick them up from CCFA.

- and it is after 4:30 p.m., the child will be taken to the local police station and the parent or guardian shall be called to pick their child up from the station.

Students will not be dismissed from their classrooms before 3:45 p.m. without a prior early dismissal request from a parent or guardian. All early dismissals must be documented and shall state the reason for leaving school early and will be included in CCFA's State Attendance Report.

All parents or guardians picking up their children from school must sign CCFA's dismissal logs before the child is allowed to leave the building.

According to the Safe School Policy students will not be dismissed to anyone but their guardians unless CCFA receives a phone call or note stating otherwise.

Chester County Family Academy is required to track and report to the State all student late arrivals (after 8:30 a.m.) and early dismissals (prior to 3:45 p.m.). Arriving late and leaving early will affect your child's school attendance and may result on a negative impact upon their attendance record.

8.3 EARLY DISMISSALS

CCFA shall establish procedures to validate requests for early dismissal to assure that students are released only for proper reasons and into proper hands.



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No student may be released on the basis of a not validated telephone call other than a verified call by a CCFA parent or guardian.

Children of estranged parents may be released only upon the request of the parent who has actual or de facto custody. If there is a dispute concerning which parent has actual or de facto custody, the CEO should be contacted; but if she/he is unavailable, the teaching team (3) and/or solicitor of CCFA may be contacted.

9 STUDENT ATTENDANCE AND UNEXCUSED ABSENCES

The Board of Trustees (“Board”) of the Chester County Family Academy (“CCFA”) recognizes that school attendance has a direct impact on academic achievement. Student attendance at school is not only important, but is also required under the Pennsylvania School Code, 24 P.S. §13-1327, and related laws of the Commonwealth of Pennsylvania. Under 24 P.S. §13-1329, the CCFA Board is charged with setting policies governing pupil absences and excuses which shall be considered lawful.

9.1 STUDENT ATTENDANCE

Regular attendance is imperative to maximize student learning. The educational process requires continuity of instruction, classroom participation, learning experiences, and study for students to attain planned educational outcomes. Student interaction in the classroom, and their participation in planned learning activities under supervision of school personnel are vital to the learning process. Excessive student absence disrupts continuity of the educational process. The correlation between school attendance and academic success requires students to regularly attend classes.

The Board requires that students enrolled in CCFA regularly attend school for the 198 student days, according to CCFA’s school calendar. CCFA is legally required to respond to student absenteeism. Student absences shall be considered excused, unexcused, or unlawful, as defined below. Parents/guardians will be held legally responsible for ensuring that their students are fully participating in school.

The Board recognizes that unexcused absences or habitual truancy may represent a child, family, or parent in crisis. Schools are a critical part of a child’s support system and have a significant opportunity to assist children and families. Accordingly, CCFA will implement efforts to work collaboratively with the parent/guardian to address the truancy of the student.

9.1.1 EXCUSED ABSENCES

The following types of absences will be considered excused by CCFA with prior approval:

1. As a result of illness, when the parent/guardian has provided a written description of the illness within three (3) days of its onset and the total days of absence in any one (1) school year does not exceed ten (10) days;
2. As a result of illness, and the student will by reason thereof, exceed ten (10) total school days in one (1) school year, when the parent/guardian provides a note or script signed by a licensed physician describing the illness and substantiating that the illness requires absence from school.
3. Illness or death in the family (mother, father, siblings, grandparents, aunts, uncles, cousins, death of a friend);
4. Necessary appointments (doctor, dentist, etc.) that cannot be made outside the school day and can be verified;
5. Emergencies requiring a student’s service or presence at home that can be verified; and,
6. Obligatory religious observances of the student’s own faith.

9.1.2 CUMULATIVE EXCUSED ABSENCES

A maximum of ten (10) days of cumulative lawful absences due to illness, as verified by parental notification, is permitted during one school year. CCFA will issue a “Ten (10) Day” letter informing the family when a student accumulates 10 cumulative absences due to illness. All absences due to illness beyond the 10-day limit will require a physician’s excuse as determined by school officials.

Any absences beyond the 10-day limit due to illness without a physician’s excuse will be considered unlawful. If warranted, a school/family conference shall be arranged by school personnel to develop a School Attendance Intervention Plan (SAIP). At the end of the conference all parties should sign a comprehensive SAIP that is agreed to by the school representative, the child, and/or parents/guardians. The plan could include accessing academic and social/health supports from the school and community organizations, an outline of the family and student responsibilities, and levels of performance monitoring that include rewards and consequences. A referral to a truancy prevention program may be made for the student.

NOTE: Parents/guardians may be asked to sign a Release of Records form in an effort to collaborate with outside providers in the development of the SAIP.

9.1.3 UNLAWFUL ABSENCES

Any absence that does not meet the criteria for excused shall be considered unlawful for students up to and including 16 years of age. Students will not be eligible for any credit for any work done in class or due on any day that is considered unlawful or unexcused. A student’s absence is considered unlawful/unexcused until CCFA receives a written excuse from either the parent/guardian or a physician. The parents/guardians have three (3) days to produce a written excuse. If the three calendar days pass with no excuse after the absence, the absence is considered unlawful for students up to and including 16 years of age. A child having three (3) or more school days of unexcused absence in the current school year is considered truant.

9.1.3.1 First Notice

When a student accumulates three (3) unlawful absences, CCFA sends the parent/guardian/student a letter notifying them that the student has accumulated 3 unlawful absences. CCFA will also report these unlawful absences to the Pennsylvania Department of Education. A school/family conference shall be arranged by CCFA personnel to develop a SAIP. At the end of the conference all parties should sign a comprehensive SAIP that is agreed to by the school representative, the child, and/or parents/guardians. The plan could include accessing academic and social/health supports from the school and community organizations, an outline of the family and student responsibilities, and levels of performance monitoring that include rewards and consequences. A referral to a truancy prevention program may be made for the student. The parents/guardians will be advised that a citation may be sent to the magisterial district judge in the event of additional unlawful absences.

NOTE: Parents/guardians may be asked to sign a Release of Records form in an effort to collaborate with outside providers in the development of the SAIP.

9.1.3.2 Subsequent Unlawful Absences

After agreeing to a SAIP, or if there is not agreement on the SAIP and three days have passed since the parent/guardian received the first notice of the child’s third illegal absence, if a child is unlawfully absent at any point within the school year, an official notice of unlawful absence will be sent home. The purpose of this correspondence is to inform the child’s parent/guardian that the child has violated the SAIP and compulsory attendance requirements. The parents/guardians will



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be advised that a citation may be sent to the magisterial district judge. CCFA will continue to call the parent/guardian to inform them of additional truant behavior.

9.1.3.3 Referral to Chester County Children and Youth Agency

Any CCFA student who fails to comply with the compulsory attendance requirements and is habitually truant, shall be referred by CCFA to the Chester County Department of Children, Youth & Families (“CYF”) for services, which may include addressing family issues that may be responsible for the child’s truant behavior, or possible adjudication as a “dependent” child under the Juvenile Act. The referral to CYF may be in addition to proceeding against the parent/guardian by sending the citation to the appropriate magisterial district judge. In its sole discretion, CCFA may decide to refer a family to CYF instead of sending a citation to the appropriate magisterial district judge. If the parent/guardian provides written consent, a copy of the SAIP will be forwarded to CYF.

The School Code defines habitually truant as having six (6) or more school days of unexcused absences during the current school year. NOTE: If a student is absent 10 consecutive days, CCFA must drop the student from active membership unless a legal excuse is provided.

10 COMMUNICATIONS

10.1 COMMUNICATION WITH PARENTS

CCFA Office Phone Number : 610-696-5910
CCFA Fax Number : 610-696-6324
General E-mail Address : ccfacademy@comcast.net
Website : www.ccfaschool.org

CCFA continues to seek ways to communicate easily and efficiently with families. If you are trying to reach one of our staff members, he or she will return your call within 24 hours the following school day.

Our school staff utilizes different methods of communication with parents: telephone calls; notes from teachers on the “work packets” sent home every seven weeks; and, the CEO may send written notes home as needed. Parents have access to the student’s daily homework folder, which they are requested to sign. Additionally, throughout the school year, the school hosts several events: Open House, special “all school” activities, Special Education Meetings and, ESL Meetings.

CCFA's Monthly Board Meetings are held the third Wednesday of the month. Members of the public are welcome to attend the Open Session scheduled from 5:30 p.m. to 6:15 p.m. during each meeting. Locations vary and are announced on our web site.

The CCFA Parent Handbook is available to all parents, as well as information flyers and monthly reminders throughout the year.

10.2 EMERGENCY SCHOOL CANCELLATIONS, DELAYS AND EARLY DISMISSALS

CCFA's School Safety Plan in case of emergencies has been provided by the Chester County Sheriff's Department.

In case of an emergency or to notify of any scheduling changes, CCFA’s School Messenger automated system will call parents and guardians with up to date status regarding school cancellations, delays or emergency situations. It is important that you notify the main office as soon as there is a change in your contact information for these messages to reach you.

In case of a 2-hour delay opening, school will begin at 10:10 a.m.

CCFA will notify the following local media outlets of emergency school cancellations, delay openings or early dismissals: 3 KYW, 6 ABC, NBC 10, FOX 29 and, TELEMUNDO. CCFA follows West Chester Area School District’s policy for school cancellations, delays, and early dismissals: if West Chester Area School District is closed, CCFA will also be closed.

Please be aware of your home school district regarding bus transportation details in case of an emergency.

11 CURRICULUM

CCFA classrooms apply the differentiation education model to provide strategic and/or intensive intervention to students in need of support.

11.1 READING AND LANGUAGE ARTS

CCFA takes a developmental approach to literacy instruction that is aligned with the Common Core Standards, balances both student-centered activities and explicit instruction, and utilizes flexible grouping.

11.1.1 PHONICS PROGRAM

CCFA uses the *Wilson Foundations Phonics Program* to teach phonics. All levels of Foundations provide a systematic and explicit approach to reading and spelling with phonics. Foundations at the Kindergarten level teaches students the basics of reading, including rhyming, letters and sounds of the alphabet, as well as reading and spelling consonant-vowel-consonant (CVC) words. Foundations Level 1 builds on the foundational reading skills taught in Kindergarten. Students will learn to read and spell words with glued sounds, long and short vowels words, compound words, and base words with suffixes. Foundations Level 2 will review concepts taught in Level 1 and also adds new information. Students will review sounds and blending sounds into words. As the year progresses, Foundations Level 2 will introduce many aspects of word structure and sentence structure. Foundations Level 3 will review concepts taught in Level 2 and will also place emphasis on advanced word structure, spelling, vocabulary, and will introduce homophones (sound alike words).

All levels of *Foundations* will combine these phonics areas with reading a wide variety of literature including poetry, narrative, and expository text.

11.1.2 READING PROGRAM

Reading A to Z is a leveled reading program with graduated levels of difficulty that build students' confidence while increasing comprehension and fluency. Leveled books have a wide variety of fiction and non-fiction topics. Books that are related to the science theme are mainly chosen. Students will be given comprehension and fluency tests at the end of each unit and the scores will be included in their report card portfolio. *Reading A to Z* is aligned to the Common Core Standards. Guided reading with *Reading A to Z* begins in Kindergarten with Level AA. Students advance through leveled texts at their own developmentally appropriate pace. First grade reading levels include Levels D-J and second grade reading levels include Levels K-P.

11.2 MATHEMATICS

Math in Focus is a program by Houghton Mifflin Harcourt. It is the Singapore Math approach that highlights problem solving as the focus of mathematical learning. *Math in Focus* addresses fewer topics in greater depth at each level. It focuses on Common Core math concepts and uses visual models for presenting these concepts.

11.3 THEMATIC UNITS

Science based year-long themes are incorporated into every subject area. Students read poetry as well as fiction and informational texts on the chosen yearly themes. Writing, projects, and hands-on activities accompany every thematic unit. Thematic units build students' domain-specific knowledge and vocabulary.

11.4 ASSESSMENTS AND REPORT CARDS

CCFA utilizes many assessment tools to evaluate students' abilities in many areas.

Incoming Kindergarten students are given the Kindergarten Entry Inventory (KEI) which allows for a more holistic view of each kindergarten student's ability in the areas of: Social and Emotional Development, Language and Literacy Development, Mathematics, Approaches to Learning, and Health, Wellness and Physical Development.

CCFA Report Cards are aligned to the Common Core Standards and are prepared every trimester. Parent-Teacher Conferences are held before the end of the first trimester.

11.5 HOMEWORK GUIDELINES

Homework is assigned daily from Monday through Thursday in reading, writing and math based on the work that was done in the classroom. A Homework Folder travels daily between school and home for parents to review and sign before sending back to school.

Homework assignments provide an opportunity for the student to learn responsibility, to review and practice their classroom work.

11.6 ENGLISH AS A SECOND LANGUAGE PROGRAM-DESCRIPTION AND PHILOSOPHY

Our ESL program provides services to students whose dominant language is not English. It is our responsibility as a Local Education Agency (LEA) under the Title 22, Chapter 4, Section 4.26 of Curriculum Regulations to provide services to every student who has Limited English Proficient (LEP) or is an English Language Learner (ELL). The goal of our ESL program is to teach ELL students whose first language is not English, the acquisition of English language skills. The ESL program administers instruction in social and academic English. ESL teachers plan and instruct English language learners using a standards-based framework in Kindergarten, first, and second grades.

ESL Instruction at CCFA is guided by English Language Development (ELD) standards and the Common Core State Standards (CCSS) using a pull-out/push-in model. WIDA can do descriptors and performance definitions are used in reading, writing, speaking, and listening instruction.

In the push-in instruction model the ESL teacher sits with a student or group of students in his or her everyday general education classroom and provides scaffolding and guided instruction in the current task given by the general education teacher. The ESL teacher may repeat directions or re-word directions for the student to understand. The ESL teacher also helps students to feel more comfortable in their classroom by providing assistance with activities going on in the classroom modeling how to ask for help or talking to the teacher and his or her classmates. The ESL teacher also provides models for how to ask questions/start a conversation with fellow classmates and teacher and offers help in all subjects.

Students needs are accessed through state approved tests (W-APT and ACCESS), teacher collaboration and observation, home language surveys, and communication with students' families.

Hourly instruction per level:

- 2 hours per week for WIDA level 1 and 2 students



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- 1.5 hours per week for WIDA level 3 and 4 students plus 30-60 minutes of push in time in the classroom/week
- 1 hour per week for WIDA level 5 and 6 students plus 30 minutes of push in time in the classroom/week

Teachers monitor student progress every 8 weeks in speaking, listening, reading, and writing using Reading A to Z program.

11.6.1 SUPPORT TO ESL FAMILIES

At CCFA there are three bilingual aides, a bilingual speech pathologist, translators and interpreters available at all times for translating documents and notes sent home, at meetings, or at parent teacher conferences.

CCFA uses School Messenger to communicate important school information in the family's first language.

There are several ESL Family nights per school year during which families have the opportunity to talk to members in the community and learn how to help their children at home.

11.7 SUPPLEMENTAL SCHOOL ACTIVITIES

TAPS Music in Literacy Program

Farm to Seed - nutritional cooking activities (Chester County Food Bank)

Karate Lessons

Girl Scouts & Boy Scouts

Grand-Friends Club at West Chester Senior Center

Violin Lessons Suzuki Method

African Drumming

West Chester University Partnership

Swimming Lessons at the YMCA

12 DISCIPLINE AND RECORDS POLICY

12.1 RESPECTING MEMBERS OF THE CCFA SCHOOL COMMUNITY

The fundamental premise of this policy is that students will show tolerance to all members of the school community. All students have a right to be free of intimidation either by word, gesture, or deed that is sexual, racial, cultural or religious in nature. Students who violate this premise will be subject to disciplinary action as determined by the administration.

12.2 SOME BASIC CCFA UNDERSTANDINGS

The Chester County Family Academy School Board has the authority to make reasonable and necessary rules governing the conduct of students in school. Provided by Section 1317 of the School Code of the Commonwealth of Pennsylvania: Authority of Teachers, Vice Principals and Principals over Pupils; every teacher, vice principal and principal in the public schools (CEO in the charter schools) shall have the right to exercise the same authority as to conduct and behavior over the pupils attending the school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians or persons in parental relation to such pupils may exercise over them.

- ▶ The teachers, with the support of the classroom assistants, have the responsibility to maintain a suitable environment for learning and the CEO has the responsibility for maintaining and facilitating the educational programs.
- ▶ The CEO is authorized by statute to suspend students for cause.
- ▶ Rules and regulations shall be published and reviewed with staff and students at the opening of each school year and shall be posted. Copies shall be available in the school office and available for parents upon request.
- ▶ The CEO shall be responsible for informing both parents and students of school rules and regulations at the opening of the school year.
- ▶ The teacher has the authority to send a student from a class to the Administrative Assistant or CEO for cause.
- ▶ Teachers and the school administrator shall administer discipline within federal and state statutes, regulations and guidance, and other specific policies relating to student behavior and discipline as adopted by the Chester County Family Academy Board.

In order that infractions of the rules established for student conduct may be treated equitably and consistently, the CCFA Board has approved a Disciplinary Action Schedule for CCFA. The intent of this schedule is to provide students with a definition of the limits of acceptable behavior and to equip teachers and the CEO for their disciplinary responsibilities. **The schedule shall be interpreted by the CEO and his or her designees in a manner which they deem just, given the circumstances of individual case.** Additionally, students must understand that the CEO shall have the authority to enforce other reasonable disciplinary action which they find warranted by situations not covered. The implementation of the student discipline policy rests with the CEO and instructional team and is an area which should be considered in performance evaluation.

12.3 WHY DISCIPLINE AT CHESTER COUNTY FAMILY ACADEMY?

Discipline should, as a minimum, have three objectives in mind:

- ▶ PRESERVE the optimum environment in which to deliver instructional services to every child.
- ▶ RESPOND to disruptive influences with corrective measures in a firm and consistent manner while attempting to correct deviant behavior and keep disrupters in school.
- ▶ REMOVE, as a last resort, the disrupters from the educational environment so that the majority may pursue their educational goals.

As present law now stands, it is the responsibility of the Board to continue with the education of the student until the student leaves second grade, in this K-2 Charter School, whether in the formal educational setting or in a setting outside that environment.

12.4 CHESTER COUNTY FAMILY ACADEMY STUDENT RIGHTS & RESPONSIBILITIES

The Chester County Family Academy Board recognizes that it has the responsibility to assure students the legal rights that are theirs by virtue of guarantees offered to all persons under the federal/state constitutions and statutes. In connection with rights are responsibilities that must be assumed by students.

It is the CCFA Board's belief that as part of the educational process, the K-2 Students and the families of the CCFA Charter School should be made aware of their legal rights and also the legal authority of the CCFA Board to make or delegate authority to employees of the CCFA to make rules and regulations regarding the orderly operation of Chester County Family Academy.

Student rights include, but are not limited to:

1. Civil Rights, including the rights to equal educational opportunity and freedom from discrimination;
2. The right to attend free public schools;
3. The right to due process of the law with respect to suspensions, expulsions, and unreasonable searches and seizures;
4. The right to not be subject to corporal punishment;
5. The right to free inquiry and expression which implies the right of a person to decline to recite the Pledge of Allegiance and salute the flag; and
6. The right to privacy, which implies the right of a person to dress and/or groom as he/she pleases within certain limits.

Student responsibilities include, but are not limited to:

1. The responsibility to attend school as required by law;
2. The responsibility to observe school rules, regulations and policy, as well as federal, state and local laws;
3. The responsibility to work with the CEO and CCFA staff to develop a climate within the school that is conducive to learning;
4. The responsibility to respect the rights of CEO, staff, students and all others who are involved in the educational process;
5. The responsibility not to interfere with the education of other students;
6. The responsibility to assist the school staff in operating a safe school;
7. The responsibility not to discriminate against others;
8. The responsibility to observe reasonable rules regarding free inquiry and expression; and
9. The responsibility to exercise proper care when utilizing public facilities and equipment.

12.5 CHEATING/PLAGIARISM

CCFA's mission is to expand a parents' choice to make informed decisions about their child's education. CCFA is a custom designed, public school, transition program, funded with public dollars, providing a "private school style", science based education program for grades K-2.

CCFA educates and inspires K-2 students to achieve their personal best. Young learners will be expected to develop and maintain a sense of academic integrity; that is, students will be expected to do their own work. Instances of cheating and/or plagiarism will be dealt with by the classroom teachers, with administrative intervention, when necessary.

12.6 ELEMENTARY STUDENT EXPECTATIONS

12.6.1.1.1 Chester County Family Academy Code of Conduct

- Students will respect everyone's right to learn
- Students will choose ways to resolve conflict using word, without fighting
- Students will accept others for who they are and respect differences
- Students will show proper respect for: themselves, other students, adults, school property and personal property

12.6.1.1.2 Student Job Description

My education is important. To the best of my ability, I will:

- Arrive at school on time every day
- Complete my homework and be prepared every day
- Be a cooperative learner
- Ask for help when I need it
- Help others when possible
- Demonstrate a positive attitude
- Follow school and classroom rules

Students have the responsibility to conduct themselves according to the Code listed above and to meet their responsibilities by following the Student Job Description. Students who fail to do so will be subject to follow the schedule of disciplinary action.

12.7 ADMINISTRATIVE ACTION ELEMENTARY

At times, during the course of operation of the CCFA, student misbehavior will necessitate action on the part of the Board. At this point, the school administration will have exhausted all approaches in attempting to correct the student's misbehavior. The CEO may have, at various times, worked with these resources and shall keep records and documentation as evidence of other efforts. The resources shall include:

- Parents
- Teachers
- Guidance counselor/counselor
- Community or religious resource personnel
- Social agencies

- Psychologist

The breach of discipline within the schools will probably fall into two major classes of offense:

1. Violation of the rules of conduct of the school (see Level I, II and III)
2. Violation of rules of conduct of the school because they are a violation of the law (a crime has been committed) (see certain Level III offenses)

This second category of infraction calls for dual corrective action of CCFA's CEO response as well as a community administered response. The school action would be as in the class one infraction, except for the sanction imposed. In addition, the appropriate law enforcement agency would be brought into the matter.

This course of action would remove from the school personnel that discretion which decides that, for example, one case of physical assault is breaking the law while another is not.

12.8 SCHOOL OFFENSES

Any student subjected to disciplinary action which involves his/her removal from the normal classroom environment is still to demonstrate mastery of all subject matter for advancement to the next grade level. It is the responsibility of the student, with parent & school support, subjected to such disciplinary action to ensure that he/she remains current with course subject matter/curriculum and that she/he arranges with the parent & school support, with the CEO/School Staff for the taking of any examinations missed due to his/her absence from school. Parents/guardians of the CCFA student shall be notified immediately by phone, if possible, and in writing when a student has been suspended internally or externally from class.

Possession, distribution or use of alcoholic beverages or drugs will result in the application of Policy JCDAC.

A student who is on suspension shall not participate in, or attend any extracurricular school activity during the period of internal or external suspension. This will be in effect immediately upon notification of the suspension. Suspension shall be in effect until the start of the first school day that the student is eligible to return to school. A student who is participating in an extracurricular activity must be in school in order to participate on that day. Further, a student will be subject to the terms of the Extra-Curricular Code of Conduct.

12.8.1 ELEMENTARY SCHOOL DISCIPLINARY ACTION SCHEDULE

Different offenses should require different responses. The following is a categorization of offenses into levels:

A. Level I

1. Unexcused lateness to school or class
2. *****Possession/use of personal technology devices in violation of Policy JCDAE
3. Disrespect to peer(s)
4. Other minor infractions of unacceptable behavior in or on school property

B. Level II

1. Cutting class
2. Tobacco use (see Policy JCDDA)
3. Truancy (see Policy JB)
4. Insubordination
5. Willful fighting

6. *Defacing school property
7. Violation of Student Acceptable User Policy IFBH and Software Policies IFBI
8. Verbal assault
9. Intimidation
10. Foul and abusive language
11. Theft
12. Peer conflict/disrespect/disturbance
13. ***Harassment (see Policy JGDB)
14. *****Possession/use of personal technology devices in violation of Policy JCDAE
15. Other serious infractions of unacceptable behavior in or on CCFA’s school property, or while under CCFA/school supervision or jurisdiction

C. Level III

1. Physical assault
2. ****Possessing a weapon
3. Arson, false alarm or 911 Call
4. Bomb threats
5. *Vandalism
6. Controlled substance abuse (drugs and alcohol) (see Policy JCDAC)
7. ***Harassment (see Policy JGDB)
8. Intentional contact
9. Terroristic threats
10. **Bullying (see Policy JGDC)
11. Commission of any other act punishable under the Pennsylvania Crimes Code
12. Other most serious infractions of unacceptable behavior in or on school property, or while under school supervision or jurisdiction

12.8.2 CCFA/ELEMENTARY SCHOOL ADMINISTRATIVE ACTION SCHEDULE

The CCFA Board Action Schedule shall be interpreted by the CEO and their designees in a manner which they deem just given the circumstances of the individual case.

A. LEVEL I

CCFA disciplinary options may include, but are not limited to, any one or more of the following:

1. Verbal reprimand
2. Detention
3. Restrictions
4. Parent notification
5. Internal suspension

B. LEVEL II

CCFA Disciplinary options may include, but are not limited to, any one or more of the following:

1. Parent notification
2. Parent conference
3. Restrictions
4. Internal suspension
5. External suspension
6. Notification of local law enforcement agency

C. LEVEL III

The offenses in this class are of a nature that their commission represents a violation of law and are subject to civil and/or criminal penalties. This type of behavior is obviously unacceptable in the educational environment. The local law enforcement agency will be notified on all Level III offenses. In addition, the following action will be taken:



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1. A first offense may result in a 10-day external suspension from school.
2. A second offense may result in a 10-day external suspension from school and a CCFA Board hearing shall be held with administration recommendation for exclusion of the student for the remainder of the school year.

The administrator may, if he/she considers the committing of offenses in this category serious enough to be a threat to the health, safety or welfare of others, request a CCFA Board Hearing for exclusion of the student upon commitment of the offense for the first time.

13 DISCIPLINARY GUIDELINES FOR SPECIAL EDUCATION STUDENTS

Special Education guidelines address the often-confusing subject of discipline for students with disabilities. Should questions arise regarding disciplining of these students, they should be directed to the Supervisor of Special Education for clarification. The ability of school districts to exclude students with disabilities for disciplinary violations depends upon three factors:

- (1) whether the exclusion constitutes a “change of placement;”
- (2) whether the conduct was a “manifestation of the disability;” and
- (3) whether the conduct is the result of an “inappropriate placement.”

Please keep in mind the following guidelines:

1. Mentally retarded students may not be excluded from school without parental agreement, or unless an injunction is obtained.
2. Other special education students should not be excluded from school for behavior that is a manifestation of his or her disability or which is the result of an inappropriate placement.
3. Special education students whose conduct is not related to a disability and whose conduct is not the result of an inappropriate placement may be subject to normal discipline rules and excluded from school for up to ten (10) consecutive days.
4. No special education student may be subject to disciplinary exclusion for more than ten (10) consecutive days without initiating due process procedures applicable to a change of educational assignment.
5. No special education student may be excluded for more than fifteen (15) days in a school year.
6. If a student with a disability brings a firearm to school, the District may place the student in an interim alternative educational setting for up to 45 calendar days. During this interim period, an IEP team will convene to determine an educational placement which would be appropriate for the student. In the event that the student’s disability is mental retardation, the District is to issue a Notice of Recommended Assignment (NORA) requesting a change in placement. If the parent disagrees, then a court order is needed.
7. Even if an exclusion from school is agreed to or approved, both the IDEA (Individuals with Disabilities Education Act) and Pennsylvania regulations governing expulsion indicate that expelled students still have a right to special education and related services.
8. In situations where the student’s inappropriate conduct is related to the disability, is the result of an inappropriate placement, or where the administration’s recommendation is to exclude the student from school beyond ten (10) days so that a change of educational assignment must take place, or if there are any questions regarding the implementation of any of these guidelines, the Supervisor of Special Education shall be contacted for guidance.
9. The provisions of this Discipline and Records Policy regarding possession of weapons shall apply to special education students. However, in applying these weapon possession provisions to special education students, the CEO of School or other chief administrative officer shall take all steps necessary to comply with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.). Each case represents unique circumstances that must be analyzed individually to ensure that proper procedures are followed.

14 POSITIVE BEHAVIOR SUPPORT POLICY

To ensure compliance with the requirements of Chapter 14 of the regulations of the Pennsylvania State Board of Education governing behavior interventions and the use of restraint with students identified with disabilities.

14.1 GENERAL POLICY

The following principles shall govern the use of behavior supports and interventions for children with disabilities:

- a.** Positive techniques for the development, change, and, maintenance of behaviors shall be the least intrusive necessary.
- b.** Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.
- c.** The use of restraints to control the aggressive behavior or an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness.
- d.** The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.
- e.** Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself/herself or others or promote normative body positioning and physical functioning.
- f.** The following aversive techniques for addressing behavior are inappropriate and may not be agencies in educational programs:
 - Corporal punishment;
 - Punishment for a manifestation of a child's disability;
 - Locked rooms, locked boxes, or other locked structures or spaces from which the child cannot readily exit;
 - Noxious substances;
 - Deprivation of basic human rights, such as withholding meals, water or fresh air;
 - Suspensions constituting a pattern as defined in Section 14.143(a) of the regulations of the State Board of Education, 22 Pa Code § 14.143(a), and any successor regulation;
 - Treatment of a demeaning nature;
 - Electric shock;
 - The use of prone restraints, which are those by which a student is held face down on the floor.
- g.** The LEA of Chester County Family Academy has the responsibility for ensuring that Positive Behavior Support Programs are in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques.
- h.** Policy requires that the LEA obtain parental consent prior to the use of restraints or intrusive procedures when included in a student's IEP as reflected in 22 Pa. Code Chapter 14.133(c).

14.2 SPECIAL DEFINITIONS

As used in this policy, the following words and terms shall have the following meanings, unless the context clearly indicates otherwise:

- a.** *Aversive techniques* - Deliberate activities designed to establish a negative association with a specific behavior;
- b.** *Behavior support* - The development, change and maintenance of selected behaviors through the systematic application of behavior change techniques;
- c.** *Positive behavior support plans* - A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. These plans must include methods

that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards;

- d. *Restraints* - The application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body, excluding the following: (a) Briefly holding a student, without force, to calm or comfort himself/herself;
- (b) Guiding a student to an appropriate activity;
- (c) Holding a student's hand to escort him/her safely from one area to another;
- (d) Hand-over-hand assistance with feeding or task completion;
- (e) Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP;
- (f) Mechanical restraints governed by Section 2.3 of this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

14.3 USE OF PHYSICAL RESTRAINTS OTHER THAN MECHANICAL RESTRAINTS

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The CEO of School or his or her designee shall notify the parent as soon as practicable of the use of restraint to control the aggressive behavior of his or her child and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

Whenever the use of restraint to control acute or episodic aggressive or self-injurious behavior can be reasonably anticipated for a particular student, CCFA shall make every effort to obtain prior parent consent for such use. Inclusion of such restraints in the IEP of the student, when the parents have received appropriate prior written notice of that IEP, shall constitute sufficient evidence of parent consent for purposes of this policy. In the event that the need to use restraint cannot be reasonably anticipated for a particular student and parents refuse to provide consent, appropriately trained staff may use such restraint under certain conditions. These conditions are when the student is acting in a manner that constitutes a clear and present danger to himself/herself, to other students, or to employees. The parent is to be notified following use of restraint.

The use of restraints may only be included in a student's IEP under the following conditions:

- a. The restraint is used in conjunction with specific components of positive behavior support;
- b. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior;
- c. Staff is authorized, and has received all training required, to use the specific procedure;
- d. The positive behavior support plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support;
- e. The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment.

14.4 USE OF MECHANICAL RESTRAINTS

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself/herself or others or promote normative body positioning and physical functioning.

14.4.1 PROSCRIPTION OF CERTAIN AVERSIVE TECHNIQUES

The following aversive techniques for addressing behavior are inappropriate and may not be used in educational programs:

- Corporal punishment;
- Punishment for a manifestation of a child's disability;
- Locked rooms, locked boxes, or other locked structures or spaces from which the child cannot readily exit;
- Noxious substances;
- Deprivation of basic human rights, such as withholding meals, water or fresh air;
- Suspensions constituting a pattern as defined in Section 14.143(a) of the regulations of the State Board of Education, 22 Pa Code § 14.143(a), and any successor regulation;
- Treatment of a demeaning nature;
- Electric shock;
- The use of prone restraints, which are those by which a student is held face down on the floor.

14.5 REFERRAL TO LAW ENFORCEMENT

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan shall be required for students with disabilities who have positive behavior support plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the District, the CEO of School or his or her designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the functional behavioral assessment and the positive behavior support plan of the student.

14.6 REGULAR PROGRAM OF TRAINING

The CEO of School or his or her designee shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods, and techniques, including restraints, that those personnel will be expected to employ in the implementation of positive behavior supports or interventions in accordance with the IEP of the child and this policy.



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15 BULLYING AT CHESTER COUNTY FAMILY ACADEMY

The Chester County Family Academy recognizes that bullying and intimidation have a negative effect on the learning environment. Students who are intimidated and fearful cannot give their education the single-minded attention needed for success. Bullying can also lead to more serious violence. Every student has the right to an education and to be safe in and around school. It is the CCFA Board's belief that in order to foster an ideal learning environment, bullying of any student shall not be tolerated.

15.1 SCHOOL PERSONNEL INTERVENTION CONCERNING BULLYING AT CCFA

Chester County Family Academy expects school personnel who observe or become aware of an act or series of acts that s/he believes to constitute bullying to take immediate, appropriate steps to intervene, unless such intervention

would be a threat to the school personnel's safety. If the school personnel are unable to intervene, believe that his/her intervention has not resolved the matter, or the objectionable action persists, she/he shall report the bullying to the CEO or his/her designee for further investigation.

15.2 REPORTING BY STUDENTS OR PARENTS CONCERNING BULLYING AT CCFA

Chester County Family Academy expects students and parents who observe or become aware of an act or series of acts that they believe to constitute bullying to report it to the school CEO or his/her designee for further investigation.

15.3 INVESTIGATION PROCEDURES CONCERNING BULLYING AT CCFA

Upon learning of a bullying incident, the CEO or his/her designee shall contact the parents of both the alleged aggressor and the alleged subject of the aggression, interview both students and thoroughly investigate. This investigation may include, but is not limited to, interviews with students, parents and school personnel; review of school records; and identification of parent and family issues. All employees shall cooperate with any investigation conducted under this policy or by any local, state or federal agency.

15.4 CONSEQUENCES/INTERVENTIONS CONCERNING BULLYING AT CCFA

Students found to have bullied others shall be subject to the consequences set forth for Student Discipline. Further, students may be subject to counseling. Depending on the severity of the incident, the CEO or his/her designee may also take appropriate steps to ensure student safety. These may include, but are not limited to, implementing a safety plan; separating and supervising the students involved; providing staff support for students as necessary; reporting incidents to law enforcement, if appropriate; and developing a supervision plan if needed. CCFA has a partnership with the Sheriff's Department and that partnership involves Sheriff Welsh's Bullying Program and Safety Program and relevant interventions that teach appropriate behaviors with others.

15.5 RETALIATION AND FALSE CHARGES CONCERNING BULLYING AT CCFA

Retaliation against students, school personnel or other persons who report bullying pursuant to this policy or who participate in any related proceeding is prohibited. The CCFA Board deems retaliatory acts as harmful as bullying acts and shall take appropriate action against students who retaliate against any student, school personnel or other person who reports alleged bullying or participates in related proceedings. Such action may include discipline up to and including expulsion. Students who knowingly make false charges



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of bullying or retaliation shall be subject to disciplinary action up to and including expulsion. CCFA deems retaliatory acts and false charges as very serious.

15.6 CCFA ANTI-BULLYING EFFORTS

The Chester County Family Academy is committed to its no tolerance stance on bullying so that all students may enjoy a safe, secure, learning environment.

- For our students, we have been using CCFA's contracted school psychologist who provides a whole class educational program focusing on fostering age appropriate social/emotional skills and creating a positive classroom environment. The goal is to help children enjoy happy, health, drug-free lives. The program also focuses on communication, conflict resolution, problem solving and mediation. All staff members are required to participate in this program.
- In the classrooms, the teachers facilitate and demonstrate the importance of positive social skills by incorporating teaching methods for children to be responsible for their actions, words, choices and behaviors.
- Lunch Buddy program to discuss positive behavior and social skills
- Visitations from the Chester County Sheriff's Department.
- Children and staff visit the West Chester Police Department.
- School counselor to discuss and educate students on the effects of bullying.
- Supported by the Crimes Victim Center of Chester County.

16 DUE PROCESS

Due process procedure shall be followed in all cases of exclusion and suspension in accordance with CCFA Board Policies JDD and JDE-R; i.e., in school suspension, external suspension, expulsion.

17 AFTER-SCHOOL DETENTION

The CEO or any teacher, may, if necessary, detain a student for disciplinary reasons after school hours. Detention on one day is to be for a maximum of 15 minutes. The following should be observed when detaining a student:

1. Parents are to be given 24 hours by CCFA and the student will bring home a note about the detention. Parents are responsible to come and pick up their child.
2. If a teacher feels that 15 minutes is not sufficient, then another day of detention can be assigned to the student.
3. Students are never to be left alone during their detention. They must always be supervised by the detaining teacher.
4. If a parent requests that their child be excused from his detention for a particular day this decision will be made by the teacher who assigned the detention. Sometimes, due to family situations and emergencies, it is best that the parent's request be honored. However, it is suggested that the teacher call and come to an agreement with the pupil's parents.

18 CCFA IN-SCHOOL SUSPENSION AND TEACHER RESPONSIBILITIES

The teacher in charge of the in-school suspension room at Chester County Family Academy shall:

- A. Supervise the students assigned to the room and have the task of accounting for all such students under his/her charge.
- B. Maintain daily records of students assigned and written reasons for being assigned, and be responsible for seeing that these assignments are completed.
- C. Assist students in proper completion of classroom assignments and/or learning packets.
- D. Make referrals to the counselor regarding students who need special help.
- E. Compile a summary disciplinary report at the end of each report period and forward it to the CEO, who may forward it to the CCFA Board. In the event that the in-school suspension teacher is not a permanently assigned position, the CEO of the Charter School will be responsible for all reports.
- F. Be in daily contact with the CEO of the Charter School to be responsible for the coordination of the program. When no students are assigned to in-school suspension, the teacher will perform duties as assigned by the CEO for in-school suspension.

19 PERSONAL TECHNOLOGY DEVICES

Violations of Policy JCDAE may result in disciplinary action and may result in confiscation of the personal technology device by school personnel. Personal Technology Devices are defined as any device capable of capturing, storing, and/or transmitting information, including text, audio, and/or video data, not owned by CCFA. These include, but are not limited to, such devices as laser pointers, telephone pagers/beepers, cellular telephones, handheld computers, laptop computers, calculators, digital musical players, including without limitation iPods and MP3 players, and digital and video cameras. Personal Technology Devices shall only be permitted and utilized in accordance with this Handbook and Board Policy JCDAE.

Possession of laser pointers and attachments and paging devices/beepers are prohibited on CCFA property, on buses and other vehicles provided by the child's School District, and at CCFA District-sponsored activities, without prior CEO/administrative approval.

Cellular telephones shall be turned off during instructional and class time, during a school evacuation, and at any other time where use of the device would cause a disruption of school activities. Cellular telephones shall not be used during extracurricular activities unless expressly authorized by the CEO or the activity sponsor. Photographic, audio, or video recording capabilities of cellular telephones shall not be used while on CCFA property or while engaged in a CCFA sponsored activity, unless authorized in advance by the building CEO or designee. Cellular phones must remain off during a school evacuation. CCFA reserves the right to monitor the use of all Personal Technology Devices and, if connected to the network, to monitor and log network utilization. CCFA prohibits possession and/or use by students of any device that provides for an unfiltered connection to the Internet.

Personal technology shall be restricted to classroom or instructional-related activities. Students shall comply with all CCFA requests and conditions regarding the connection of personal technology devices to CCFA's network. CCFA shall not be liable for the loss, damage or misuse of any personal technology brought to school by a student or to the inadvertent loss of data or interference with files resulting from CCFA's efforts to maintain the privacy, integrity and security of its network. Responsibility for the maintenance and repair of personal technology rest solely with the student.

20 STUDENT HARASSMENT

The CCFA Board is committed to maintaining a learning/working environment free from sexual harassment and harassment based on race, religion, national origin, ancestry, disability, medical condition, marital status, age or sexual orientation (hereinafter the term “protected characteristics” shall refer to race, religion, national origin, ancestry, disability, medical condition, marital status, age and sexual orientation. The term “protected characteristic” shall refer to any one of the protected characteristics. Therefore, the purpose of this policy is to prohibit sexual harassment and harassment based on any of the protected characteristics at school or any school sponsored event/activity.

It shall be a violation of this policy for any student while on CCFA property, or during a CCFA event/activity, to sexually harass a student, school personnel or other person, or harass a student, school personnel or other person based on any of the protected characteristics. Further, it shall be a violation of this policy for any student while on CCFA property, or during a CCFA event/activity, to assist or encourage sexual harassment or harassment based on a protected characteristic of a student, school personnel or other person.

20.1 COMPLAINT PROCEDURE - FORMAL COMPLAINT

20.1.1 REPORTING A COMPLAINT

Any student, or other person who believes he or she has been the victim of sexual harassment or harassment based on a protected characteristic by a student or by school personnel should report the alleged harassment as soon as possible. Further, any student who has knowledge of conduct which may constitute prohibited harassment should report any such conduct to one of the compliance officers designated in this policy or to any school personnel. Any school personnel who has knowledge of conduct which may constitute prohibited harassment shall immediately report the alleged harassment to one of the compliance officers designated in this policy. The reported complaint of harassment should be made orally or in writing with either the CEO or one of the compliance officers designated in this policy. The CEO shall immediately forward any report of alleged prohibited harassment to the compliance officer. Any complaint that involves the compliance officer or CEO shall be reported to the President of the CCFA Board.

The complaint, the identity of the complainant and the identity of the person accused of harassment will be disclosed only to the extent necessary to fully investigate the complaint and only when such disclosure is permitted by law. Additionally, a complainant who wishes to remain anonymous shall be advised that such confidentiality may limit the Chester County Family Academy’s ability to fully respond to the complaint.

20.1.2 INVESTIGATION

Upon receipt of a report of alleged harassment, the compliance officer shall promptly authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the CEO to perform that function. The investigation shall be completed as soon as practicable, which generally should be not later than 14 calendar days after receipt of the report to the compliance officer. Upon receiving the complaint, the compliance officer shall acknowledge receipt of the complaint by giving written notice to the complainant that the complaint has been received. Also upon receiving the complaint, the compliance officer shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, taking measures to reduce or

intimate contact between the alleged harasser and the complainant and, in cases involving potential criminal conduct, determining whether law enforcement officials should be notified. If the compliance officer determines that more than 14 days will be required to investigate the complaint, the complainant and the accused shall be notified of the reason for the extended investigation and of the date by which the investigation will be concluded.

The investigation may consist of interviews with the complainant, the alleged harasser, and any others who may have knowledge of the alleged harassment or the circumstances giving rise to the complaint. The investigation may also consist of the inspection of any documents or other information deemed relevant by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the compliance officer, and any investigator appointed by the compliance officer, shall consider, at a minimum: (i) the surrounding circumstances; (ii) the nature of the behavior; (iii) incidents of past or continuing patterns of behavior; (iv) how often the conduct occurred; (v) the relationship of the alleged perpetrator to the alleged victim (e.g. whether the alleged perpetrator was in a position of authority over the alleged victim; (vi) the location of the alleged harassment; (vii) the ages of the parties and (viii) the context in which any alleged incident(s) occurred. Whether a particular action or incident constitutes a violation of this policy requires a case by case determination based on all the facts and circumstances revealed after a complete and thorough investigation. The compliance officer shall issue a written report to the CCFA CEO upon completion of the investigation. If the complaint involves the CEO, then the report shall be sent to the CCFA Board. The report shall include the compliance officer's determination of whether and how this policy was violated and recommendations for disciplinary and/or corrective action, if any. All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by any investigating local, state or federal agency.

20.1.3 ACTION BY THE CCFA CHARTER SCHOOL CEO

Within 5 calendar days of receiving the compliance officer's report, the CEO or his/her designee shall issue a decision regarding whether and how this policy was violated. This decision must be provided in writing to the complainant and the person accused of harassment. If the CEO or his/her designee determines that prohibited harassment occurred, prompt, appropriate action shall be taken to address and remedy the violation as well as to prevent any recurrence. Such action may include discipline up to and including expulsion or discharge. Whether or not the CEO or his/her designee determines that prohibited harassment occurred, the CEO or his/her designee may determine that school-wide, group or individual training be conducted or that the complainant be invited to receive counseling.

20.1.4 APPEAL

If the CEO or his/her designee determines that no prohibited harassment occurred, the complainant may appeal this finding to the School Board within 5 calendar days of receiving the decision. Any such appeal must be in writing and filed with the CEO of School who shall forward the appeal and investigation record to the CCFA Board. The CCFA Board shall make a good faith effort to make a decision within 30 calendar days of receiving the record. The CCFA Board may ask for oral or written argument from the complainant, the CEO of School, the person accused of harassment, and/or another person(s). If the CEO or his/her designee determines that prohibited harassment occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.



18.1.5. Compliance officer and alternate compliance officer

The CCFA Board shall designate a “Director of Human Resources”, from the board as the compliance officer described within this policy. Complaints of harassment may also be made to the alternate compliance officer.

The mailing address is: Chester County Family Academy, 530 E. Union Street, Suite A, West Chester, PA 19380. The alternate compliance officer shall act as the compliance officer for any complaint received by him/her. The responsibilities of the compliance officer shall include the following:

- a) receive reports or complaints of harassment;
- b) oversee the investigation of any alleged harassment;
- c) assess the training needs of CCFA in connection with this policy;
- d) arrange necessary training to achieve compliance with this policy;
- e) ensure that any harassment investigation is conducted by an impartial and appropriately trained investigator;
- f) take all reasonable measures to protect the alleged victim and others during the investigation.

20.1.5 INFORMAL PROCEDURE AT CCFA

If the complainant and the person accused of harassment agree, they may arrange with the compliance officer to attempt to resolve the complaint informally with the help of a counselor, teacher, or administrator. In that event, they shall each be informed by the compliance officer that they have the right to abandon the informal procedure at any time in favor of the initiation or continuation of the formal complaint procedure set forth above. If the complainant and the person accused of harassment are successful in resolving the complaint informally, the compliance officer shall keep a written record of the agreement between the parties.

20.2 MISCELLANEOUS

20.2.1 RETALIATION

Retaliation against students, school personnel or other persons who report harassment pursuant to this policy or who participates in any related proceeding is prohibited. The CCFA Board deems retaliatory acts as harmful as harassing acts and shall take appropriate action against students or school personnel who retaliate against any student, school personnel or other person who reports alleged harassment or participates in related proceedings. Such action may include discipline up to and including expulsion or discharge.

20.2.2 RIGHT TO ALTERNATIVE COMPLAINT PROCEDURE

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited harassment including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

20.2.3 DISSEMINATION OF POLICY

All employees and administrators shall receive a copy of this Policy when they are hired and annually thereafter. In addition, this Policy shall be posted in every District building housing student classrooms or school personnel offices.

20.2.4 FALSE CHARGES

Students who knowingly make false charges of harassment or retaliation shall be subject to disciplinary action up to and including expulsion or discipline.

21 DRUG AND ALCOHOL ABUSE

The CCFA Board finds that the possession, use, distribution or delivery of drugs, mood altering substances and/or alcohol beverages by students while engaged in activities subject to control by the CCFA School District is a matter of concern and injurious to the health, safety and welfare of students.

Through curriculum, the school staff and community support and resources, strong and consistent commitment by every member of the CCFA team, we will educate, prevent, and intervene in the use and abuse of all drugs, alcoholic and all mood-altering substances by students.

The CCFA Board prohibits any student from knowingly possessing, using, transmitting, manufacturing, selling, distributing or being under the influence of any controlled substance during travel to and from school; on school property; in school buses, vans or other vehicles used by, owned by, leased by or under the control of the CCFA, while participating in a school activity.

The following rules, regulation and guidelines shall be used by all school personnel when situations involve students' unlawful possession, use, transmission, manufacturing, sale, distributing and/or abuse of drugs, alcohol, any mood-altering substance or paraphernalia.

Appropriate disciplinary action will be taken by the CCFA board, which is in compliance with the laws and regulations of the Commonwealth of Pennsylvania.

21.1 LIMITATIONS

None of the provisions of this policy shall be construed to prohibit or regulate a student's use, possession, or transportation of medication prescribed for that student by a licensed physician according to that student's needs.

21.2 PRESCRIPTION MEDICATION

The administration of all medication shall be in accordance with state and local medication administration of medicines. School nurse or designated CCFA staff may give medications to students. Parents are free to come to school if they wish or need to give medications at any time.

21.3 RESPONSIBILITY

All personnel of the CCFA school shall report to their immediate supervisor any student, employee or other person who violates the CCFA Board's controlled substance prohibition. The supervisors shall report such information to the CEO immediately and confirm the same in writing as soon as possible relating to the specific sequence of events in each case. The CEO will immediately notify the appropriate law enforcement agency in any case involving persons not related to CCFA. Incidents of possession, use, sale of controlled substances by any person on CCFA's school property shall be reported to the Office of Safe Schools on the required form at least once each year.

21.4 SEARCH AND SEIZURE

The CEO or his/her designee is authorized to conduct appropriate searches and to seize contraband on school premises in compliance with safe practices and lawful search procedures. Student searches must be justified at their inception by reasonable suspicion a law has been violated or is being violated and that



evidence of the violation will be disclosed by the search. The search actually conducted must be reasonable related in scope to the circumstances which justified the search at its inception.

Students shall have no expectation of privacy regarding items placed in their belongings. A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever school personnel have reasonable suspicion to believe that a student is in possession of items that are illegal or violate school policy or federal, state or local law.

It shall be the policy of the CCFA school to permit school personnel to conduct blanket searches of the school property with professionally trained handlers and dogs for the purposes of detecting illegal materials.

21.5 VIOLATION OF POLICY FOR POSSESSION AND / OR USE

A student who violates this Policy shall be subject to the following disciplinary, rehabilitative and punitive actions. The Board reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of controlled substances even if the same is not provided for specifically in any rule or regulation enumerated herein. An infraction occurs when a student manufactures, uses, abuses, possesses, actively or constructively, is under the influences of controlled substances or drug paraphernalia during travel to and from school, on school property; in school buses, vans or other vehicles, used by or owned by, leased by, or under control of the District, or while participating in a school activity/event held away from school premises, or at any school sponsored activity anywhere, or who conspires, aides, or abets the use, abuse, active possession, or constructive possession, of controlled substances.

21.5.1 FIRST OFFENSE

1. The CEO will be immediately notified of any violation of this policy. The CEO shall initiate appropriate disciplinary action in accordance with the CCFA Policy cited here.
2. The CEO will meet with the student to ascertain the circumstances related to a possible policy violation and the CEO will promptly notify the student's parent(s) or guardian(s) concerning the incident and will seek additional information that could guide disposition of the possible policy violation.
3. The student may be sent home or removed from the school to receive medical attention if required. When parent(s) or guardian(s) cannot be reached, the CEO or other school authority will decide to obtain medical treatment for the student or to temporarily isolate the student.
4. The CEO of the charter school will notify the appropriate legal authorities for investigation and disposition.
5. The CEO or designee will schedule a hearing in accordance with policy.
6. Should it be determined the offense was committed by the student, the student will be externally suspended from school for ten (10) days.
7. When a student returns to school, he/she must enter an intervention group for six weeks.

21.5.2 SECOND OFFENSE

Any person who violates this policy a second time commits a second offense. All requirements, procedures, due process and penalties that govern first offense under this policy will apply under the second offense. In addition, the following disciplinary action and requirements apply:

1. The student will obtain a drug and alcohol assessment and will comply with all assessment recommendations as a condition for readmission to school after the suspension or required rehabilitation.
2. Any student who receives a second offense and who refuses to obtain a drug and alcohol assessment or who obtains the assessment and does not comply with the assessment recommendations will be



recommended for expulsion. Expulsion is exclusion from school by the Board of School Directors for a period that exceeds ten (10) school days and may be permanent.

21.5.3 ADDITIONAL REQUIREMENTS

Any student who violates this policy (regardless of the number of offenses) will:

1. Be assessed by the Chester County Council on Addictive Diseases, Inc. (COAD) or similar type alternative program approved by the administration and comply with any recommendations from.
2. An Aftercare or Intervention group which are support and educational discussion groups.
3. Parent(s) or guardian(s) may select similar type alternative programs for students to attend as specified in paragraph (1) above. However, parent(s) and guardian(s) must have the CEO's written approval prior to any student's participation in an alternative program. Prior to receiving CEO's written approval for a student to attend an alternative program, parent(s) and guardian(s) must give written permission to the CEO or designee to obtain all complete records when the student attends an alternative program. CCFA will not pay any expense incurred by the student, parent(s) or guardian(s) when the student participates in an alternative program.
4. While a student is suspended out-of-school and attending the alternate education program he/she shall not participate in or attend as a spectator any school sponsored activity. School related and/or school sponsored activities include, but are not limited to, clubs, musical groups, publications, athletics and other activities. Further, the student must successfully complete the COAD or other approved program recommendations as scheduled by the school or the school approved alternative program and the Student Aftercare or Intervention group.
5. Eligibility for participation in school extracurricular activities (including athletics, clubs and organizations) shall be further in accordance with school code of conduct.

21.6 CONFIDENTIALITY

Any privileged confidentiality between students and prevention specialists, guidance counselors, school nurses, school psychologists, home and school visitors, drug and alcohol counselors, student assistance team members and others school employees shall be respected. Confidential communication made to school employees shall not be revealed without student or parent consent unless the best interest of the student can be served only by doing so. The student or parent shall, at the time of the informal intervention phase by this Policy, be asked to consent to the release of school records to the COAD Specialist for the sole purpose of determining an appropriate treatment program for the student.

21.7 SUSPECTED VISITORS

Visitors suspected of using, possessing, transmitting, manufacturing, selling, transporting or distributing controlled substances or of encouraging or promoting such activity while on school property or during the course of school sponsored activities shall be reported to the CEO who shall report the visitors to local law enforcement officials, if he/she deems the facts and evidence give him/her cause to do so.

22 DEFINITIONS AND SPECIAL NOTES

A. Bullying - an intentional electronic, written, verbal or physical act or series of acts directed at another student or students which occurs in a school setting, that is severe, persistent or pervasive; and has the effect of doing any of the following:

- (1) substantially interfering with a student's education;
- (2) creating a threatening environment; or
- (3) substantially disrupting the orderly operation of the school.

Examples of acts or series of acts that may constitute bullying if it meets the preceding definition include, but are not limited to, physical intimidation or assault; extortion; oral or written threats; teasing; putdowns; name calling; threatening looks, gestures or actions; cruel rumors; false accusations; and social isolation. Note: mutual "teasing" should not be confused with bullying behavior. Bullying behavior accomplished through electronic mediums, including but not limited to, computers, Internet, instant messaging, email, and social networking sites shall be subject to this policy.

B. School Setting - in the CCFA school, on CCFA grounds, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

C. Disrespect to Peer(s) – Teasing and name calling – oral or written.

D. Extortion – Intentionally obtaining or withholding property of another by threatening to

- (1) inflict bodily harm on anyone or commit other criminal activities;
- (2) accuse anyone of criminal offense;
- (3) expose any secret intending to subject any person to hatred, contempt or ridicule.

E. Forgery – Reproducing a parent's or guardian's signature, altering school records, other offenses as set forth in the Pennsylvania Crime Code, 18 Pa. C.S. §§ 4104 et.seq. as may be amended, or other similar actions.

F. Foul and Abusive Language – Use of language that is vulgar, profane, or lewd.

G. Harassment – Harassment is defined in accordance with the definitions found in Policy JGDB. Harassment is either (1) sexual harassment and/or (2) harassment based on race, religion, national origin, ancestry, disability, medical condition, marital status, age or sexual orientation.

H. Hazing – Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization (including, but not limited to, clubs, sports teams, musical groups such as band and orchestra) by the Chester County Family Academy – Charter School. The term shall include, but not be limited to, any brutality of physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which adversely affects physical health and safety for the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property. For purposes of this definition, any activity as described in this definition upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be

presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding.

I. Insubordination – Refusing to follow a reasonable directive of either a school district professional employee or administrator acting within the scope of his/her authority.

J. Intentional Contact – Intentionally causing contact with another, when such contact is neither invited or provoked and the purpose of such contact is insubordination, harassment, extortion or the threat or suggestion of physical assault. Intentional shoving, hitting, kicking, slapping, bumping, holding, pushing and throwing objects with a wrongful purpose are examples of such conduct. Unintentional or inadvertent conduct, reflexive conduct or conduct taken in the reasonable belief of self-defense or invitational, or conduct by a student with a recognized disability which affects his or her ability to control his or her actions, are not included. Even if provoked, persisting in such contact when a reasonable opportunity to stop is available, shall be included.

K. Intimidation – To frighten or make timid another student by threats, bullying, or other aggressive actions or language.

L. Minor Bus Problems – Those behaviors that are not chronic or jeopardize the safety of others.

M. Misuse of the Internet – Obtaining access to the Internet intentionally and without proper authorization or misuse of the Internet which can be viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language or any violation of local, state or federal laws relating to use of the Internet. (Refer to Board Policy IFBH – “Student Internet Acceptable User Policy.”)

N. Personal Technology Device – Any device capable of capturing, storing, and/or transmitting information, including text, audio, and/or video data, not owned by the District. These include, but are not limited to, such devices as laser pointers, telephone pagers/beepers, cellular telephones, handheld computers, laptop computers, calculators, digital musical players, including without limitation iPods and MP3 players, and digital and video cameras.

O. Physical Assault – (1) Attempting to cause or intentionally, knowingly or recklessly causing bodily injury to another; (2) negligently causes bodily injury to another with a deadly weapon; (3) attempts by physical menace to put another in fear of imminent serious bodily harm; or (4) any offense prohibited by Chapter 27, “Assault”, of the Pennsylvania Crimes Code (18 Pa. C.S.A. § 2701 et seq; and as may hereafter be amended).

P. School Personnel - Any CCFA board member, CCFA employee, agent, volunteer, contractor or other person subject to the supervision and control of the Charter School. (LEA entity)

Q. Terroristic Threats – Threatening to do immediate and/or future personal bodily harm to another or others.

R. Theft – Withholding property of another permanently or for so extend a period as to appropriate the major portion of its economic value, or with intent to restore only upon payment of reward or other compensation; or to dispose of the property so as to make unlikely that the owner will recover it; or any offense prohibited by Chapter 39, “Theft and Related Offenses”, of the Pennsylvania Crime Code (18 Pa. C.S.A. § 3901 et seq. and as may hereafter be amended).

S. Tobacco Use – Possessing and/or using tobacco in any form, including but not limited to, in or as a lighted or unlighted cigarette, cigar, pipe, snuff, chewing tobacco and smokeless tobacco; or possessing or using tobacco use paraphernalia, including but not limited to, lighters or matches.

T. Vandalism – Damaging tangible and intangible property of another intentionally, recklessly, or by negligence in the employment of fire, explosive, or other means; or recklessly or intentionally tampering with tangible property of another so as to cause or attempt to cause unjustified actual harm to tangible and intangible property of another.

U. Verbal Assault – Verbally addressing a teacher with lewd, vulgar or profane language and in an aggressive or otherwise disrespectful manner.

V. Weapons in the School – Weapons and replicas of weapons are forbidden on school property. Weapons shall be any animate or inanimate device, instrument, materials or substance which, under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury. Weapons shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any tool, instrument or implement capable of inflicting serious bodily injury, including: metal knuckles; straight razors; explosives, noxious, irritating or poisonous gases; poisons; drugs or other items fashioned to use, sell, harm, threaten or harass students, staff members, parents, patrons or any other person.

W. Willful Fighting- Engaging in a fight or scuffle entered into by mutual consent.

22.1 SPECIAL NOTES

*Defacing school property and vandalism represent the same type of deviant behavior. For purposes of response, damages in excess of \$10 will be considered as vandalism while those of less than \$10 will generally be considered as defacing school property. In cases of less than \$10 in damages, discretion may be exercised by the CEO in classifying the action as vandalism based on extenuating circumstances, e.g. repeated offenses. In all cases, however, restitution will be sought with the application of disciplinary action as stated in the policy.

** Bullying as a Level III offense is a repeated course of conduct of an aggressor, whether in the underlying form of bullying and/or intimidation. Bullying of any kind is contrary to the school policy of mutual respect to peers and complaints or reports of such conduct will be investigated and addressed under Policy JGDC. After an investigation, appropriate school personnel will make any necessary determination concerning the level of offense based on the seriousness of the conduct and whether other aggravating factors such as repetitive and continuing conduct of the aggressor are present.

***Harassment as a Level III offense may be found where there is a repeated course of conduct or a single aggravated incident. Harassment as a Level II offense may be found where there is an isolated incident which, while inappropriate in an educational setting, does not in itself give rise to harm or offense of a serious nature. The determination of the appropriate level of the offense will be made by the compliance officer and reviewed in accordance with the procedures set forth in the school district's Harassment Policy JGDB.

****Pursuant to subsection "a" of the statute 1317.2 of the Pennsylvania School Code, a school district or area vo-tech school shall expel for a period of not less than one year, any student who is determined to have brought a weapon onto any school property, any school sponsored activity or any public conveyance providing transportation to a school or school sponsored activity. Any loaded or unloaded firearm or dangerous weapon possessed on or about a person while on district property is subject to seizure or



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forfeiture. Incidence of students possessing weapons will be reported to the student's parents and shall be reported to the police. Appropriate disciplinary and legal action will be taken against students who possess weapons and with students who assist possession in any way. However, weapons under the control of law enforcement personnel are permitted. The CEO of School may authorize other persons to possess weapons in school buildings. The CEO of School may prescribe special conditions or procedures to be followed before giving such authority.

*****Possession/use of personal technology devices in violation of Policy JCDAE is a Level II offense where an administrator considers the student's actions sufficiently severe or disruptive to the school environment. Terms otherwise undefined by this regulation shall be interpreted in the same manner as similar or identical terms in the Pennsylvania Crimes Code.

23 BUS TRANSPORTATION

CCFA has the authority to make responsible and necessary rules governing the conduct of students in school. All students are considered under the jurisdiction of the bus conduct regulations if being transported via a District sponsored vehicle. The school board is responsible for the adoption of policies and establishment of criteria and procedures governing discipline related to transportation for both public and nonpublic school students. Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding, or leaving the bus. Failure to follow the rules can create an unsafe environment on or around the bus, which increases the risk of injury or accident for all the other riders and drivers. Public school students who fail to comply with the rules may be suspended and/or removed indefinitely from his/her bus if the violation warrants. More serious incidents may involve suspension from school and possible police action.

In accordance with the identical transportation rules and consequences which apply to public school students, the District may refuse to provide transportation or to provide reimbursement for any such transportation or to in any other way comply with Act 372 for a nonpublic school student who violates the District's discipline regulations. Bus conduct for special education students shall be in compliance with special education regulations. Parents are responsible for transporting their child to and from school if the child has been excluded from bus transportation. A parent or guardian must be present at the bus stop in the mornings to put the children on the school bus and in the afternoons to receive them.

23.1 BUS STOP - RULES OF CONDUCT

A. LEVEL I

Students shall...

1. Arrive at the bus stop at least five (5) minutes before the scheduled bus arrival.
2. Wait in a safe place, clear of traffic and away from where the bus stops.
3. Wait in an orderly line and avoid horseplay.
4. Cross the road or street in front of the bus only after the bus has come to a complete stop and the student has look in both directions to make sure all traffic has stopped.
5. Cross the road or street in front of the bus after exiting the bus, stopping in front of the bus and checking that traffic has stopped in all directions.
6. Not commit minor infractions of unacceptable behavior.
7. Respect their peers

B. LEVEL II

Students shall...

1. Not run after a moving bus or through traffic.
2. Not play on or litter on private property.
3. Not commit other more serious infractions of unacceptable behavior.
4. Not commit acts of insubordination.
5. Not fight with others.
6. Not use foul or abusive language.
7. Not verbally assault or intimidate others.
8. Not bully or harass others.

C. LEVEL III

Students shall...

1. Not damage private property at a bus stop.
2. Not push others toward a moving vehicle.

3. Not commit any act punishable under the Pennsylvania Crimes Code.
4. Not physically assault others.
5. Not possess weapons.
6. Not commit arson, bomb threats, or other terrorist related activities.
7. Not use controlled substances
8. Not extort, harass, bully or engage in intentional contact with others.
9. Not commit acts of theft.

23.2 ON THE BUS - RULES OF CONDUCT

A. LEVEL I

Students shall...

1. Follow directions of the driver the first time given.
2. Not distract the driver's attention by engaging in loud talking or disorderly behavior while the bus is in motion.
3. Go directly to an available seat or assigned seat when entering the bus.
4. Not save seats for a friend which unduly limits bus seating capacity.
5. Remain seated and keep aisles and exits clear.
6. Be permitted to carry only objects that can be held on their laps.
7. Not eat, drink or chew gum on the bus.
8. Wear seat belts if they are installed on vehicle.
9. Not litter on the bus.
10. Not commit minor infractions of unacceptable behavior
11. Respect their peers

B. LEVEL II

Students shall...

1. Not tamper with the bus or any of its equipment
2. Not throw or pass objects on, from or into buses.
3. Not use tobacco, matches or any open flame on the bus.
4. Not carry hazardous materials, nuisance items and animals on the bus.
5. Not leave or board the bus at locations other than the assigned stops at home or school.
6. Not extend any part of their body or objects out of the bus windows.
7. Not commit other more serious infractions of unacceptable behavior
8. Not commit acts of insubordination.
9. Not fight with others.
10. Not use foul or abusive language.
11. Not verbally assault or intimidate others.
12. Not bully or harass others.

C. LEVEL III:

Students shall...

1. Not hitch rides via the rear bumper or other parts of the bus.
2. Not vandalize a bus or bus equipment.
3. Not commit any act punishable under the Pennsylvania Crimes Code.
4. Not physically assault others.
5. Not possess weapons.
6. Not commit arson, bomb threats, or other terrorist related activities.
7. Not use controlled substances
8. Not extort, harass, bully or engage in intentional contact with others.

9. Not commit acts of theft.

23.3 BUS CONDUCT DISCIPLINARY ACTION SCHEDULE

Student misbehavior will necessitate disciplinary action by the CEO or his/her designee. The discipline action shall be based on the level (Level I, II, III) of the infraction listed in the Rules of Bus Conduct and shall be consistent with the Bus Conduct Disciplinary Action Schedule. The CEO (or designee) shall use discipline actions listed in policies, Student Discipline; Suspension Expulsion in conjunction with the Bus Conduct Disciplinary Action Schedule as he/she deems appropriate.

A. LEVEL I - ELEMENTARY

1st Offense: Verbal warning and/or assigned seat

2nd Offense: Assigned seat - Parent call

3rd Offense:

- Meeting with driver
- Parent call and/or meeting
- 1 day suspension from bus

4th Offense: Automatic Level II, 2nd offense

B. LEVEL II - ELEMENTARY

1st Offense: - Assigned seat

- Parent call

2nd Offense:

- Contact driver
- Parent call and/or meeting
- Possible 2-3-day suspension from bus

3rd Offense: - Automatic Level III

C. LEVEL III - ELEMENTARY*

1st Offense:

- Meeting with driver and parent
- Possible 5-day suspension from bus

***NOTE:** If the administrator considers the committing of an offense in this category (Level III) a serious threat to the health, safety or welfare of others, s/he may extend the suspension from the bus beyond the normal suspension period as long as the suspension does not exceed the remainder of the school year.

23.4 TRANSPORTATION VIDEO/AUDIO MONITORING

The Board recognizes that misconduct on board a bus jeopardizes the safety of all passengers and that the limited use of video/audio monitoring will help ensure safety by serving as a deterrent to misbehavior.

23.4.1 AUTHORITY

The Board has the authority to make reasonable and necessary rules governing the conduct of students in school, including traveling to and from school. The responsibility for maintaining reasonable discipline on board school buses begins with the individual driver. Bus incident reports will continue to be the primary tool for use by the driver to report misconduct which he/she observes that cannot be corrected by less formal means, such as reassigning seats or giving verbal warnings. These reports are forwarded to the CEO for corrective disciplinary action as per existing CCFA guidelines or procedures. To assist with discipline control, CCFA is authorized to purchase, maintain and equip school buses with video/audio cameras and housings capable of holding and utilizing a video/audio camera for rider surveillance. CCFA Administrators and officials shall determine when buses will contain cameras. In particular, cameras shall be placed in



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buses on a random basis as well as in response to specific requests. However, bus drivers and riders will not be provided with any knowledge of the actual presence or absence of cameras. It will appear as though a camera is present on board and taping at all times and on all days.

23.4.2 NOTIFICATION

On each bus where a video/audio camera housing has been placed, a warning shall be posted informing the riders that a video/audio monitoring system may be used at any time. In addition, at the beginning of each school year notification shall be sent informing parents that buses shall have video/audio monitoring systems which may be used at any time. However, failure of a parent to receive such a notification does not preclude the use of a video/audiotape in any subsequent student disciplinary or other legal proceedings.

23.4.3 USE OF RECORDED DOCUMENTATION

Reviews of video/audiotapes shall be limited to the CEO, Supervisor of Transportation, and CEO's Designee. However, video/audiotapes may be used in expulsion hearings if the video/audiotape provides evidence in the case or in cooperation with law enforcement when in compliance with FERPA. Otherwise, video/audio recordings shall be routinely erased/eliminated when the video/audio tape equipment automatically resets.

23.4.4 DESTRUCTION OF RECORDS

Video/audio taped documentation of misbehavior will be preserved only until any disciplinary action/disposition is reached. Thereafter, all recorded evidence of the misbehavior will be erased.

23.4.5 PARENT SCREEN RIGHTS

A request for viewing a video/audiotape may be made by a student's parents or guardians if the students have been video/audio taped and disciplinary action has been recommended. All requests shall be in writing and addressed to the CEO of the student's school. Parents may only view the portion of the tape that documents the alleged misbehavior of their child on the bus. All viewings shall be in accordance with FERPA.

24 STUDENTS RECORDS

24.1 NOTICE OF IMPORTANT RIGHTS CONCERNING THE MAINTENANCE, ACCESS TO, AND AMENDMENT AND DISCLOSURE OF EDUCATION RECORDS BY CHESTER COUNTY FAMILY ACADEMY

CCFA Educational Records Policy of the Chester County Family Academy contains information of importance to students attending public schools and public school sponsored programs. Several provisions of this policy warrant careful attention:

24.2 DESIGNATION OF CERTAIN RECORDS CONTAINING PERSONALLY IDENTIFIABLE INFORMATION AS “DIRECTORY INFORMATION”.

“In the Definition section, under Directory Information, of this policy, the CCFA designates certain kinds of information as “directory information.” CCFA will provide this information to any interested person who request it, without seeking consent from the parents of the student or the student. If you do not want CCFA to disclose such information, you must so notify CCFA in writing on or before the first day of the school term. Your written notice must identify the specific types of directory information that you do not want CCFA to disclose without consent. If you fail to notify us in writing by the first day of the school term, we may release directory information upon request and without consent.

24.3 DISCLOSURE OF RECORDS CONTAINING PERSONALLY IDENTIFIABLE INFORMATION TO OTHER SCHOOLS AND INSTITUTIONS.

The Access and Disclosure Section of this policy allows the District to disclose personally identifiable information concerning a student to an educational agency or institution at which the student seeks to enroll, intends to enroll, or is enrolled, or from which the student receives services, when that agency or institution requests such records.

24.4 ACCESS TO RECORDS BY SCHOOL OFFICIALS WITH A “LEGITIMATE EDUCATIONAL INTEREST.”

The Access and Disclosure Section of this policy allows school officials with a legitimate educational interest to have access to personally identifiable information without parent or student consent. In the Definition Section, under “Parent”, of this policy, the District designates those people who have a “legitimate educational interest” that would allow such access to education records.

24.5 AMENDMENT OF EDUCATION RECORDS.

Under the Amendment of Records and Due Process Section of this policy describes how a parent or a student who has attained the age of 18 can request that records be amended. This Section also describes in detail the right of the parent or eligible student to request a hearing to challenge a decision by the District not to amend records that the parent or student believes are inaccurate, misleading, or in violation of the student’s right to privacy.

24.6 COMPLAINTS TO THE UNITED STATES DEPARTMENT OF EDUCATION.

Complaints concerning alleged failure of the District to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) may be addressed to the United States Department of Education as follows:

Family Policy Compliance Office,
U.S. Department of Education, 400 Maryland Avenue, S.W.,
Washington, DC 20202

RESIDENTS OF THE WEST CHESTER AREA SCHOOL DISTRICT WITH CHILDREN IN PUBLIC SCHOOL OR WHO ATTENDED PUBLIC SCHOOL IN THE DISTRICT IN THE PAST SHOULD READ THE FOLLOWING POLICY CAREFULLY FOR A FULL EXPLANATION OF THEIR PRIVACY RIGHTS AS A PARENTS OR STUDENTS

24.7 ANY DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION.

School professionals within the district who have a current legitimate educational interest with the student, i.e., administrative staff, the teachers, counselors or nurses who work directly with the student, and those Board Officials whose specific role may give them legitimate interest in the records or a student.

24.8 COLLECTION, MAINTENANCE AND DESTRUCTION OF EDUCATION RECORDS

The collection, maintenance, destruction, access, disclosure, public notice and due process regarding student records shall adhere to the Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Education Act (IDEA), Protection of Pupil Rights Amendment, Pennsylvania Public School Code, Regulations of Pennsylvania State Board of Education and Basic Education Pa. Code Part 22.

24.8.1 COLLECTION

1. CCFA shall collect and maintain education records in accordance with the Record Management policy, rules, procedures and schedules promulgated thereunder, and federal and state laws and regulations.
2. By adoption of this policy, CCFA's Board gives consent for the collection of educational records unless the collection of such records and information is accomplished by use of a survey, analysis, or evaluation that requires or encourages the student to reveal—
 - (a) political affiliations or beliefs of the student or the student's family;
 - (b) psychological problems potentially embarrassing to the student or the student's family;
 - (c) sexual behavior or attitudes;
 - (d) illegal, anti-social, self-incriminating, or demeaning behavior;
 - (e) critical appraisals of persons with whom the student has close family relationships;
 - (f) information protected by legal privilege;
 - (g) income, unless income information is necessary to determine eligibility for participation in a program of assistance;
 - (h) religious practices, affiliations, or beliefs of the student or the student's family.

When a survey, analysis, or evaluation is used to obtain such information, CCFA shall obtain prior informed consent in writing and in a form consistent with the Collection Section of this policy. For purposes of this policy, the phrase "survey, analysis, or evaluation" shall be limited to a planned method of inquiry or information collection used on a group or individual basis. The phrase does not apply to the ordinary give-and-take exchange that occurs in the course of the counselor-student, psychologist-student, teacher-student, or nurse-student relationship when the student initiates the contact or otherwise participates in it voluntarily. Consent otherwise required by this Section is not required to investigate or substantiate a good faith suspicion of child abuse or neglect when the person from whom consent would be required is suspected of the abuse or neglect.

3. In the event the collection of records and information pertains to results of vocational and career aptitude and interest surveys or of surveys to assist in the planning for and providing guidance, health or drug and

alcohol abuse prevention instruction or programs, CCFA shall obtain prior informed consent in writing and in a form consistent with the Collection Section of this policy.

4. In the event the collection of records and information pertains to reports of and other information describing or summarizing the results of individual testing and assessment by instructional support, child study, multi-disciplinary, or IEP teams, or by professional staff responsible for determining eligibility for Title I, ESL, and other remedial programs or by agencies and individuals not employed by or working on behalf of CCFA; instruction support or child study team action plans; IEPs; service agreement or accommodation plans; protocol sheets and booklets; scoring sheets; answer books; relating forms; observation notes; anecdotal logs; running record forms; and other forms of raw data gathered in the course of testing an assessment or progress monitoring and assessment, other than reports and other documents provided by parents, CCFA shall obtain prior informed consent in writing and in a form required by applicable state or federal law or, in the absence of a specific applicable law, in a form consistent with the Collection Section of this policy. For purposes of collecting information in the form of an instructional support or child study team action plan, an IEP, or a service agreement or accommodation plan, a written invitation to the parents and, when required by law, the student to participate in the development of such document shall constitute an adequate means of obtaining consent to develop the document, even if the parents or student do not participate in the meeting at which the content of the document is discussed. The description in an action plan, IEP, or service agreement or accommodation plan of a means of data collection or ongoing progress monitoring or assessment shall suffice to allow such activities without need for additional written consent.

5. When state or federal law does not specifically prescribe the form for obtaining prior written consent, such consent shall be obtained by mailing to the residence of record, as established in accordance with the Access and Disclosure Section of this policy, or by hand delivery to the parent or emancipated minor a written consent form that complies with the following requirements and is received a reasonable time prior to the information collection activity for which consent is sought: (a) The form shall use language that a layperson can readily understand and shall be written in the native language of the parent or emancipated minor from whom consent is sought; (b) The form shall contain an explanation of the type of information sought, the purpose for which the information is sought, and the specific types of testing, assessment, or data collection to be used to obtain the information; (c) The form shall make clear to the parent or emancipated minor that consent is required to proceed with the information collection activity or activities proposed, shall contain an assurance that such activity or activities will not proceed without consent, and shall contain a clear explanation of the time and place for responding to the form; (d) The form shall contain the name and number of a contact person whom the parents or emancipated minor can contact to obtain additional information about or seek clarification concerning the proposed activity; (e) The form shall provide a space for the parent or emancipated minor to elect whether to grant or withhold consent by marking one of two clearly-worded options and by signing their name.

6. When a student who has attended another public or private school registers to attend public school in CCFA, the school shall immediately request a certified copy of the student's disciplinary record and a copy of the student's health record from the public or private school the student last attended.

24.8.2 MAINTENANCE - TRANSFER AND CONVERSION

Education records shall be transferred and converted in accordance with the Records Management policy, rules procedures and schedules promulgated thereunder and federal and state laws and regulations.

Every file from which access might be had by, or disclosure might be made to, persons or agencies other than the parents, the eligible student, school officials with a legitimate educational interest, state or federal educational agency auditors, persons with written consent from the parent or eligible student, or persons seeking only directory information shall have as part thereof an access and disclosure log that consists of the following:

- (a) The identity of such person or agency to which access is granted to or disclosure made from the file;
- (b) The purpose for which access was granted or disclosure made;
- (c) The date of access or disclosure;
- (d) The name or initials of the person granting access or making the disclosure; and
- (e) In the case of disclosures to persons who will make further disclosures or allow further access on behalf of the District, the identity of the person or agency to whom or to which, and the specific purpose for which, such further disclosure or access will be made or allowed.

24.8.3 DESTRUCTION

9. CCFA shall destroy education records in accordance with the Records Management policy, rules, procedures and schedules promulgated thereunder, and federal and state laws and regulations.

10. When CCFA determines that any portion of the education record of a student with disabilities is scheduled for destruction, it shall so notify in writing either his or her parents or the student directly, if he or she is an eligible student, of this determination. The written notice shall be in the native language of the parents or the eligible student, shall be mailed to the last known address of the parent or the eligible student and shall—

- (a) identify the specific records or categories of record that are no longer relevant;
- (b) contain an explanation that CCFA shall destroy the records thus identified if a parent or the eligible student so requests and that CCFA may destroy such records without a request; and
- (c) contain the name and number of a contact person whom the parents or eligible student can contact to obtain additional information about or seek clarification concerning the records thus identified. If the parent or eligible student so requests in writing after receipt of the notice, CCFA shall destroy the education records thus identified.

11. CCFA shall not destroy any record that is the subject of a request for access from a parent or eligible student, or a litigation hold.

24.8.4 AMENDMENT OF RECORDS AND DUE PROCESS

1. A parent or eligible student may request in writing that CCFA amend any portion of an education record that he or she believes is inaccurate, misleading, or in violation of the student's right to privacy. If a parent or eligible student makes such a request verbally, the person to whom such request is made shall inform the parent of the obligation to make such request in writing.

2. Within thirty school days of the receipt of the written request to amend the education record, the administrator who is primarily responsible for maintenance of the challenged record shall notify the parent or eligible student in writing of whether CCFA will amend the record. If CCFA determines that it will grant the request to amend, the notice to the parent or eligible student shall either describe the amendment, which can include the expungement or deletion of records or information contained therein, or enclose a copy of the amended record. If CCFA determines that it will not amend the record, the notice shall so inform the parent or eligible student and shall contain a statement explaining that the parent or eligible student has the right to request in writing a hearing before a disinterested school official to challenge the determination not to amend.

3. Within ten school days of receipt of a request for a hearing to challenge a determination not to amend an education record, CCFA shall notify the parents or eligible student of the date, time, and location of the hearing. The notice shall be mailed certified, return receipt requested, or by similarly secure and verifiable means, in such time that the parent or eligible student receives it at least five school days before the hearing. The hearing shall occur within thirty days of receipt of the request for the hearing from the parent or eligible student.

4. The hearing shall be held before the CEO of School or his or her designee or, if the CEO of School or the designee has a direct interest in the outcome of the hearing, before the CEO to which the student is currently assigned or his or her designee.



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5. The hearing shall be informal, unrecorded, and not subject to formal rules of evidence or procedure other than those required to maintain order. The parent or eligible student shall have a full and fair opportunity to present evidence in support of his or her position and may be represented at his or her expense by an adviser, including an attorney.
6. Within thirty days of the completion of the hearing, CCFA shall issue to the parent or eligible student a written decision concerning the amendment of the record that shall either—
 - (a) describe the amendment, which can include the expungement or deletion of records or information contained therein, or
 - (b) explain the reasons for denying the request to amend and inform the parent or eligible student of the right to place a statement in the education record of the student commenting on the contested information in the record or explaining why he or she disagrees with the decision not to amend, or both. The written decision shall be based solely on the evidence presented at the hearing and shall summarize the evidence thus presented and the reasons for the decision to amend or refuse amendment.
7. If the parent or eligible student chooses to submit a statement in the education record of the student commenting on the contested information in the record or explaining why he or she disagrees with the decision not to amend, CCFA shall—
 - (a) maintain such statement as part of the record for as long as the district maintains the contested record or information; and
 - (b) disclose the statement whenever it discloses that portion of the record to which the statement pertains.

24.8.5 ACCESS AND DISCLOSURE ACCESS

1. CCFA shall allow the parents or eligible student to inspect and review the education record of the student within forty-five calendar days of receipt of a verbal or written request to do so. CCFA staff shall make every reasonable effort to ensure that requested records are provided to the parents at the earliest possible date.
2. CCFA shall respond to all reasonable requests from the parents or eligible student for an explanation or interpretation of information contained in the education record.
3. If circumstances effectively preclude the parents or eligible student from inspecting or reviewing the education record, or any portion thereof, CCFA shall provide the parents or the eligible student with a copy of the record subject to the request. When copies are not required to ensure that the parents or the eligible student has the opportunity to inspect and review the education record, CCFA may charge a fee in accordance with Policy KBA, Public's Right-to-Know, to copy requested portions of the education record, unless the parents or the eligible student can establish that they are unable to pay the amount thus charged.
4. When CCFA receives a request to inspect and review the education record of a student with disabilities in anticipation of a meeting of the IEP or multi-disciplinary team or a due process hearing, CCFA shall respond to such request within a reasonable time prior to the meeting or hearing, the time allowed in the Access and Disclosure Section of this policy notwithstanding.
5. When parents or an eligible student seek to inspect and review a record that contains personally identifiable information concerning more than one student, CCFA shall provide access only to that portion of the record that pertains to the student in question.
6. School officials with a legitimate educational interest may at any time inspect and review, and obtain copies of, the education record and personally identifiable information in which they have such interest.

24.8.6 DISCLOSURE

- Any disclosure of personally identifiable information concerning a student to any person other than the parent, the eligible student, or school officials with a legitimate educational interest shall require the prior written consent of the parent or the eligible student. Any document providing such consent shall—
- (a) identify the particular portions of the education record or the particular information or types of information concerning the student that shall be disclosed;

- (b) identify the person or agency to whom or to which disclosure will be made; and
- (c) contain the signature of at least one parent or the eligible student.

Prior written consent from the parent or the eligible student is not required when the disclosure of education records or information is to one of the following persons or agencies under the following circumstances:

(a) To an educational agency or institution at which the student seeks to enroll, intends to enroll, or is enrolled, or from which the student receives services, when that agency or institution requests such records, as long as:

- the parent or eligible student is provided on request with a copy of the records thus disclosed; and
- the parent or eligible student is afforded on request a hearing as described in Section 3 of this policy;

(b) To appropriate parties in connection with a health or safety emergency, when such disclosure is necessary to protect the health or safety of the student or others;

(c) To state and federal educational and other agencies for purposes of investigation and auditing, when those agencies are bound by the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g;

(d) To persons seeking directory information, when:

- parents and eligible students have received notice in the form of the annual publication of this policy in a newspaper of general distribution or a school publication of the policy of CCFA to disclose directory information without parental consent;
- and the parent or the eligible student objecting to the release of such information without consent has not notified CCFA in writing on or before the first day of the school term that they object to the disclosure of some or all of the information designated as “directory information” in this policy.

(e) To the student who is not an eligible student;

(f) To the parents of an eligible student who remains a “dependent student” as defined in the Internal Revenue Code;

(g) To accrediting organizations to carry out their accrediting functions;

(h) To comply with the terms of a judicial order or lawfully-issued subpoena, when CCFA has made reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, unless the terms of a judicial order bar such notification;

(i) To a court or administrative hearing officer in the context of litigation between CCFA and the parents or the eligible student, when the information disclosed is relevant to the action or proceeding and when CCFA has made reasonable effort to notify the parent or eligible student of the intent to disclose such information;

(j) To armed forces recruiters seeking such information, a list of the names, addresses, and, if available, telephone numbers of all students expected to graduate high school at the end of the school term during which, or in anticipation of which, such request is made, provided, however, that such disclosure shall be subject to the limitations established by law and this policy upon the disclosure of directory information;

(k) Under such additional circumstances and to such additional persons and agencies as are permitted by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its implementing regulation.

24.8.7 MISCELLANEOUS PROVISIONS

1. The policy of CCFA is to comply in full with the requirement of state and federal law governing the maintenance of records and other personally identifiable information and the privacy rights of students and their families. To the extent that any provision of this policy is construed as or found to be inconsistent with federal or state law, CCFA will treat that provision as null and void.



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2. CCFA shall send or deliver all notices and requests for consent required under this policy to the address identified as the residence of the child in the registration information maintained by CCFA. Unless it receives specific written information to the contrary, CCFA shall presume that all persons with authority to make educational decisions for the student have received or had the opportunity to review and respond to notices and requests sent or delivered to such address. CCFA will send notices and requests to separate addresses only when—
 - (a) A person with joint authority to make educational decisions for the student, such as a divorced or separated natural parent or guardian, resides at that separate address; and
 - (b) That person notifies CCFA in writing that he or she is not receiving or has not had the opportunity to review and respond to notices and requests sent to the residence to which the student is registered.

24.8.8 DEFINITIONS

The terms used in this policy shall have the following meanings:

Directory Information - Information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy, if disclosed. It includes, but is not limited to, the student’s name, address, telephone number, email address, photograph, date and place of birth, grade level, participation in CCFA-recognized extracurricular activities, weights and heights of members of interscholastic athletic teams, dates of attendance, degrees, honors and awards received, schools attended within CCFA and whether the student graduated and date of graduation.

Disclosure - Permit access to or release, transfer, or other communications of personally identifiable information contained in the education record of the student to any party by any means, including oral, written or electronic means.

Education Record -

1. Those records that are directly related to the student and are maintained in any office or school building of CCFA, the Chester County Intermediate Unit, or a vocational technical school, or any private school or facility that CCFA is using to provide free elementary or secondary education to the student in place of a public school.

2. The term does not include:

(a) Records kept in the sole possession of the maker thereof, used only as a personal memory aid, and the record and the contents of which are not accessible or revealed to any other individual except a substitute. For the purpose of this definition, a “substitute” means an individual who performs on a temporary basis the duties of the individual who made the record, and does not refer to an individual who permanently succeeds the maker of the record in his or her position.

(b) Records that contain information concerning the student only after he or she is no longer a student in the district or receiving CCFA-supported education.

(c) Other records specifically excluded from the definition of “education record” under the Family of Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and its implementing regulation, 34 C.F.R. Part 99.

Eligible Student - A student who has attained eighteen years of age or is attending an institution of post-secondary education.

Emancipated Minor - A student below the age of twenty-one who has chosen to establish a domicile apart from the continued control and support of parents and guardians. The term includes a minor living with a spouse.

IEP - Individual Education Program

Parent - The natural or adoptive parents of a student; the legal guardian or guardians of a student; or an individual acting as a parent in the absence of a natural parent or guardian.

Personally Identifiable Information - Any one or more of the following:

1. The student’s name;

2. The name of any member of the student's family;
3. The address of the student or any member of the student's family;
4. A personal identifier such as a social security number or student number;
5. A description of one or more personal characteristics that would render the student's identity easily traceable; or
6. Other information that would render the student's identity easily traceable

Record - Any information recorded in any way, including but not limited to handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

School Official with a Legitimate Educational Interest – Any employee or contractor of:

1. The CCFA;
2. The Chester County Intermediate Unit;
3. A vocational technical school; or
4. Any public or private school or facility that CCFA is using or is proposing to use to provide elementary or secondary education to the student in place of a public school who is or will be responsible for providing or supervising the provision of education, education-related services, or extracurricular activities or experiences to or for the student, when:
 - (i) particular information concerning that student is presently or potentially relevant to the provision of such education, education-related services, or extracurricular activities or experiences, or
 - (ii) such information is necessary to protect the health, safety, or welfare of other students with whom the student might have contact.

The phrase also applies to clerical staff of the agencies enumerated above who are responsible for the maintenance and security of education records and to attorneys, consultants, and school board members when school board action concerning the student is required by law or when the education or treatment of the student is the subject of present or potential litigation or legal dispute.

Students with Disabilities - A student age three through twenty-one who has or is thought to have one or more of the disabilities described in the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et. seq., and/or any preceding or succeeding legislation, for which he or she is eligible or thought to be eligible for special education and related services.

25 FAMILY EDUCATIONAL RECORDS PRIVACY ACT (FERPA)

25.1 FREQUENTLY ASKED QUESTIONS

The purpose of FERPA is to protect the privacy of student records. The law assures that educational records which are vital to the appropriate education of a child are accessible to the school professionals working with that child. Detailed information on this policy may be found in the Student Records portion of this handbook.

FERPA states that the school district can release “directory information” without parental consent. Why would the district release my child’s name, address, or other information and who would this information be released to?

CCFA is not in the practice of releasing information easily or to anyone who asks. At times, however, CCFA may be asked for lists of student names, birthdates or other information by athletic leagues or companies publishing directories. CCFA staff members and/or local media representatives may capture images of students involved in school activities. These images may be used in CCFA publications, web sites, or in local media publications where the students may be identified by name and school.

If I decide to notify my child’s school that I “do not” want directory information on my child released, how will my child be impacted?

If you indicate in writing to your child’s school principal that you “do not” grant permission for “directory information” to be released in any format, your child’s name and/or image will NOT appear in any published school or classroom directory. By choosing this option, should your child be involved in athletics, theatrical or musical productions, or other school-related activities that receive media coverage, his/her name and picture may not be published.

If I want to change my child’s permission status, what do I do?

If you decide to change your decision, you must notify CCFA CEO in writing.

If I fail to inform the district of my preference, what direction will the district take?

According to FERPA, it is the parent’s or guardian’s responsibility to send written notification to the school of their wish to withhold directory information. In the event that no written notice is received, CCFA will assume that permission has been given to release your child’s “directory information.”

26 MCKINNEY-VENTO ACT

Children and youth are eligible for services under the McKinney-Vento Act if they have been displaced from their home and are living in a place that is not fixed, regular, or adequate. Homeless students are defined as individuals lacking a fixed, regular and nighttime residence, which include the following conditions:

1. Sharing the housing of other persons due to loss of housing or economic hardship.



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2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional or domestic violence shelters.
4. Abandoned in hospitals.
5. Awaiting foster care placement.
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
8. Living as migratory children in conditions described in previous examples.
9. Living as run-away children.
10. Abandoned or forced out of homes by parents or caretakers.
11. Living as school age unwed mothers if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled. Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless.

26.1 ENROLLMENT/PLACEMENT/TRANSPORTATION

Enrollment, placement and transportation decisions regarding homeless students shall be the responsibility of the member school district, with assistance from the Intermediate Unit where appropriate, in accordance with applicable federal and state laws.

Children and youth experiencing homelessness have the right to continue their education in their current school, and receive transportation or enroll immediately in the school where they are temporarily housed, even if lacking the paperwork normally required.

26.2 SERVICES

Homeless students shall be provided services comparable to those offered to other students in member school districts, including, but not limited to, transportation services; school nutrition programs; vocational programs and technical education; preschool programs; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

27 FOOD SERVICE POLICY AND PROCEDURES

Since the Chester County Family Academy participates in the National School Lunch Program, and is a non-charging program, it is important that each meal ordered be accounted for daily. To assist us in accomplishing this goal, we are instituting the following policy/procedures.

The Department of Education allows the school to use the previous school year application for the **first thirty (30) days** of the current school year. If an application is not on file after those thirty days, students who do not have a current application on file will no longer be eligible for the free and reduced



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breakfast/lunch/snack program, until a new application is received. It is important to remind students to return their completed application for free and reduced meals as early as possible so they can keep their eligibility status.

The meals at CCFA are provided by Meals CCIU 24 in compliance with Federal Nutritional Guidelines.

27.1 CCFA BREAKFAST/LUNCH & AFTER SCHOOL SNACK PROCEDURES

Chester County Family Academy uses a daily roster sheet, which list the names, and eligibility of each student, and a POS column for breakfast, lunch and after school snack.

All components from the menu must be served to the students with their respective portions. There are instructional assistants helping with serving breakfast, lunch, and snack.

The components for Breakfast are:

- Fruit ½ Cup/Juice ½ Cup
- Grains/Breads: Min. of 1 oz. per day, 7 oz. per week.
- Milk Variety: 8 oz.
- One possible additional item:
- Meat/Meat Alternates: 1 oz. **Or**
- Grains/Breads: 1 oz.

The components for Lunch are:

- Meat **or** Meat Alternate: Min. 1 oz. per day, 8 oz. per week.
- Grain/Bread: 2 oz.
- Vegetable/Potato: ¾ Cup/day
- Fruit: ½ Cup/day
- Milk Variety: 8 oz.

The menu must offer (2) different components of the four listed.

The components for After School Snack are:

- Meat or Meat Alternate: 1 oz.
- Juice or Fruit or Vegetable: ¾ Cup
- Bread/Whole Grain: 1 oz.
- Milk Variety: 8 oz.

The students are brought to the cafeteria where their meals/snacks are prepared and served to them. While the students are seated, the instructional assistant will call each student name, and at that time will mark the attendance and POS column according to which meal service is being served, either for breakfast, lunch or snack. The Instructional assistant will put a checkmark to indicate if the student is present, or an A to indicate if the student is absent.

The Instructional Assistant will re-count the number of students seated, and will verify against the number of students marked present on the daily roster. The Instructional Assistant who just counted, and verified the number of students in attendance, will then give the roster to another assistant who will verify the number of students in attendance with the number of check marks on the roster.

CCFA currently has 2 sessions for breakfast, lunch, and snack. The above procedures are being used for each session.

Student may only receive one reimbursable breakfast, lunch, and snack per day. No leftovers, or second meals are to be offered to students. Only one breakfast, lunch and snack will be claimed per student per day.

Meals will not be offered to adults, non-students, or visiting students. There are no a la carte items served at this location.

No breakfast will be served when there is a two-hour delay.

27.2 MEAL SCHEDULE

Breakfast

8:30 – 8:50 a.m. Kindergarten students

9:00 – 9:20 a.m. First and Second Grade Students

Students that are not at school at their scheduled breakfast time will not be served this meal. As per Federal Guidelines, if the students are late to school due to a busing issue, CCFA will provide breakfast at any time upon their arrival.

Lunch

12:00 – 12:30 p.m. Kindergarten Lunch

12:30 – 1:00 p.m. Kindergarten Recess Indoor/Outdoor activities

1st and 2nd Grade Lunch

1:00 – 1:30 p.m.

1st and 2nd Recess Indoor/Outdoor activities

Snack Time

Individual class times in the very late afternoon, just before dismissal.

27.3 LIST OF ACCEPTABLE FOODS FOR BIRTHDAY CELEBRATIONS

The students may bring some healthy treats to share with his or her classmates to celebrate birthdays. Some treat ideas that meet CCFA Wellness Policy include: low fat ice-cream, popsicles, baked chips, pretzels, pizza, yogurt, fruit, and vegetables.

This policy meets the standards under the Federal Free and Reduce Lunch Program.

27.4 CHILDREN WITH SPECIAL DIETARY NEEDS

Schools participating in the National School Breakfast and School Lunch Programs are required to make reasonable accommodations for children who are unable to eat the school meals because of a disability that restricts their diet. For the school to make substitutions or modifications, the request must be supported by a written statement from a Pennsylvania state medical authority. *A state medical authority in Pennsylvania includes a licensed physician, physician assistant, certified registered nurse practitioner, or dentist.*

In order to make these modifications, schools must have a written **Medical Plan of Care Statement** on file with the school that is signed by one of the above state medical authorities. The Medical Plan of Care Form



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has to be completed if requesting a food substitution. Please read page 1 and 2 of the Medical Plan of Care Form carefully before having it completed.

By law, the written medical statement must include the following information:

- An explanation of how the child's physical or mental impairment restricts the child's diet;
- An explanation of what must be done to accommodate the child; and
- The food or foods to be omitted and recommended alternatives, if appropriate.

If any of these areas are missing from the Medical Plan of Care, we will not be able to make a substitution until you provide it.

Parents should notify the school of any food allergy, disability, or special dietary need that a child has. A Medical Statement must be completed by a PA state medical authority and provided to the school nurse and school food services before any substitutions or modifications can be made. Parents are asked to keep a healthy line of communication with the school. If there are any changes related to the special dietary need, notify the school and provide an updated Medical Statement from your physician. The Plan should be updated each new school year with the school nurse and school food services. Please call the Food Service Department if you should have any questions. 717.334.6254, ext. 1204.

28 CCFA SCHOOL CALENDAR

The school year at CCFA starts in August and it ends in June of every year. In the 2017/2018 School Year there are 198 student days of instruction and 205 staff days.

There are two recesses during the year: Thanksgiving Recess in November and Winter Recess in December.

CCFA observes the following holidays: Labor Day, Thanksgiving, New Year, Martin Luther King Day, Presidents' Day and Memorial Day.

CCFA's calendar is available online at www.ccfaschool.org.

29 CCFA DRESS CODE

All CCFA students must wear yellow tops every day. The clothing styles may vary and may include: tee shirts, blouses or buttoned up shirts which may be decorated with appropriate childlike logos or be of different shades of yellow.

Wearing uniforms keep students focused on their education, not their clothes and enhances school pride, unity and community spirit. Knowing what to wear in the mornings reduces the amount of preparation and time required in the morning routines. Lastly, wearing a uniform saves money when an entire wardrobe is not needed.

Students must dress appropriately for the current weather conditions. All students have daily outdoor recess unless weather conditions are of extreme heat or cold. For this reason, all students must wear a long sleeve yellow shirt for cold weather or a long sleeve undershirt with a yellow short-sleeved shirt on top.

Students should wear clothing and shoes that fits them comfortably and allows for movement, jumping and, running. It is not permitted to wear to school: open toe shoes like sandals or flip flops; backless shoes, plastic shoes, or dress shoes. Laces on shoes shall be secured. Footwear that poses a safety hazard shall not be permitted.

All students must wear clothing and shoes that are safe, comfortable and appropriate for the weather conditions.

30 HEALTH

30.1 SICK CHILD

Children should attend school when they are well enough to participate in all regular classes and recesses (there are special exceptions such as broken bones, post-surgery, etc.). Sending a child to school who is not well is unfair to the child, his teacher, and his classmates. Fever and vomiting should have subsided for at least 24 hours to prevent the spread of infection.

Please remember that the school nurse is not permitted to diagnose illness or injuries. Do not send your child to school expecting this to be done. Injuries occurring at home cannot be dressed or re-treated by school personnel.

Any medications to be given at school must be accompanied by an order from the doctor with specific instructions. It is preferred that medications are not sent to school unless there is no other alternative. The school nurse will dispense all medications prescribed by the doctor. The medications must be in the original bottle.

Some general guidelines are:

For fevers:

- A child running a fever of 100 degrees or higher should stay home.
- A child running a fever of 99+ degrees will probably have trouble keeping up with normal activities and may well become really sick before the day is over.
- A child with a low-grade fever (99+ degrees) combined with other symptoms and discomfort should stay home.

The rule of thumb is: Fever free for 24 hours without medication.

Other reasons to keep a child home:

- Too much coughing
- Very congested
- Very runny nose
- Unexplained rash
- Contagious disease/infection
- Contagious skin disorder
- Head lice

Please alert staff if your child has been exposed to chicken pox, head lice, or any other communicable diseases.

30.2 MEDICAL/DENTAL SERVICES AT CCFA

CCFA has a school nurse on staff who visits regularly and is on call for assistance. There are first aid kits are available in every classroom. School staff regularly receives certification in First Aid. CCFA offers routine school health and dental screenings.

Parents are called if a child is ill or injured at school.

31 BUS TRANSPORTATION

Bus conduct shall be maintained in accordance with law and CCFA Board of Directors Policy above detailed for the safety of all students using school transportation. Chester County Family Academy has the authority to make responsible and necessary rules governing the conduct of students in school. All students are subject to the conduct regulations in the transportation policy of their home District while in a sponsored vehicle. The school board is responsible for the adoption of policies and establishment of criteria and procedures governing discipline related to transportation for both public and nonpublic school students.

31.1 HOME DISTRICT CONTACT TRANSPORTATION OFFICE INFORMATION

District	Coatesville	Downingtown	Great Valley	West Chester
Phone #	610-466-2418	610-269-8460x6120	610-889-2133	484-266-1040

31.2 TRANSPORTATION GUIDELINES

Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding, or leaving the bus. Failure to follow the rules can create an unsafe environment on or around the bus, which increases the risk of injury or accident for all the other riders and drivers.

Consistent with Student Discipline Policy all students are considered to be under the jurisdiction of discipline regulations while going to, remaining at and returning from school, or at any school sponsored activity.

Public school students who fail to comply with the rules may be suspended and/or removed indefinitely from his/her bus if the violation warrants. More serious incidents may involve suspension from school and possible police action.

In accordance with the identical transportation rules and consequences which apply to public school students, the District may refuse to provide transportation or to provide reimbursement for any such transportation or to in any other way comply with Act 372 for a nonpublic school student who violates the District’s transportation policies.

Students' home districts provide transportation to CCFA. While on the bus, students must follow bus rules for their own safety and they should listen to the bus driver at all times. Some of the rules on the bus are: no eating, remain seated, keep hands and feet to oneself and be courteous to others. Students may lose their bus riding privileges stemming from unsafe actions.

32 PERSONAL ITEMS

School staff at CCFA is not responsible for lost items at school. Students are to wear uniforms to come to school and they should only have with them a book bag with their name, the homework folder. All other items that come to school, such as towels or clothing items, should be labeled with the child's name.

If your child is missing an item, we ask parents to call school within 24 hours of the loss. Please note that school staff will check your child's book-bags every day and will send unauthorized items home in a "paper envelope" on Fridays.

Remember that your child is provided with paper, pens, pencils, food, snacks and all necessary school items.

33 SPECIAL EDUCATION SERVICES

33.1 CHILD FIND MANDATE - INDIVIDUALS WITH DISABILITIES EDUCATION (IDEA) ACT

33.1.1 OUR VISION STATEMENT (FAPE)

It is the Chester County Family Academy's policy that all children with disabilities attending CCFA have the right to a free appropriate public education (FAPE). Our philosophy of education at Chester County Family Academy is to take each and every child as far as he or she can possibly go. We value providing a two-hundred-day school year tailored to fit each child's needs, with the goal that every child will develop and achieve to their fullest potential. It is not uncommon for children to require additional services or supports some time during their educational journey; CCFA identifies and provides special education services for identified students in the least restrictive environment. In accordance with the Individual with Disabilities Act (IDEA) and Chapter 711 Regulations, Chester County Family Academy ensures that all students who are in need of special education and related services are identified, located and evaluated. CCFA provides special education services for students K-2 in the least restrictive environment. If you suspect your child has a disability, please contact your child's teacher to schedule a meeting.

CCFA offers the following related on site contracted services: Special Education instruction, Occupational Therapy, Physical Therapy, bilingual Speech and Language Therapy and school psychologist support. CCFA contractors are licensed and certified in their fields by the State of Pennsylvania.

33.1.2 PA TRAINING & TECHNICAL ASSISTANCE NETWORK

To access annotated versions of the PA special education forms, please review the PA Training & Technical Assistance Network website.

34 TITLE III – ENGLISH SECOND LANGUAGE / ENGLISH LANGUAGE LEARNER SERVICES

It is the policy of Chester County Family Charter School to provide all students with equal access to a quality education, including those whose dominant language is not English and who are learning English as a second language. CCFA School will provide assistance through an appropriate planned instructional program to enable limited English proficient (LEP) students to progress academically while they are learning English. The program will incorporate sound research-based education theory, appropriate resources and staffing, and periodic program evaluation.

The Every Student Succeeds Act requires all public school districts receiving funds under Title III Language Instruction for English Learners (ELs) and Immigrant Students to provide equitable educational services to ELs and Immigrant students and educational personnel in private schools that are located in the geographic area served by the school district. Title III is designed to improve the education of English Learners (ELs) children and youths by helping them learn English. These funds may be used to provide services such as enhanced instructional opportunities, supplemental programs, curricular materials and professional development.

The purpose of the English Language program is to increase the English language proficiency of eligible students so that they can attain the academic standards set forth by the Board of Trustees and in accordance with the Pennsylvania Department of Education.

The ESL program shall be designed to provide planned instruction to meet each student's individual needs based on English language proficiency level as identified through multiple criteria in reading, writing, listening, and speaking. Content area support shall be provided while the student is learning English, with a focus on both English Language Proficiency Standards and Academic Standards. ESL curriculum will be aligned with the PA Core Standards. ESL teachers collaborate with general education teachers to monitor progress and collaborate on instructional strategies.

The Home Language Survey (HLS) is completed by every family choosing to enroll their child at Chester County Charter School. For those students, whose native language is not English and for whom background and/or additional evidence warrants formal assessment of the student's English proficiency level, CCFA will administer the required proficiency assessment (W-APT) and consider the multiple criteria to determine the need for English as a Second Language Instruction. Parent notification is provided with the W-APT results and placement notification.

For students who qualify, instruction consists of both pullout and push-in supplemental instruction. According to the July 2001 Basic Education Circular, Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) 22 PA Code 4.26, the amount and type of standards-based ESL instruction depends on the level of language development as determined by assessment results. Recommended amounts of daily ESL instruction are as follows:

- Entering (level 1): two hours
- Beginning (level 2): two hours
- Developing (level 3): one to two hours
- Expanding (level 4): one hour
- Bridging (level 5): up to one hour or support dictated by student need



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The school team will review the available data and make a recommendation via the student schedule for amount and specific ESL program support(s), in accordance with the LEA guidelines, PA Code, and the Division of Federal Programs (Title III) guidelines.

35 PARENT HANDBOOK SIGNATURE PAGE

I received and read the 2017-2018 Chester County Family Academy Parent Handbook.

Student Name: _____

Parent Signature: _____ Date _____

*This Parent Handbook is a “living document, subject to changes and executed at the discretion of the School Administration. Check your Parent Notes and/or the school office for information regarding any updates or changes.

Last Revision 08/2017