

**2025-2026**

**Parent/Student Handbook  
and School Guidelines**



**926 Sedgley Avenue  
Philadelphia, PA 19124**

**Dr. Andrea Coleman-Hill, CEO**

**Please note: The signature page near the last page  
of this handbook must be signed and returned to  
the school**

# Table of Contents

## Contents

Table of Contents .....	1
<b>Academic Calendar 2025-2026 .....</b>	<b>5</b>
<b>Board of Trustees .....</b>	<b>7</b>
<b>BOARD OF TRUSTEES MEETING SCHEDULE 2025-2026 SCHOOL YEAR.....</b>	<b>8</b>
<i>Welcome Letter</i> .....	9
VISION .....	11
MISSION .....	11
CORE BELIEFS .....	11
<b>School Hours.....</b>	<b>12</b>
Student Responsibilities .....	13
<b>General Guidelines.....</b>	<b>13</b>
Specific Guidelines .....	13
DUE DATES AND DEADLINES.....	13
EMERGENCY CLOSINGS.....	13
Policy: Attendance and Truancy Revised May 2024 .....	14
<b>Laboratory Charter’s Attendance and Truancy Process .....</b>	<b>14</b>
<b>Attendance Expectations .....</b>	<b>14</b>
When Can a Student be Absent? .....	16
Excused/Lawful Absence .....	16
Temporary Excusals .....	17
Unexcused/Unlawful Absences .....	18
Responses to Non-Attendance (Truancy) .....	18
Attendance and Truancy.....	19
<b>Laboratory Charter’s Truancy Process.....</b>	<b>19</b>
<b>The Laboratory Charter School’s attendance coding of students: .....</b>	<b>20</b>
<b>Excused/Lawful Absences.....</b>	<b>20</b>
<b>Unexcused Absences.....</b>	<b>21</b>
Absence Due To Pre-Approved Educational Field Trip .....	21
Homebound or Hospitalized Students.....	21
Lateness.....	22
<b>Books and Textbooks .....</b>	<b>22</b>
<b>Electronic Devices .....</b>	<b>22</b>
<b>Medicine.....</b>	<b>23</b>
<b>Early Dismissal .....</b>	<b>23</b>
<b>Emergency Contact.....</b>	<b>24</b>
<b>Field Trips .....</b>	<b>24</b>
<b>CODE OF CONDUCT 2025-2026 .....</b>	<b>25</b>
Scope of the Student Code of Conduct.....	28
USE OF VIDEO AND AUDIO SURVEILLANCE CAMERAS .....	28
Purpose.....	28
Uniforms .....	29
Authority.....	30
Delegation of Responsibility .....	30
Electronic Devices .....	31
<b>Restorative Practices and Social Emotional Learning .....</b>	<b>31</b>
Overview of the Schoolwide RP + SEL Implementation at LAB .....	32
In-House Restorative and SEL Practices Leadership: The Champion Team .....	33
Progressive Discipline Framework .....	34
§ 12.2. Student responsibilities. ....	34
§ 12.3. School rules.....	35

Student Behavior and Discipline.....	36
In-School Suspensions .....	36
Out-of-School Suspensions.....	36
<i>Level I Discipline</i> .....	37
<i>Level II Discipline</i> .....	37
<i>Level III Discipline</i> .....	38
<i>Level IV Discipline</i> .....	39
<i>Suspensions</i> .....	40
Bullying .....	41
Harassment.....	41
Discrimination.....	42
Disciplinary Statement.....	43
Consequences:.....	43
<i>Student Responsibilities</i> .....	43
<i>School Responsibilities</i> .....	44
<i>Return to school</i> .....	44
<i>Transfer Students</i> .....	44
<i>Philadelphia Police Department Referrals</i> .....	45
Act 26 Expulsions.....	46
Due Process Required.....	48
Expulsion Appropriate.....	48
School Board Review.....	48
Smoking /Vaping.....	49
§ 12.7. Exclusion from classes—in-school suspension.....	49
§ 12.8. Hearings.....	49
Informal Hearings for Long Suspensions (More Than 3 Days):.....	49
Formal hearings.....	50
Due Process.....	52
§ 12.9. <i>Freedom of expression</i> .....	52
§ 12.10. <i>Flag Salute and the Pledge of Allegiance</i> .....	54
§ 12.11. <i>Hair and dress</i> .....	54
Exclusion (suspension or expulsion).....	55
Guidelines for Developing Self-Discipline.....	56
Disciplinary Action.....	56
Extended Suspension or Expulsion.....	58
<i>Administrative Policy Regarding Expulsion Hearings in this section</i> .....	61
Discipline for Students with Disabilities.....	62
Action Steps:.....	63
Special Circumstances:.....	64
Alternative Instruction.....	66
Appeal; No Expulsion.....	66
Due Process Required.....	66
Substance Abuse.....	66
Search Policy.....	67
§ 12.16. Definitions.....	68
Cyberbullying.....	69
<b>The Individuals with Disabilities Education Act and Section 504</b> .....	69
Right to Request Teacher Qualification.....	70
Child Find.....	70
<b>Who is Covered by Child Find?</b> .....	71
Why is Child Find Necessary?.....	71
Section 504.....	72
The Meaning of Disability Under Section 504.....	73
Free Appropriate Public Education (FAPE).....	75
Laboratory Charter School’s Screening and Referral Processes.....	76
Title IX.....	76
Reporting.....	77
Investigations.....	78

Important Notes: .....	78
Additional School Guidelines .....	88
Weapons .....	88
<b>Academics .....</b>	<b>88</b>
<b>LAB CHARTER PLAN FOR RESTORATIVE PRACTICES .....</b>	<b>89</b>
OVERVIEW OF THE SCHOOLWIDE RESTORATIVE PRACTICES + SEL IMPLEMENTATION PROCESS .....	90
IN-HOUSE RESTORATIVE AND SEL PRACTICES LEADERSHIP: THE CHAMPION TEAM .....	90
Student Code of Conduct: Consequences for Disciplinary Infractions .....	91
Informal Hearings Rights: .....	92
<b>Formal Hearing Rights:</b> .....	92
Progressive Discipline Framework .....	93
<b>Level I Discipline .....</b>	<b>93</b>
<b>Level II Discipline .....</b>	<b>94</b>
<b>Level III Discipline .....</b>	<b>95</b>
<b>Level IV Discipline .....</b>	<b>95</b>
<b>Suspensions .....</b>	<b>98</b>
BULLYING POLICY .....	99
Bullying Policy and Disciplinary Actions .....	99
Due Process for Student Discipline .....	102
Procedural Due Process in Student Discipline .....	102
Section 504 .....	105
Annual Notice .....	106
Laboratory Charter School's Child Find Procedure Overview .....	109
Legal Basis .....	109
Section 504 of the Rehabilitation Act .....	109
The Meaning of Disability Under Section 504 .....	110
Definition and Scope .....	110
Screening and Evaluation .....	111
Determination of Eligibility .....	112
<b>Legal References:</b> 20 U.S.C. § 1412(a)(3)(A), 34 CFR §300.111 .....	112
Annual Notice and FAPE .....	113
Screening and Referral Processes .....	113
Disabilities Rights Network .....	115
<b>Office for Dispute Resolution .....</b>	<b>116</b>
<b>Homework Policy .....</b>	<b>116</b>
<b>How to Study Effectively .....</b>	<b>117</b>
<b>Attitude .....</b>	<b>117</b>
<b>Report Cards .....</b>	<b>118</b>
Nurse/Health Suite .....	118
Immunizations .....	118
Exemptions .....	118
Disposition of Immunization Records .....	119
<b>Philadelphia Health Centers .....</b>	<b>121</b>
<b>PRESCRIPTION AND NON-PRESCRIPTION MEDICATIONS IN SCHOOL .....</b>	<b>121</b>
<b>Telephone Use .....</b>	<b>122</b>
<b>Parent and School Associations .....</b>	<b>122</b>
<b>Universal Breakfast and Lunch Programs .....</b>	<b>123</b>
<b>FIRE DRILLS .....</b>	<b>123</b>
<b>EMERGENCY EVACUATION (SHELTER-IN-PLACE) DRILLS .....</b>	<b>123</b>
School Uniform .....	124
<b>NCLB: Parents' Right to Know Qualifications of Child's Teachers .....</b>	<b>125</b>
<b>Qualifications of Substitute Teachers .....</b>	<b>125</b>
<b>LAB CHARTER SCHOOL SCHOOL-WIDE RULES .....</b>	<b>126</b>
View Federal Statutes .....	127
School Responsibilities .....	131
<b>Parent Involvement .....</b>	<b>133</b>
Family Summary .....	134
Summary of Required Components .....	135

<b>I. LEA-Level Provisions</b> .....	135
<b>II. School-Level Provisions</b> .....	136
School-Family Compact (2025–2026) .....	138
2025-2026 Equity Plan .....	140
Importance of a Compliant Parent/Student Handbook .....	142
Title I Parent Survey 2025-2026 .....	143
Parent and Family Handbook Page for Your Signature .....	146

# Academic Calendar 2025-2026

August 11-22, 2025	<b>Professional Development All Staff (K-8)</b>	<b>Professional Development and Re-Organization</b>
August 25, 2025	First Day of School for ALL Students K-8	
August 25-29, 2025	Mandatory Kindergarten Interviews	Kindergarten ONLY will be dismissed at 12 noon.
August 27, 2025	K-8 School Back to School Night	Sedgley Ave. Campus (926 W. Sedgley Ave.)
Aug 29Th - Sept 1, 2025	Labor Day Holiday	Schools and Offices Closed (Friday and Monday)
September 2-19, 2025	Mandatory Benchmark #1 (Grades K-8)	DIBELS and Exact Path (ALL STUDENTS)
September 23, 2025	Rosh Hashanah	Schools and Offices Closed
September 24, 2025	Interim Report Quarter 1	
October 2, 2025	Yom Kippur	Schools and Offices Closed
October 10, 2025	Staff Professional Development (Full Day)	Schools Closed, Offices Open
October 13, 2025	Indigenous People Day	Schools and Offices Closed
October 31, 2025	Marking Period 1 Ends/ All Grades Are Due	
November 4, 2025	Election Day	Schools and Offices Closed
November 11, 2025	Veterans Day	Schools and Offices Closed
November 24-25, 2025	Report Card Conferences Grades K- 8	12:00 PM Dismissal (Evening Conferences 1/25/25)
November 26, 2025	Half Day	12:00PM Dismissal Students and Staff
November 27-28, 2025	Thanksgiving Holiday	Schools and Offices Closed
December 10, 2025	Interim Report Quarter 2	
December 23, 2025	Half-Day Professional Development	<b>12:00PM Dismissal</b>
December 24-31 2025	Winter Recess	<b>Schools and Offices Closed</b>
January 1- 2, 2026	Winter Recess	<b>Schools and Offices Closed</b>
January 5- 23, 2026	Mandatory Benchmark #2 (Grades K-8)	<b>DIBELS and Exact Path</b>
January 16, 2026	Half Day Professional Development	<b>12:00PM Dismissal</b>
January 19, 2026	Dr. Martin Luther King Day	<b>Schools and Offices Closed</b>

January 21, 2026	Marking Period 2 Ends/All Grades Are Due	
January 28-30, 2026	Report Cards Conferences Grades K- 8	<b>12:00 PM Dismissal (Evening Conferences 1/29/26)</b>
February 13, 2026	Half-Day Professional Development	<b>12:00 PM Dismissal</b>
February 16, 2026	Lunar New Year	<b>Schools and Offices Closed (Snow Make-up Day 1)</b>
February 17, 2026	President's Day	<b>Schools and Offices Closed (Snow Make-up Day 2)</b>
February 27, 2026	Interim Report Quarter 3	
March 20, 2026	Eid al-Fitr	<b>Schools and Offices Closed</b>
March 27, 2026	Half-Day Professional Development	<b>12:00PM Dismissal</b>
March 27, 2026	Marking Period 3 Ends/All Grades Are Due	
March 30- April 3, 2026	Spring Break (Snow Make-up Days 3, 4, 5) 3/14-3/16)	<b>Schools and Offices Closed Snow Make-up Days 3, 4, and 5)</b>
April 8-10, 2026	Report Card Conferences	<b>12:00 PM Dismissal (Evening Conferences 4/9/26)</b>
April 20- 24, 2026	PSSA Testing (ELA) Grades 3-8	<b>Half Day AM for Grades K-2 (Arrive at 11:45 AM)</b>
April 27 – May 1, 2026	PSSA Testing (Math and Science) Grades 3-8	<b>Half Day AM for Grades K-2 (Arrive at 11:45 AM)</b>
May 1, 2026	Interim Report Quarter 4	
May 11- 29, 2026	Mandatory Benchmark #3 (Grades K-8)	<b>DIBELS and Exact Path</b>
May 19, 2026	Election Day ( <b>Tentative</b> )	<b>Schools and Offices Closed</b>
May 22, 2026	Half-Day Professional Development	<b>12:00 PM Dismissal</b>
May 25, 2026	Memorial Day	<b>Schools and Offices Closed</b>
May 27, 2026	Eid al-Adha	<b>Schools and Offices Closed</b>
June 9, 2026	Elementary Move-Up Day (Tentative)	<b>AM: Kindergarten PM: Grade 5</b>
June 10, 2026	Grade 8 Promotion Ceremony (Tentative)	
June 12, 2026	Last Day for Students and Staff	<b>12:00 PM Dismissal</b>
June 19, 2026	Juneteenth Observed	<b>Schools and Offices Closed</b>

## **Board of Trustees**

**Dr. Veronica Florence McPherson, President**  
**[vfmcpherson@labcharter.com](mailto:vfmcpherson@labcharter.com),**

**Mr. Norris Bennis, Esq, Vice President**  
**[nbennis@labcharter.com](mailto:nbennis@labcharter.com),**

**Mrs. Tiffany Ferrell, Secretary**  
**[tferrell@labcharter.com](mailto:tferrell@labcharter.com),**

**Mrs. Pinky Lucas, Treasure**  
**[plucas@labcharter.com](mailto:plucas@labcharter.com),**

**Mr. Elbert Sampson Member**  
**[esampson@labcharter.com](mailto:esampson@labcharter.com)**

**Mrs. Karen Slade, Member**  
**[kslade@labcharter.com](mailto:kslade@labcharter.com),**

**Board members may be reached through the Administrative Office at:**

**926 Sedgley Avenue, Philadelphia, PA 19124**

**Parents and the Community may also sign up to address the Board for up to three minutes at each board meeting.**

**BOARD OF TRUSTEES MEETING  
SCHEDULE 2025-2026 SCHOOL YEAR**

**Location: Virtual Meetings Link:**

**<https://uso6web.zoom.us/j/2314020168?pwd=bVAvaVJVV1E1cFFHWGY5NTArSVVGQT09&omn=88629501403>**

**Time: 6:00 p.m.**

**July – No Meeting**

**Wednesday, August 20, 2025**

**Wednesday, September 17, 2025**

**Wednesday, October 15, 2025**

**Wednesday, November 19, 2025**

**December – No Meeting**

**Wednesday, January 21, 2026**

**Wednesday, February 18, 2026**

**Wednesday, March 18, 2025**

**Wednesday, April 15, 2026**

**Wednesday, May 20, 2026**

**Wednesday, June 17, 2026– Annual Meeting**

## *Welcome Letter*



**It is with great pleasure that I welcome all of you to the LAB family!!**

**Our goal at Lab is to not only provide scholars with a classroom experience but also to always go the extra mile in making sure they receive a well-rounded education. We want them to understand choices as well as challenges as they learn and grow through authentic lessons that incorporate real-life scenarios, their history, leadership skills, AND the state standards.**

**Most importantly, we want our LAB Scholars to understand that God gave them an individual fingerprint that no one else has, and that fingerprint allows them to leave an imprint that no one else can, so they should always dream big with motivation, vision, and a plan. They should never be afraid to take risks and always strive to be successful in whatever way they define success, because that's what leaders do. The person they see in the mirror will be there for the rest of their lives so they should always give themselves grace when they face adversity.**

**We aim to impart this with quiet strength, tough love delivered with a spoonful of sugar, and high expectations for all without exception. Our mission at LAB has always been to provide a quality education as the passport to their future and allow scholars to see the world in ways they couldn't otherwise imagine. We want to ensure that our scholars know and understand that they are young, gifted, and talented and should always walk through life proudly with the understanding that whatever they strive for in life is available to them.**

**Our scholars' voices matter, and they should always use that voice to advocate for themselves and others; however, in order to effectively do that, they need to incorporate both leadership and life skills.**

**Scholars, at LAB, we want you to:**

**Master self-discipline because the key to success is mastering the art of doing what needs to be done; especially when you don't feel like it.**

**Master your emotions in order to lead with logic and not impulsiveness.**

**Always persevere because life will always challenge you, and you need to remember that life's difficulties not only challenge you, but they also help you learn.**

**Understand that facing adversities is a part of life. Accepting them is a choice.**

**The value of failing is in the experience of trying.**

**Be accountable. Own your mistakes and learn from them because it will make you wiser.**

**In this world of instant gratification, develop the skill and inner balance to not react to everything around you.**

**Be teachable and understand that the adults in your life are only trying to help and protect you from yourself and the ills of the world by giving you structure.**

**Resist anyone who has low expectations for you because people who don't hold you accountable, who give you what you didn't earn, and who lead you along the wrong path are a danger to your success.**

**Understand that it's never too late to forgive, apologize, love, and change because you will forever evolve.**

**Stay positive because the only difference between a good day and a bad day is your attitude.**

**Always look for the positive things you can do with your skills, knowledge and energy.**

**Stay focused because little wins pave the way for big wins.**

**Life's challenges aren't supposed to paralyze you but help you discover your true self because you will never understand how strong you are until being strong is the only option you have.**

**In the middle of difficulties lies opportunity.**

**Everything in your life is a reflection of a choice you make so if you want a different result, then you need to make a different choice.**

**Most importantly, I want you to know that every day is a new opportunity, so even if you fall down, you should get back up, because it's never too late to be who you want to be, so always dream big, cultivate your vision, and shoot for the moon because even if you don't make it, you'll still be amongst the stars.**

**Have a great school year!!**

**Dr. Coleman-Hill, CEO**

Laboratory Charter School (LAB) is where all students and parents are invited to be a part of making our school successful. A student in this school is expected to actively engage in learning and follow the rules that have been established for the safety and welfare of the entire student body. The policies and procedures contained in this handbook have been carefully prepared and presented to enable you to enhance your educational program. Students' success at LAB will be directly proportional to all of our efforts. We encourage you to strive to make your school experience an educationally sound and productive one. You will also receive a complete copy of the Charter School Code of Conduct as a part of this handbook. Please review this handbook as well as the code of conduct with your child, as they will be held accountable for all rules and expectations contained in both areas.

You will also need to complete, sign, and return all forms contained in this handbook and those sent home in your FIRST DAY OF SCHOOL PACKET by the second day of school. These forms are important and will help us keep the school informed and your child safe.

## VISION

To develop well-rounded students by providing equal and equitable access to a quality education, as we prepare them to lead in society with a positive voice.

## MISSION

ALL students from ALL backgrounds deserve and will have a quality public education that includes equal and equitable access to academics, social-emotional learning, technology, and student agency.

## CORE BELIEFS

### **WE BELIEVE THAT:**

Through positive parental involvement, a collaborative staff, academically enriched student engagement, and administrative support, our students can become anything that they aspire to be.

- Education takes a village.
- Accountability is for EVERYONE (staff, students, teachers, parents, and the community).
- We should provide a consistent, fair, and nurturing environment for our school community.
- With proper planning and a positive attitude, anything is possible.

# *School Hours*

The school day is from 8:00 a.m. to 3:15 p.m. During inclement weather, students are to dress appropriately, as there is no supervision for students arriving early. Doors open at 8:00 a.m. for breakfast.

**Unless your child attends the before-school program, please do not send your child to school before 8:00 AM. THERE ARE NO ADULTS TO SUPERVISE CHILDREN BEFORE BREAKFAST BEGINS OR AFTER THE END OF DAY DISMISSAL UNLESS YOUR CHILD ATTENDS A BEFORE OR AFTER-SCHOOL PROGRAM.**

For the safety of everyone: Please do not block traffic by double-parking on any of the streets surrounding the school sites. Please do not congregate on the sidewalk, steps, or entranceway in front of the school, as this creates a hazard for students who are entering the building. Please do not drive in the parking lot. Students are to be dropped off/picked up at the entrance of the school yard. Parents should not allow their children to enter or leave a car that is double-parked, especially when the child must then cross a lane of traffic in order to get to school. Once a parent has dropped off his/her child, the parent should not loiter on the school grounds.

## **LAB Campus Locations**

**ADMINISTRATIVE OFFICE  
AND PHONE NUMBER** 926 Sedgley Avenue  
Philadelphia, PA  
19124(267)817- 4720

**SITE ADDRESS  
AND PHONE NUMBER** The Laboratory Charter Elementary School  
926 Sedgley Ave.  
Philadelphia, PA 19124  
(267) 817-4720

**SCHOOL CLOSING NUMBER 114** - Philadelphia and/or Montgomery County

**SCHOOL OPENING LATE NUMBER 114** - Philadelphia and/or Montgomery  
County

**SCHOOL HOURS: 8:00 AM - 3:15 PM**

**A student is considered a half day absent if the arrives to school after 10:45AM**

# Student Responsibilities

## General Guidelines

Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

All students have a voice at LAB. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others. It is the responsibility of the students to:

1. Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them.
2. Be willing to volunteer information in matters relating to the health, safety and welfare of the school community and protection of school property.
3. Use your voice in positive ways.
4. Dress appropriately in school uniforms.
5. If a judgment is made that the dress or appearance of a student disrupts the educational process or constitutes a health or safety hazard, the student will be required to call home for a change of clothes.
6. Exercise proper care when using the school facilities and equipment.
7. Make all necessary arrangements for making up work when absent.
8. Return all textbooks in good condition.

## Specific Guidelines

The following guidelines are intended to help clarify what is expected of students.

## DUE DATES AND DEADLINES

A due date is the day when schoolwork and/or forms are to be turned in. A deadline is the last possible day work or projects will be accepted. In some cases, there may be a grade reduction for students who turn in work or projects after the due date.

## EMERGENCY CLOSINGS

School is occasionally closed all day due to unsafe weather conditions or mechanical failure (e.g., electricity, water). Announcements are made over the local radio and TV stations during the mornings of unscheduled closings. Families are asked to listen to the radio and/ or TV broadcasts for this information about school closings. **Please do not call the school for this information. In order for you to receive these messages**

**we must have a working telephone number and email for you at all times where you can be reached.** Please have a plan in place in advance for your child in case of emergencies. Students should know where they are to go without having to call home or use a phone if school is dismissed early for any reason, and this information should be included in your emergency information.

## Policy: Attendance and Truancy Revised May 2024

**(This information is also located in the Parent and Student Handbook)**

The **Pennsylvania** Department of Education School Compulsory Law states that students from age 6-17 must attend school daily. The Laboratory Charter School's requirement for compulsory school attendance is 6 to 17. Once a student is enrolled in Laboratory Charter School, which includes kindergarten, they are subject to compulsory school attendance until he/she reach the age of 17.

**"School Attendance"** means that the child must go to a regular public school, a charter school, a licensed private or religious school, or an approved homeschooling program. A student can only be withdrawn if he/she transfers from The Laboratory Charter School. If a student does not attend The Laboratory Charter School, he/she is subjected to Truancy.

As required by law, The Laboratory Charter School must provide the student with a Student Attendance Improvement Plan. The following will occur: 1. Parent must attend a conference, 2. The parent and the Laboratory Charter school staff will identify barriers and develop strategies/interventions to address the issues and support the student to improve his/her daily attendance.

### Laboratory Charter's Attendance and Truancy Process Attendance Expectations

Under Pennsylvania law, all students between the ages of six (6) and eighteen (18) must attend school every day. Once a student is enrolled in school, this includes students in kindergarten, they are subject to compulsory school laws until the student reaches age 18. The student can only be withdrawn if they transfer out of the Charter School. The student will remain on the Charter School's roll and the student/family is subject to truancy court if they do not attend school. A parent/guardian who enrolls their child in kindergarten may formally withdraw their child from school prior to reaching compulsory school age (age six), at which point the child would no longer be subject to compulsory school laws until they turn six (6) years old.

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; if receiving approved tutorial instruction or health or therapeutic services; if engaged in an approved and properly supervised independent study, work-study, or career education program; if receiving approved homebound

instruction; or if the student's placement is instruction in the home.

Pennsylvania Department of Education regulations state that students have a legal right to attend school until they are 21. For further guidance, please visit the School District of Philadelphia's website.

Students of school age are entitled to attend public schools in Pennsylvania. Students who turn 21 during the school term are entitled to finish the school year.

Parents/guardians are expected to:

- Ensure that their student(s) between the ages of six (6) and eighteen (18) are enrolled in school and attend school regularly, on time, and for the entire school day.
- Emphasize the importance of on-time attendance in school, class, and supervised activities and celebrate good attendance and success.
- Send their student(s) to school daily prepared to participate and learn. •

Establish reasonable, age-appropriate curfews and bedtimes.

- Make appointments for their student(s) outside of the school day or days when schools are closed whenever possible
- Ensure that their student receives the periodic student health examinations and immunizations that are required by law.
- Schedule family vacations to coincide with school recesses.
- Call the school to report when their student is or will be absent.
- Provide a written excuse for every absence when their student returns to school, per attendance guidelines.
- Provide a written excuse for every late arrival and early departure, per attendance guidelines
- Provide the school with correct, current addresses, emergency contacts, home, cell, and work telephone numbers, e-mail addresses at the beginning of each school year and update information whenever changes occur.
- Participate in school attendance improvement conferences for their student to improve daily student attendance when necessary.

## When Can a Student be Absent?

Sometimes, students have to miss school. Absences that meet the conditions or situations indicated below under Excused/Lawful Absence shall be considered excused absences.

Pursuant to the Laboratory Charter School's attendance policy, written excuse notes explaining the absence must be given to the school within three (3) days of the student's return to school. If the note is not submitted to the school within the required time frame, the day(s) may not be excused.

All absences resulting in a total of three (3) or more consecutive days due to illness will require a written excuse note by a licensed healthcare provider.

For absences that do not total three (3) consecutive days, parents may submit a written excuse note stating the reason for the absence. Excuse notes from a healthcare provider may also be submitted in lieu of a parent note for any absence. When a student has been absent due to illness, excused with a parent note, totaling eight (8) days (cumulative), all subsequent absences may require a written excuse note from a licensed healthcare provider.

Written excuse notes must include a valid telephone number or other means of contact for verification purposes.

## Excused/Lawful Absence

The following conditions or situations constitute reasonable cause for absence from school:

- Obtaining professional health care or therapy service rendered by a licensed practitioner
- Upon written request by a parent/guardian, a student may be excused during school hours for the purpose of obtaining professional health care or therapy service only if the following requirements are met:
  - The health or therapeutic services are to be rendered by licensed practitioners.
  - It is not practical or possible for the student to receive the services outside of school hours.
  - The time of necessary absence from school involves a minimum of interference with the student's regular program of studies.
  - Illness, including if a student is dismissed by designated Charter School staff during school hours for health-related reasons
- Quarantine

- Recovery from accident Required court appearance Death in the family •

Educational trip/tour if the following conditions are met:

- The person in parental relation submits the documentation required for excusal before the absence within the appropriate time frame.
  - The student's participation has been approved by the Superintendent or principal.
  - The adult directing and supervising the tour or trip is acceptable to the person in parental relation.
- College tours, trade school tours, career and technical training program tours, community college tours, or tours of other non-Charter School schools, with prior approval.
  - The Charter School may limit the number and duration of non-school-sponsored educational tours or trips for which excused absences may be granted to a student during the school year.
  - Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.
  - Out-of-school suspension
  - Family Emergency (An unexpected, serious event that is outside of the control of the student's family)
  - Requires parental note explaining the emergency received within 3 school days of the student's return. School staff will evaluate if the situation constitutes a family emergency.
  - Participation in a project sponsored by a statewide or countywide 4-H, Future Farmers of America (FFA), or combined 4-H and FFA group, upon prior written request.
  - Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral. The student shall furnish the signed excuse to the school prior to being excused from school.
  - Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness and foster care.

## Temporary Excusals

The following students may be temporarily excused from the requirements of attendance at Charter School:

1. For the purpose of receiving tutorial instruction in a field not offered in the Charter Schools' curricula, with certain requirements.
2. Students participating in a religious instruction program, with certain conditions.
3. School-age students unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education of the Pennsylvania Department of Education.

## Unexcused/Unlawful Absences

Absences that do not meet the above conditions or situations shall be considered an unexcused/unlawful absence. An "unexcused" or "illegal" absence occurs when a student is absent without a valid excuse in writing. That means that either no written note was submitted to the school upon the student's return, or that the reason provided in the note was deemed invalid. Examples of invalid excuses include (but are not limited to): babysitting, waking up late, illness of a family member, and vacation. Absences shall be treated as unexcused until the school receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. An out-of-school suspension may not be considered an unexcused absence.

## Responses to Non-Attendance (Truancy)

When a student has been absent for three (3) days (consecutive/non-consecutive) during the current school year without a lawful excuse, Laboratory Charter School staff shall provide notice to the parent/guardian within ten (10) school days of the student's third unexcused absence. If the student continues to accumulate additional unexcused absences after issuance of the notice, the parent/guardian and student will be invited to attend a School Attendance Improvement Conference (SAIC), where a School Attendance Improvement Plan (SAIP) will be created to support the family in identifying and alleviating attendance barriers.

A SAIP must be developed for any student by their sixth (6th) unexcused absence. The parent/guardian and student must be invited to this conference in advance. Neither the student nor the parent/guardian shall be required to participate, although it is highly recommended. The SAIC shall occur even if the parent/guardian declines to participate or fails to attend the scheduled conference. If the student's attendance does not improve after implementation and progress monitoring of the SAIP, and has ten (10) or more illegal absences, the student may be referred to Truancy Court, in order to prevent, address, and reduce chronic truant behavior. At that time, a truancy provider will contact the parent/guardian in order to assist further with alleviating barriers to attendance.

The student and parent/guardian will be required to attend truancy court, and the parent/guardian must comply with the truancy court order. The court order may include a referral for services. If the student's attendance does not improve at the truancy court level, the truancy court may refer the case to the family court. In family court, a Judge may adjudicate the student as dependent and assign the case to the Department of Human

Services for more intensive services.

**Suspension from school or transfer to an alternative education setting is not a permissible response to truancy.**

## Attendance and Truancy

The **Pennsylvania** Department of Education School Compulsory Law states that students from ages 6-17 must attend school daily. The Laboratory Charter School's requirement for compulsory school attendance is 6 to 17. Once a student is enrolled in Laboratory Charter School, which includes kindergarten, they are subject to compulsory school attendance until he/she reach the age of 17. "**School Attendance**" means that the child must attend a regular public school, a charter school, a licensed private or religious school, or an approved homeschooling program. A student can only be withdrawn if he/she transfer from The Laboratory Charter School. If a student does not attend The Laboratory Charter School, he/she is subject to Truancy.

As required by law, The Laboratory Charter School must provide the student with a Student Attendance Improvement Plan. The following will occur: 1. Parent must attend a conference, 2. The parent and the Laboratory Charter school staff will identify barriers and develop strategies/interventions to address the issues and support the student to improve his/her daily attendance.

### Laboratory Charter's Truancy Process

**Truancy** is any unexcused absence from school. Any student who has had three 3 or more unexcused absences from Laboratory Charter School and has not provided a valid excuse note is considered truant.

#### The Laboratory Charter School's truancy process includes:

- The parent/guardian **must submit** an absence note to the school **within three (3) days** upon the student's return to school. The principal/designee will determine the validity of the note. If the note is accepted, the school's administrative assistant will make the necessary change in the Student Information System to an excused absence. **All information will be documented via a Contact Log.**
- After the 3<sup>rd</sup> unexcused absence, a notice generated by the SIS will be sent to the parent/guardian informing them that the student has missed three consecutive/non-consecutive days of school.
- By the 6<sup>th</sup> absence, a Student Attendance Improvement Plan conference will be scheduled to address the student's unexcused

absence and the reason for the truancy. The plan will be completed at the conference and presented to those attending. Person's attending the conference can be: Attendance Designee, intervention provider, student, parent/guardian, other people who can be a resource, (grandparent, advocates, family friend, etc.) and appropriate school personnel. If the student has a disability, members of the student's IEP or 504 Team should be included. Additionally, Behavior Health provider's case managers and probation officers may also be included.

- After the 10<sup>th</sup> unexcused absence, Laboratory Charter school will submit a referral to the School District of Philadelphia's Office of Attendance & Truancy at [truancyreferrals@philasd.org](mailto:truancyreferrals@philasd.org). Submission of the following information includes a contact log, identification of barriers, implementation of interventions that address the barriers, and progress monitoring. Laboratory Charter School will be responsible for checking for any information leading up to the status of any truancy case submitted to the Family Court/DHS by the School District of Philadelphia.

**NOTE:** If the parent/guardian is absent, The Laboratory Charter School will still hold the meeting in their absence. The Laboratory Charter School will make every effort to invite the parent to document such efforts.

- Laboratory Charter School will ensure that students referred to a regional truancy court will have been offered evidence-based interventions as listed by the school and implemented with fidelity. The effort to support Laboratory Charter students to eliminate truancy should include, but not be limited to, DHS, internal Laboratory Charter school staff, external partners, the Special Education Director, or the Special Education Liaison. DHS supports include: Family Empowerment Services for grades K-3 and Truancy Providers for grades 4<sup>th</sup> to 12<sup>th</sup>. The agencies must provide the schools with a FERPA consent form in order to receive information regarding a Laboratory Charter school student.

## **The Laboratory Charter School's attendance coding of students:**

### **Excused/Lawful Absences**

Absences due to illness/injury of the student, death in the family, required court appearances, and religious holidays may be considered excused absences. Notes must be given to the school within three (3) days upon the student's return to school. If the note is not turned in within the required timeframe, the day(s) may not be excused. For absences that do not total three (3) consecutive days, the parent/guardian may submit a handwritten note stating the reason for the absence.

## Unexcused Absences

Students absent without a valid excuse are considered an unexcused absence. Examples of unexcused absence would be a Laboratory student not attending school because a parent/guardian is involved in personal business or had car trouble, a parent/guardian or student oversleeping or missing the bus, a student having to babysit a sick sibling, or going on vacation.

## Absence Due To Pre-Approved Educational Field Trip

Parents are encouraged to plan vacations to coincide with regularly scheduled school closings whenever possible. If a child must be absent from school for an extended period, **teachers are not required to provide learning materials prior to the absence but make all attempts do so with enough advanced notice.** Such requests necessitate advanced planning on the part of the teacher, which may not coincide with the activities that take place during the child's absence. If assignments are not provided prior to the educational field trip, when the child returns to school, the teacher will provide him or her with all the necessary assignments.

Special permission to take a short (up to 5 days) trip during the school year must be requested from the Principal in advance (at least 15 school days) of the trip. The student must turn into the school office a note from the parent requesting the leave. Students who have a history of attendance issues, and/or who are in academic jeopardy, may not receive approval from the building administrator to take an extended "family education trip". Administratively approved "family education trips" shall be recorded as excused/acceptable absences. The school administration shall approve one "family education trip" per student per year for up to five (5) days. Students are required to submit a written essay regarding their trip. The guidelines for the essays will be distributed to the student at the time of the vacation request. The essays are due back to the homeroom teacher the day the student returns from the trip. Family education trips that are not approved by the Principal will result in the student's absence being recorded as unexcused/illegal.

## Homebound or Hospitalized Students

In the case of a regular education student, the administration shall investigate the possible need for services pursuant to Section 504 of the Rehabilitation Act of 1973 as a means for carrying out homebound/hospital instruction with the individual student. Any student who receives approved homebound instruction or who has been hospitalized will remain on the

Laboratory Charter school rolls and marked as excused absences.

## Lateness

**Any student arriving at school after 8:30 a.m. is considered late.** Students will be marked late at the front desk. Students who are continually late will be referred to the Guidance Counselor and/or Home and School Parent Liaison. Students coming to school two (2) hours after school begins or leaving two (2) hours before school ends will be marked as half-day unexcused absences. If the student has a note from a medical provider (doctor, dentist, etc.) the student will be marked as a half-day excused absence. If the student does not provide a note within 24 hours of the visit, the absence will remain as an unexcused half-day absence.

## Books and Textbooks

Students must be prepared for work and equipped with a notebook, paper, pencils, and pens. Books must be clearly identified with the students' full name, room number, and teacher's name in the identification block in the front of the book. Please use ink or a permanent marker to label student belongings.

The LAB Charter School expects all students to maintain the textbooks issued to them in good condition and return the books when requested. Textbooks are public property and are loaned to students.

Students are responsible for loss or damage of textbooks or any other school materials. If a book is lost or damaged, it must be paid for immediately. Consumable workbooks provided to students that are lost or damaged during the school year are the responsibility of the parent to replace. Consumable workbooks provided to students do not need to be returned at the end of the school year.

## Electronic Devices

The LAB policy prohibits cell phones, headphones, iPads, iPods, i-Watches, earbuds, tablets, Kindle devices, and any other electronic devices. Phone calls, including sending or receiving, texting, audio, or video recording and texting, are prohibited during the school day, including in the school yard before and after school and during the breakfast and lunch program.

1. The school will not assume any responsibility if these items are brought to school and lost or stolen.
2. Having cell phones, headphones, or other electronic devices at LAB is a Code of Conduct violation and subject to discipline.
3. If a student is on a phone and in violation of the cell phone policy, the cell phone will be taken and **ONLY** returned to a parent or guardian.
4. Students are not permitted to order outside food at any time due to lunch regulation laws, including the Healthy, Hunger Free Kids Act of 2010, and school rules around cell phone usage.

## Medicine

Students are not to carry or ingest any medicines on school premises when not in the presence of the school nurse. If students must take any type of medication from a doctor's prescription, parents must notify the school nurse of this fact and arrange to leave the medicine with the nurse. Additionally, any child who requires prescription or non-prescription medicine, must also have a "Request to Administer Medicine" form completed by a physician on file. **NO MEDICATIONS WILL BE ADMINISTERED WITHOUT THIS COMPLETED FORM.**

## Early Dismissal

Parents must present a PA photo ID for an early dismissal. Only the parent, legal guardian or designee can sign a student out for early dismissal. **AT NO TIME WILL A STUDENT BE RELEASED TO A PERSON WHO IS NOT ON THE EMERGENCY FORM. ADDITIONALLY, LAB CHARTER WILL NOT ACCEPT PHONE CALLS ASKING THE SCHOOL TO CHANGE EMERGENCY DISMISSAL PROCEDURES. THIS IS FOR THE SAFETY OF ALL CHILDREN.**

Parents/guardians are urged to leave their children in school all day. Medical or other appointments should be scheduled outside school hours and on school holidays whenever possible. If a child needs to be dismissed early **PARENTS OR DESIGNEE ON THE EMERGENCY FORM must present valid PA photo identification in the main office and sign the child out by 2:00 p.m. No early dismissals are permitted after 2:00 p.m. (please see additional information regarding early dismissal and attendance). There will be no exceptions. This policy is in place for the safety of ALL students.** Children will not be sent

out of the building without a parent or guardian. **PARENTS MAY NOT CALL THE SCHOOL TO CHANGE DISMISSAL PROTOCOL FOR ANY STUDENT AT ANY TIME. THIS IS FOR THE SAFETY OF THE STUDENT AS THE SCHOOL PERSONNEL CANNOT IDENTIFY THE PERSON ON THE OTHER END OF THE TELEPHONE OR VERIFY THE PARENT.**

## Emergency Contact

Emergency Contact Forms are distributed to the parents at the beginning of the school year. These forms are a source of emergency information for the pupils. For the well-being of your child(ren), it is important that the form be completed and returned promptly to the school.

**PLEASE ADD EVERY PERSON YOU THINK MAY PICK UP YOUR CHILD TO THE FORMS. UNDER NO CIRCUMSTANCES WILL ANY CHILD BE RELEASED TO A PERSON WHO IS NOT ON THE PAPERWORK. AGAIN, WE WILL NOT CHANGE PROCEDURES TO ACCOMMODATE PEOPLE ON TELEPHONES AS WE CANNOT IDENTIFY THE PERSON OR VERIFY THE INFORMATION.**

## Field Trips

When a field trip is scheduled, each student who is to participate will bring home a permission form giving the date and purpose of the trip and the destination. The form must be signed by a parent or guardian and returned to the teacher before the student is allowed to go on the trip. No permission forms are accepted after the deadline, as bus and meal arrangements must be made in advance of the trip.

Parents who need financial assistance to help pay for field trip participation should contact the field trip sponsor or guidance office. **STUDENTS WHO ARE NOT IN UNIFORMS ON A DAILY BASIS WILL BE EXCLUDED FROM THE FIELD TRIPS.**

All chaperones for field trips must be pre-approved. Additionally, prior to being considered as a chaperone, ALL clearances (State Police, Child Abuse, and FBI) must be turned into the school and must be dated within one year of the date turned into the school in order to be considered.



## **CODE OF CONDUCT 2025-2026**

Welcome to the Laboratory Charter School of Communication and Languages (LAB) where students and parents are invited to be a part of making our school successful. A student in this school is expected to actively engage in learning and follow the rules that have been established for the safety and welfare of the entire student body. The policies and procedures contained in this Code of Conduct have been carefully prepared and presented to enable you to enhance your educational program.

Students' success at LAB will be directly proportional to all of our efforts. We encourage you to strive to make your school experience an educationally sound and productive one. You will also receive a complete copy of the Charter School Student and Parent Handbook. Please review this Code of Conduct with your child, as they will be held accountable for all rules and expectations contained in both areas.

**You will also need to complete, sign and return all forms contained in the Student and Parent Handbook, which will also include this Code of Conduct.**

Laboratory Charter School recognizes the importance of a comprehensive Parent/Student Handbook as well as a Code of Conduct that complies with the regulations set forth by Pennsylvania School Law. The purpose of this document is to outline the reasons why it is crucial for our school to have policies that adhere to these legal requirements. By ensuring compliance, we aim to foster a safe, inclusive, and productive learning environment for all students, while also providing clear guidelines and expectations for parents and guardians.

Legal Obligations: Pennsylvania School Law establishes a framework of regulations that govern the operation of educational institutions within the state. Complying with these laws is not only necessary to maintain the legality of our school but also crucial for safeguarding the rights and well-being of our students and their families. A Parent/Student Handbook that aligns with Pennsylvania School Law demonstrates our commitment to upholding legal requirements and ensuring transparency in our policies and procedures.

**Clarity and Consistency:** Having a Code of Conduct compliant with Pennsylvania School Law ensures that all parents, students, and staff members are provided with consistent and accurate information regarding school policies, procedures, and expectations. Clarity in these areas is vital to foster a positive school culture, promote effective communication, and avoid any misunderstandings or disputes. By following state regulations, we can provide a clear roadmap for parents and students to navigate the educational journey at our school.

**Equal Treatment and Non-Discrimination:** Pennsylvania School Law emphasizes the principles of equal treatment and non-discrimination in educational settings. By incorporating these principles into our Code of Conduct, we can establish a fair and inclusive environment where all individuals are treated with respect and dignity, regardless of their race, gender, religion, disability, or any other protected characteristic. Compliance with state laws ensures that our policies and procedures are free from bias and discrimination.

**Safety and Well-Being:** Pennsylvania School Law includes provisions related to student safety and well-being, covering areas such as bullying prevention, emergency procedures, and reporting protocols. By aligning our Code of Conduct with these regulations, we prioritize the physical and emotional safety of our students. Clear guidelines on reporting incidents, addressing conflicts, and responding to emergencies enable us to create a secure and nurturing environment conducive to learning and personal growth.

**Parental Involvement and Engagement:** A compliant code of Conduct facilitates meaningful parental involvement and engagement in their child's education. By clearly outlining the roles, responsibilities, and expectations for parents, we encourage their active participation in school activities, events, and decision-making processes. Compliance with Pennsylvania School Law helps establish a strong partnership between the school and parents, strengthening collaboration and ensuring the best possible educational experience for our students.

**Conclusion:** Having a Code of Conduct compliant with Pennsylvania School Law is crucial for the Laboratory Charter School to meet legal obligations, provide clarity and consistency, promote equal treatment and non-discrimination, prioritize student safety and well-being, and enhance parental involvement and engagement. By adhering to these regulations, we create an environment that nurtures academic excellence, personal growth, and a strong sense of community.

The Board of Trustees of Laboratory Charter School has the authority to make reasonable and necessary rules governing the conduct of students in school. Students are expected to assume that the rules contained in this Code of Conduct remain in effect unless specifically repealed, altered or waived in writing by the Board of Trustees.

**Non-Discrimination:** Laboratory Charter School complies with all applicable federal, state, and local laws in providing equal opportunity to all Charter School students. Consistent with the Pennsylvania Human Relations Act (43 P. S. § § 951—963), a student may not be

denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin, or disability.

**DR. ANDREA COLEMAN-HILL, CEO**

## Scope of the Student Code of Conduct

This Code of Conduct applies to the conduct of Laboratory Charter School students that occurs:

On school grounds at any time;

Off school grounds at any school-related activity, function, or event;

Off school grounds when the conduct may reasonably be expected to (i) undermine school authority; (ii) endanger the safety of students, teachers, administrators, or any other member of the school community; or (iii) disrupt the school; and

While traveling to and from school on school buses or vans, or on public transportation.

## USE OF VIDEO AND AUDIO SURVEILLANCE CAMERAS

Both of LAB's Campuses have video surveillance on and around school property and on school buses to protect school property and the health, safety and welfare of the students and employees. Video recordings may be used as a basis for any disciplinary action for any violation of law and/or school rules.

Further, video recordings may be furnished to police in accordance with applicable laws and regulations.

School buses may be equipped with video and audio recording devices, which provide video and audio surveillance for safety, security, and disciplinary purposes. Students, their parents/guardians, and, where applicable, school bus drivers and passengers will be notified as to the presence and possible activation of any video and audio recording devices.

The purpose of surveillance monitoring on school buses is to provide a safe environment for students, school personnel, and contracted personnel. Surveillance monitoring will assist as a deterrent to misconduct that jeopardizes the safety of students and other permitted occupants of school buses; however, it does not ensure the elimination of misconduct and cannot guarantee the absolute safety of those on board. Dress Code and Uniform

## Purpose

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. Gender Expansive and Transgender students shall have the right to dress in a manner consistent with their gender identity or gender expression to the extent that such dress does not conflict with school rules or other Board policies or administrative regulations.

## Uniforms

In accordance with the Pennsylvania Department of Education, Students' Rights and Responsibilities, Chapter 12, Laboratory Charter School has a **mandatory uniform policy** for all students in grades K-8. All Students are required to dress in the manner adopted by their schools. Students who persistently fail to dress for school as required by their school's uniform programs will need to participate in parent meetings to coordinate support for the family to comply with the uniform policy. Students shall also observe basic standards of cleanliness, modesty, and good grooming. Students shall dress in a manner that neither disrupts the educational program nor poses a safety hazard.

### *Uniform Options for Kindergarten thru Fifth Grade Students*

Pupils will wear a long or short-sleeved light blue shirt with a collar with navy blue pants, skirt, skorts, or jumper. Skirts, skorts, and jumpers must be no shorter than two inches above the knee. Students will also wear a long or short-sleeved light blue shirt with a collar and navy blue pants or shorts.

### *Uniform Options for Sixth, Seventh, and Eighth Grade Students*

Pupils will wear either a long or short-sleeved light blue shirt with a collar, paired with navy blue pants, skirt, skorts, or jumper. Skirts, skorts, and jumpers must be no shorter than two inches above the knee. Or, students will wear either a long-sleeved or short-sleeved light blue shirt with a collar and navy blue pants or shorts.

All students are expected to adhere to this uniform policy. Failure to wear the school uniform will result in the need to participate in parent meetings to coordinate support for the family to comply with the uniform policy.

Oversized clothing is not permitted. Undergarments should not be visible. Short shorts or mini-skirts will not be permitted. Hats, scarves, and headbands are not permitted, except for religious reasons. Hoodies are not permitted under any circumstances. Students may not wear large dangling earrings or jewelry, sandals, flip flops, slippers, Crocs, or high heels.

### *Gym Uniforms*

In order to implement our physical education program, proper attire is necessary. Preparation for class is part of the student's overall subject grade. We require the following clothing to meet the needs of personal cleanliness and maximum safety:

Navy blue sweat pants or shorts (K-8)

Navy Blue Crew Neck Sweatshirt or Light Blue Collared shirt (K-8)

Black Sneakers

All students are expected to wear the uniforms described above when on campus and during school hours from Monday through Friday.

A uniform bank will be available on campus for students to change into the appropriate attire if they have not come to school according to the uniform policy. Uniforms from the uniform bank are to be returned by the end of the school day and washed on campus.

**The school uniform consists of:**

- Bottoms/Tops: Navy Blue
- Shirts: Light Blue
- Crewneck sweaters or crewneck sweatshirts: Navy Blue, no words or lettering (with the exception of Laboratory Charter School)
- Black Shoes or Sneakers must be close-toe (no sandals or flipflops), must not light up or make noise, and must not have wheels
- No hoods, hoodies, hats, or coats may be worn inside the school

## Authority

The Board has the authority to impose limitations on students' dress in school.

The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their appearance, except when their choices disrupt the educational program of the schools or affect the health and safety of others.

When student dress may constitute student expression, Student Expression/Distribution and Posting of Materials shall apply.

Students may be required to wear certain types of clothing while participating in physical education classes, technical education, extracurricular activities, or other situations where special attire may be required to ensure the health or safety of the student.

## Delegation of Responsibility

The building principal or the principal's designee shall be responsible for monitoring student dress and grooming and enforcing school rules governing student dress and grooming.

The CEO or the designee shall ensure that all rules implementing this policy impose only the minimum necessary restrictions on the exercise of the student's taste and individuality.

Staff members shall be instructed to demonstrate by example positive attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

## Electronic Devices

The LAB policy prohibits cell phones, headphones, iPads, iPods, Smart Watches, ear pods/earphones, tablets, Kindle devices, and any other electronic devices. Phone calls, including sending or receiving, texting, audio, or video recording and texting, are prohibited during the school day, including in the schoolyard before and after school and during the breakfast and lunch program.

- The school will not assume any responsibility if these items are brought to school and lost or stolen.
- Having cell phones, headphones, or other electronic devices at LAB is a
- Code of Conduct violation and subject to discipline.
- If a student is on a phone and in violation of the cell phone policy, the cell phone will be taken and ONLY returned to a parent or guardian.
- Students are not permitted to order outside food at any time due to lunch regulation laws, including the Healthy, Hunger-Free Kids Act of 2010, and school rules around cell phone usage.

## Restorative Practices and Social Emotional Learning

LAB fully embraces a Restorative Practices approach. This school-wide culture system is built around strengthening and repairing respectful and trusting relationships both in the classroom and across the school community. Students and staff are expected to demonstrate positive behavior, pro-social thinking, and social-emotional competencies. Students and Staff acknowledge when harm is done and opportunities are provided to give back to the community they harmed and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of LAB.

Restorative practices (RP) is an approach and set of tools for building, improving and repairing relationships. It is a community-centered, needs-based framework for cultivating healthy home, school, neighborhood and workplace communities. The faithful implementation of RP increases social and emotional intelligence, decreases high-risk behavior, and addresses harm effectively. RP strives to honor all voices (including and especially those voices that are traditionally and systematically silenced, like children's), to hold people accountable for their words, behaviors and actions, and to contribute to the repair of new and existing trauma. The consistent, school-wide use of restorative practices

significantly reduces classroom disruptions, suspensions, and violence by centering the good of the community and its relationships, promoting social-emotional competence, encouraging trauma-informed decisions, and promoting cultural competency.

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across classrooms and the school building in collaboration with families and community partners. The schoolwide use of SEL fosters learning and promotes equitable outcomes for all students.

RP and Schoolwide SEL are distinct approaches to creating and sustaining connected communities but are grounded in similar principles and often complement and fortify one another. Lab Charter recognizes the importance of RP and Schoolwide SEL and is committed to cultivating a connected community through the faithful implementation of both. The implementation process is planned for and led by key stakeholders, including administrators, teachers, parents, and community members. Each year, specific goals are developed and customized for each campus, but in general, a restorative school cultivates a strong sense of community through the consistent use of the following tools and processes:

- Community-building or proactive dialogue circles
- Responsive dialogue circles
- Affective statements
- Restorative questions and conversations
- Formal conferences

These tools and processes provide pathways to relationship-building and to repairing harm. They allow school community members to learn about one another and resolve issues and conflicts. They are instrumental to the implementation process, an overview of which follows.

## Overview of the Schoolwide RP + SEL Implementation at LAB

Whole school transformation necessitates the faithful implementation of restorative and SEL practices at the individual, organizational, and systemic levels. The shift from a traditional, typically punitive school model to a restorative one requires a period of 3-5 years well spent. Educators, administrators, support services professionals, parents, community partners and school personnel all play key roles in the transformation process. They must work to embody restorative and social-emotional philosophies, understand deeply their frameworks and tools, and commit to applying and imparting their strategies on a moment-to-moment basis.

The model school incorporates restorative and SEL practices at every possible turn—we see a commitment to relationship building, to minimizing shame, and to cultivating

experiences of joy and authentic pride. Approaches to discipline, school-wide rituals, grading policies, classroom routines, interactions between members of the school community, and even the posters we see in a school's hallways reflect an unwavering commitment to restorative and SEL practices.

Lab Charter has implemented or begun implementing the following practices as part of its commitment to becoming a restorative, attuned school environment:

- Partnering with The Restorative Project, an organization dedicated to school transformation, in order to ensure the faithful implementation of the RP/SEL program.
- Providing whole school professional development so that all adults who interact with Lab Charter students do so in a healthy manner.
- Coaching teachers and staff as they become familiar with and adopt RP and SEL strategies.
- Forming a champion team that consists of key stakeholders responsible for leading implementation efforts.
- Committing to a quarterly review process where key members of the community, including students and parents, provide feedback on the strengths and weaknesses of the implementation efforts.

## In-House Restorative and SEL Practices Leadership: The Champion Team

The champion team is vital to the faithful implementation of restorative and SEL practices. This team of key stakeholders works to build internal capacity and supports grade-department and eventually school-wide capacity. Members of the champion team lead a school's transformation process.

Ideally, the champion team consists of multiple educators representing a variety of grade levels and pedagogical perspectives; at least one administrator; a counselor, social worker, or other support staff person; parents; and other members of the school community, often including students. If possible, each member of the champion team directs the execution of some aspect of the champion team selection process is tailored to identify members of the school community who exhibit the following qualities:

- Positive concept of all children
- Positive relationships with students
- Belief in people's capacity to change
- Strong and compassionate classroom management (if applicable)
- Ability to lead by example (a penchant for coaching is a bonus)
- Restorative mindset, replete with empathy and tenacity
- Free to dedicate the time necessary to implementation

Champion teams generally consist of 7 to 9 school community members and meet weekly or bi-weekly. Additionally, the champion team does not work in isolation of committees like school climate or instructional leadership teams; instead, members of the champion team work to integrate restorative and SEL practices into current school alliances.

Questions about Lab Charter’s school-wide RP and SEL implementation should be directed to [therestorativeprojecttrp@gmail.com](mailto:therestorativeprojecttrp@gmail.com).

## Progressive Discipline Framework

LAB Staff address Level I and Level II behaviors that are teacher-managed with the Universal Progressive Classroom Management System below:

- Step 1: Positive Teacher Redirection
- Step 2: Teacher to Student Conversation
- Step 3: Lunch Detention
- Step 4: Positive Family Contact
- Step 5: Discipline Referral
- Step 6: Family, Teacher, Administrator Conference

Students will go through this process when the action can be handled at the teacher level. For all other actions/behaviors that cannot be handled by the teacher, those will be handled via LAB’s Code of Conduct.

Students who display any of the following actions shall be subject to appropriate disciplinary action, as stated in the Pennsylvania School Code and LAB’s Code of Conduct. Actions are leveled based on disciplinary consequences. Any action can receive the suggested consequence, a lesser, or a more severe consequence based on the severity and repetition of the action and the effect that it has on others.

The list is not exhaustive of all behaviors that may result in disciplinary action. The progressive discipline framework is divided into four levels. Each level represents progressively more serious acts of inappropriate behavior and consequences. The level of discipline imposed is based on the severity of the misbehavior.

## § 12.2. Student responsibilities.

- (a) Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. Most of all, students are responsible for sharing with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

(b) No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

(c) Students should express their ideas and opinions in a respectful manner.

(d) It is the responsibility of the students to conform to the following:

- (1) Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
- (2) Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
- (3) Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
- (4) Assist the school staff in operating a safe school for the students enrolled therein.
- (5) Comply with Commonwealth and local laws.
- (6) Exercise proper care when using public facilities and equipment.
- (7) Attend school daily and be on time at all classes and other school functions.
- (8) Make up work when absent from school.
- (9) Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
- (10) Report accurately in student media.
- (11) Not use obscene language in student media or on school premises.

### § 12.3. School rules.

(e) The governing board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rule making power, however, is not unlimited; it must operate within statutory and constitutional restraints. A governing board has only those powers that are enumerated in the statutes of the Commonwealth, or that may reasonably be implied or necessary for the orderly operation of the school. (f) Governing boards may not make rules that are arbitrary, capricious, discriminatory or outside their grant of authority from the General Assembly. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose. (g) Each governing board shall adopt a code

of student conduct that includes policies governing student discipline and a listing of students' rights and responsibilities as outlined in this chapter. This code of conduct shall be published and distributed to students, parents, and guardians. Copies of the code shall also be available in each school library.

## Student Behavior and Discipline

The table of the Code of Conduct provides definitions for behaviors that are considered dangerous and/or disruptive to the school learning environment and community. The behavior matrix also provides guidance as to the levels of interventions and consequences that school administrators can implement for specific violations. Please see the full table beginning on page

Laboratory Charter School's is committed to achieving educational equity and reducing disproportionality in exclusionary discipline. It is expected that all staff follow the MTSS process to ensure students are receiving appropriate supports prior to a serious incident.

Parents/guardians who have any questions or concerns related to discipline are encouraged to contact the school principal.

### *Suspension Procedures*

According to Pennsylvania law, suspension is defined as the denial to a student of the right to attend school and to take part in any school function for any period of up to ten (10) days. Suspensions must be preceded by notification to the student and parent/guardian in writing. For the purposes of Laboratory Charter School's Code of Conduct, suspensions comprise of three categories: in-school, short-term, and long-term.

### In-School Suspensions

In-school Suspension is an exclusion from a classroom for disciplinary purposes that allow a student to remain under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

### Out-of-School Suspensions

Students in **3<sup>rd</sup> through 8<sup>th</sup> Grade** may be suspended when they have violated the Code of Conduct and a suspension is deemed appropriate for the offense. Suspensions vary in length:

- 1. Short-term Suspension** is an exclusion from school and/or any school activity or function for a period of **one to three days**.
- 2. Long-term Suspension** is an exclusion from school and/or any school activity or function for a period of **four to ten school days**.

Students who are suspended must meet with the principal or designee before the suspension unless it is clear that the health, safety, or welfare of the school community is compromised. During the conference, the student should be given a suspension notice. The parent/guardian must also be notified, and a parent conference should be scheduled before or upon the student's reinstatement to school after suspension.

Kindergarten, first, and second grade students may NOT be suspended unless their actions result in serious bodily injury to self, others or they create an unsafe environment. In order to prove serious bodily injury, the school must provide medical documentation and a Serious Incident Report to the Chief Executive of Operations to notify of the serious bodily injury.

### *Level I Discipline*

Level I discipline is used for minor acts of misconduct that interfere with orderly school procedures, school functions, or students' own learning process. Students may be disciplined by the professional staff member involved.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

- Complete a Behavior Concern document to be signed by the parent
- Call home to parents
- Loss of free choice time
- Intentional seating
- Parent shadowing
- Student participation in the conference with the parent/guardian and teacher
- Participation in a school service project, which enables the student to be engaged in behavior that supports our Caring School Community
- Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior in a Caring School Community

### *Level II Discipline*

Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated acts of minor misconduct and misbehaviors directed against people or property, but which do not seriously endanger the health, safety, or well-being of others.

Consideration of necessary behavior support services should be given, if not already provided. Signed Behavior Concern forms and a listing of phone call home dates are submitted to the office.

Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by administration, including, but not limited to the following:

- Student participation in conference with parent/guardian, teacher, and/or administration via the Mandatory Parent/Guardian Meeting invitation.
- Restriction from programs and special assemblies
- Assignment to lunch detention
- Partial or full-day school suspension
- Participation in cleaning/repair of damage caused to the school-related environment
- Saturday School Detention
- Financial restitution for repairing or replacing any damage caused to the school-related environment or materials.
- \*Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior, and the related character trait(s)
- Participation in a school service project, which enables the student to be engaged in Caring School behavior
- Any other disciplinary technique that positively promotes the school's goals and desired Caring School behavior.

### *Level III Discipline*

Level III discipline offenses are serious acts of misconduct, including, but not limited to, repeated misbehavior that is similar in nature, serious disruption of the school environment, threats to health, safety, or property, and other acts of serious misconduct.

These offenses must be reported to the administration. Offenses that threaten the health, safety, or well-being of others may result in the assignment of multiple days of school suspension, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the administration is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services will be given, if not already provided.

A Serious Behavior form, any new Behavior Concern forms and phone call(s) home documentation are submitted to the office.

Students guilty of a Level III offense may receive any discipline management technique appropriate for the situation as determined by the administration, including but not limited to the following:

- Restriction from programs and special assemblies

- Full day out of --school suspension; Number of days as determined by administration
- Saturday Detention
- Participation in the cleaning or repair of any damage caused to the school-related environment
- Financial restitution for the repair or replacement of any damage caused to the school-related environment or materials.
- Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and related Caring School behaviors
- Participation in a school service project which enables the student to be engaged in the desired Caring School behaviors
- Any disciplinary technique that positively promotes the student code of conduct and desired Caring School behaviors

#### *Level IV Discipline*

Level IV discipline offenses represent the most serious acts of misconduct. These offenses must be immediately reported to the administration. These violations are so serious that they may require the use of outside agencies and/or law enforcement. Such acts may result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school-sponsored activities, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the school administration is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of support services should be given if not already provided.

Certain behaviors have been identified that require an automatic office referral. In these cases, teachers should fill out a Serious Behavior form without needing to go through the steps of the classroom discipline procedure. It is the discretion of the teacher if the student is sent to the office immediately or the referral is submitted after class. This list is not all-inclusive:

- Fighting or confrontational behavior
- Profanity
- Racial Slurs in class
- Refusing to surrender electronic devices
- Vandalism or defacing school property
- Non-compliance/defiance

Students guilty of a Level IV offense may receive any of the discipline management techniques appropriate for the situation as determined by the administration, including but not limited to the following:

- Restriction from programs and special assemblies
- Suspension from school; Number of days determined by

- administration and county policy
- Participation in the cleaning or repair of any damage caused to the school-related environment
- Financial restitution for the repair or replacement of any damage caused to the school-related environment or materials
- \*Development of a written or graphic representation that reflects an understanding of the specific misbehavior, the nature of the Caring School behavior
- Appearance before the Disciplinary Community for Due Process proceedings

### *Suspensions*

#### **Level 4: Immediate Referral**

- Fighting or confrontational behavior
- Profanity or obscenity towards any staff member.
- Threats – any overt or verbal action towards personnel.
- Racial Slurs
- Refusing to surrender electronic device
- Disrespect to any staff member.
- Smoking in the building or on school grounds.
- Leaving school grounds without permission.
- Cutting class.
- Leaving class without permission.

#### ***A student is subject to immediate suspension, expulsion and arrest for the following reasons:***

- Forgery.
- Destruction, vandalism, graffiti, and/or theft of school property.
- Pulling fire alarms.
- Assault on another student or staff member.
- Possession and/or use of illegal weapons.
- Possession use and sale of marijuana or any illegal drugs.
- Pornography.

#### ***Violations of these rules can result in:***

- Suspension from school for up to 10 days.
- Placement in an alternative school.

- Suspension of extracurricular privileges.
- Loss of eligibility for awards.
- Exclusion from special activities such as trips, dances, and move-up day exercises.
- Recommendation for transfer to another educational environment or expulsion from school.

## **Bullying, Harassment, and Discrimination**

### **Bullying**

Laboratory Charter School recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. LAB also recognizes that bullying creates an atmosphere of fear and intimidation, and detracts from a safe environment.

LAB defines bullying as an intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent, or pervasive and has the effect of doing any of the following:

- Substantially interfering with a student's education
- Creating a threatening school environment
- Substantially disrupting the orderly operation of the school

***Bullying is further characterized by the following three (3) criteria:***

- It is aggressive behavior or intentional harm being done
- It is carried out repeatedly over time
- It occurs between people where there is an imbalance of power (I.e., physical strength, mental capacity, popularity, or social skills)

### **Harassment**

It is Laboratory Charter School's policy to maintain an educational environment in which harassment, including sexual harassment, sexual assault, and sexual violence in any form, is not tolerated.

LAB defines harassment as verbal, nonverbal, written, graphic or physical conduct relating to an individual's known or perceived race, color, ethnicity, age, religion, sex, sexual orientation, gender identity or expression, ancestry, national origin, marital status, pregnancy, English language proficiency, veteran status, disability, or other protected classification.

Harassment includes unwelcome conduct such as graphic, written, electronic, verbal, or nonverbal acts, including offensive jokes, slurs, epithets, and name-calling; ridicule or mockery; insults or put-downs; offensive objects or pictures; physical assaults or threats; intimidation; sexual misconduct; or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance when:

- Such conduct is sufficiently severe, persistent, or pervasive and;
- A reasonable person in the complainant's position would find that it creates an intimidating, threatening, or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities, or opportunities offered by a school.

Harassment does not have to include the intent to harm, be directed at a specific target, or involve repeated incidents.

## Discrimination

Discrimination: To treat individuals differently based on a protected classification, including race, color, ethnicity, age, religion, sex, sexual orientation, gender identity or expression, ancestry, national origin, marital status, pregnancy, English language proficiency, veteran status, disability, or other protected classification. A single incident of discrimination may implicate more than one protected class.

Laboratory Charter School does not discriminate in employment, education programs, or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity, expression (known or perceived), sex, handicap, disability, nationality, citizenship, union membership, or limited English proficiency.

Laboratory Charter School's policy of non-discrimination extends to all other legally protected classifications as listed below:

Title II of the Americans with Disabilities Act of 1990, as amended (ADA), is a federal law prohibiting discrimination against individuals with disabilities and, together with Section 504 of the Rehabilitation Act of 1973 (Section 504), ensures to deaf and hard-of-hearing students,

parents, staff, and community members the right of equal access to services and accommodations provided by LAB.

**The Bullying/Harassment/Discrimination Policy will be reviewed with all students at least once a year and will be posted on the school webpage.**

## Disciplinary Statement

A school is judged by the actions of its students in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectful manner. In an effort to maintain an orderly atmosphere in the school and on school grounds, the authority of any teacher or school personnel extends over all students.

## Consequences:

The Laboratory Charter School does not tolerate bullying of any type, whether verbally or physically, electronically or in writing. A student who violates this code will be subject to severe consequences, which include a parental conference, loss of school privileges, exclusion from school-sponsored activities, suspension from school, expulsion, counseling, therapy outside of school, and referral to law enforcement officials.

### Students Convicted or Adjudicated Delinquent For Sexual Assault

While schools have limited authority to impose code of conduct consequences for conduct outside the school setting, Pennsylvania law establishes disciplinary requirements when a student has been convicted or adjudicated delinquent of sexual assault upon another district student. School setting – means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school

### **Sexual assault – means any of the following offenses:**

- Rape.
- Statutory sexual assault.
- Involuntary deviate sexual intercourse.
- Sexual assault.
- Aggravated indecent assault.
- Indecent assault.

### *Student Responsibilities*

Students who have been convicted or adjudicated delinquent for sexual assault of another student in the school district must give notice to the school within 72 hours of the conviction or adjudication.

### *School Responsibilities*

If a convicted or adjudicated student has not already been expelled, transferred to another school or an AEDY Transition Program, or if the victim attends the same school, LAB will act to either transfer the student to another school, transfer the student to an AEDY Transition Program, or expel the student. Prior to any transfer or expulsion, LAB must provide due process. In the case of a student with a disability, including a student for whom an evaluation is pending, prior to implementing any disciplinary removal or considering a change of placement for the student, LAB will coordinate with the student's Individualized Education Program (IEP) team and take all steps required to comply with state and federal laws and regulations, and Board policies.

If the sexual assault occurred in a school setting, the school principal or administrator will notify the Title IX Coordinator, who will determine whether the incident has been addressed in accordance with the School District of Philadelphia's Harassment and Discrimination policy and procedures.

The District will ensure that the convicted or adjudicated student is prohibited from taking part in the following activities at the same time as the victim:

- Attend the same school.
- Receive transportation in the same school vehicle.
- Participate in the same school-sponsored activity.

### *Return to school*

A student who is expelled, transferred, or reassigned may return to the student's originally assigned school only if one (1) of the following circumstances occurs:

- 1) The victim is no longer enrolled in the district.
- 2) The conviction or adjudication has been reversed and is not pending appeal.

### *Transfer Students*

When LAB receives a student, who transfers from a public or private school during or after an expulsion period for an act or offense involving a sexual assault conviction or adjudication, the district may assign that student to an alternative assignment or may provide alternative education services.

Prior to admission to the District, a parent, guardian or other person having control or charge of a student is required, upon registration, to provide a sworn statement or affirmation stating whether the student was previously or is presently expelled under the provisions of this section. The registration shall include the name of the school from which the student was expelled with the dates of expulsion and shall be maintained as part of the student's disciplinary record. Any willful false statement made under this subsection shall be subject to 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities).

### *Philadelphia Police Department Referrals*

Some of the behavior infractions in the code of conduct are also considered crimes according to Pennsylvania state law. Laboratory Charter School has a memorandum of understanding (MOU) with the Philadelphia Police Department (PPD) that explicitly states which crimes must be reported to PPD.

The crimes that must be reported to the Philadelphia Police Department are as follows:

- Abductions and Attempts
- Assaults,
- Bomb scares,
- Burglary
- Drug & Alcohol Offenses
- Fire & False Alarms (Arson)
- Graffiti (if racial or threatening in nature)
- Child Abuse
- Hate Crimes
- Morals Offenses (sexual in nature)
- Property Damage
- Robbery
- Theft
- Trespassing
- Weapons Offenses

Students eleven (11) years old and younger will not be subject to arrest unless they have committed one of the enumerated crimes listed in the memorandum of understanding. Parents or guardians of victims and suspects should be contacted immediately about their child's involvement, and attempts to contact parents should be documented.

LAB also has a memorandum of understanding regarding the Diversion Program with the Philadelphia Police Department. This program permits PPD to offer alternatives to arrest and criminal prosecution, such as social service supports. The Diversion Program allows the Philadelphia Police

Department to divert a student from arrest if that student has committed a non-violent offense in school and has no prior arrests. In those cases, the student will receive services from the Department of Human Services.

### Act 26 Expulsions

If a student is found with a weapon in his or her possession, on school property, or on the way to or from school, the student must be recommended for expulsion. If a student is ten years or older, the police must be called.

*Act 26 Violations (K – 12):* Act 26 of 1995, amended Pennsylvania’s School Code Law, which requires the expulsion for at least one year of any student who possesses a weapon on school property, at a school function, or on a bus to and from school. A weapon is defined by Pennsylvania school law as “any knife, cutting tool, nunchaku, firearm, shotgun, rifle, and (anything else) capable of inflicting serious bodily injury”. This definition may include box cutters, kitchen knives, pen–knives on key–chains, and other common household items. Act 26 requires that the police be notified and the students be entitled to a formal hearing.

#### *§ 12.5. Corporal Punishment.*

Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited. Teachers and school authorities may use reasonable force under the following circumstances:

To quell a disturbance.

To obtain possession of weapons or other dangerous objects.

For the purpose of self-defense.

For the protection of persons or property.

#### *§ 12.6. Exclusions from school.*

(a) The governing board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain students with disabilities shall be governed by § 14.143 (relating to disciplinary placements) and 34 CFR 300.519—300.529 (relating to discipline procedures).

(b) Exclusion from school may take the form of suspension or expulsion. Suspension is exclusion from school for a period of 1 to 10 consecutive school days.

(i) Suspensions may be given by the principal or person in charge of the public school.

(ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or

welfare of the school community is threatened. (iii) The parents or guardians and the superintendent of the district shall be notified immediately in writing when the student is suspended.

When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements in §12.8

(c) (relating to hearings). Suspensions may not be made to run consecutively beyond the 10-school-day period.

Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board. Expulsion is exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing under § 12.8.

During the period prior to the hearing and decision of the governing board in an expulsion case, the student shall be placed in his normal class except as set forth in subsection

(d). If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

Students who are under 18 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.

The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.

Within 30 days of action by the governing board, the parents or guardians shall submit to the school district written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification,

make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals With Disabilities Education Act (20 U.S.C.A. § 1400—1482). If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See § 12.1(b) (relating to free education and attendance).

## Due Process Required

Expulsion is exclusion from school for a period of more than 10 days. Due process requires that a student subject to expulsion be afforded a hearing. *In re Appeal of JAD*, 782 A.2d 1069 (Pa. Cmwlth. 2001).

Where a student was expelled from school for approximately 30 days, due process required that the student be given a formal hearing. *Oravetz v. West Allegheny School District*, 74 Pa. D. & C.2d 733 (1975).

## Expulsion Appropriate

None of the provisions of this section relating to expulsions provide that an expulsion decision, otherwise proper, cannot stand if the expelled student was also suspended for the same offense, and if the period of suspension exceeded the regulatory maximum, due to the failure, for undisclosed reasons, of a student to return to school for a three-day period following a suspension, *Porter v. Board of School Directors of Clairton School District*, 445 A.2d 1386 (Pa. Cmwlth. 1982).

## School Board Review

This regulation clearly provides that the decision to suspend a student for no more than 10 days is within the power of the principal. Thus, although the school board agreed to consider the issue of the students' suspensions, that special meeting was nothing more than a gratuitous gesture to the students and their parents. The board's acquiescence to hold the meeting was purely voluntary, and its affirmation of the principal's decision had no legal consequence. *Burns v. Hitchcock*, 683 A.2d 1322 (Pa. Cmwlth. 1996).

## Smoking /Vaping

School regulations that restricted student smokers' use of restrooms were not unconstitutional where they were not arbitrary, unreasonable, or capricious. *Figueroa v. Thompson*, 1 Pa. D. & C.3d 266 (1975).

### § 12.7. Exclusion from classes—in-school suspension.

A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective. Communication to the parents or guardian shall follow the suspension action taken by the school. (c) When the in-school suspension exceeds 10 consecutive school days, an informal hearing with the principal shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in § 12.8 (relating to hearings). (d) The student's school entity has the responsibility to make provision for the student's education during the period of the in-school suspension.

### § 12.8. Hearings.

Laboratory Charter School outlines the informal and formal hearing rights that families and students are afforded based on Chapter 12.8 of Pennsylvania's School Code, specifically in cases of suspension and expulsion:

#### Informal Hearings for Long Suspensions (More Than 3 Days):

Laboratory Charter School follows Pennsylvania law, which requires that when a suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing (as per § 12.8(c)). Families should be given notice of the reasons for suspension in writing (as per § 12.8(c)(i)).

Families should be given sufficient notice of the time and place of the informal hearing (as per § 12.8(c)(iii)).

A student has the right to question any witnesses present at the hearing (as per § 12.8(c)(iii)).

A student has the right to speak and produce witnesses on their own behalf (as per § 12.8(c)(iv)).

The school entity shall offer to hold the informal hearing within

the first 5 days of the suspension (as per § 12.8(c)(v)).

Formal Hearings for Expulsions (Exclusion for More Than 10 Days):

Expulsions require a prior formal hearing (as per § 12.6(2)). Notification of the charges shall be sent to the student's parents or guardians (as per § 12.8(b)(1)).

At least 3 days' notice of the time and place of the hearing shall be given, and hearing procedures shall be included with the notice (as per § 12.8(b)(2)). The hearing may be held privately unless the student or parent requests a public hearing (as per § 12.8(b)(3)).

The student may be represented by counsel, and a parent or guardian may attend the hearing (as per § 12.8(b)(4)).

The student has the right to be presented with the names of witnesses against them and to request that witnesses appear in person (as per § 12.8(b)(5) and (b)(6)).

The student has the right to testify and present witnesses on their own behalf (as per § 12.8(b)(7)).

A written or audio record shall be kept of the hearing (as per § 12.8(b)(8)). The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed upon by both parties (as per § 12.8(b)(9)). Notice of the right to appeal the results of the hearing shall be provided to the student with the expulsion decision (as per § 12.8(b)(10)).

These rights are in accordance with due process requirements as outlined in the Pennsylvania School Code. Laboratory Charter School provides clear procedures and notice to ensure that students and their families are aware of their rights during suspension and expulsion processes, and that these processes are conducted fairly and transparently.

General. Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

## Formal hearings.

A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed

by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing: Notification of the charges shall be sent to the student's parents or guardians by certified mail.

At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request to reschedule the hearing when the student demonstrates good cause for an extension. The hearing shall be held in private unless the student or parent requests a public hearing.

The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.

The student has the right to testify and present witnesses on his own behalf. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.

The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

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

(b) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

(c) Informal hearings.

Informal hearings should be offered to families within the first 5

days of any long suspension (more than 3 days). Families should be given notice of the reasons for suspension in writing. Families should be given sufficient notice of the time and place of the hearing.

A student has the right to question any witnesses present at the hearing. A student has the right to speak and produce witnesses on his own behalf.

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended, and for students, their parents or guardians, and school officials to discuss ways by which future offenses might be avoided.

The following due process requirements shall be observed in regard to the informal hearing:

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

## Due Process

Due process requirements must be observed in school hearings. Failure to notify the student of all charges pending against such student violates due process, and a new hearing must be granted.

Yatron by Yatron v. Hamburg 56 Area School District, 631 A.2d 758 (Pa. Cmwlth. 1993); appeal denied 647 A.2d 906 (Pa. 1994).

### *§ 12.9. Freedom of expression.*

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth.

Students shall have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity, or interferes with another individual's rights.

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities.

Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.

Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views. Identification of the individual student or at least one responsible person in a student group may be required on posted or distributed materials. School officials may require students to submit for prior approval a copy of materials to be displayed, posted or distributed on school property.

Bulletin boards must conform to the following:

School authorities may restrict the use of certain bulletin boards. Bulletin board space should be provided for the use of students and student organizations.

School officials may require that notices or other communications be officially dated before posting, and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards. School newspapers and publications must conform to the following:

Students have a right and are as free as editors of other newspapers to report the news and to editorialize within the provisions in paragraphs (4) and (5).

School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.

School officials may not censor or restrict material simply because it is critical of the school or its administration.

Prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and establish a limitation on the time required to decide. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution.

Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non-staff members shall be developed and distributed to all students. (h) The wearing of buttons, badges or armbands shall be permitted as another form of expression within the restrictions listed in subsection (c). (h) School officials may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school.

A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students. The place of the activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

*§ 12.10. Flag Salute and the Pledge of Allegiance.*

It is the responsibility of every citizen to show proper respect for his country and its flag.

Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.

Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

*§ 12.11. Hair and dress.*

The governing board may establish dress codes or require that students wear school uniforms.

Policies may apply to individual school buildings or to all school buildings. Students have the right to govern the length or style of their hair, including facial hair. Any limitation of this right must include evidence that length or style of hair causes disruption of the educational process or constitutes a health or safety hazard. When length or style of the

hair presents a health or safety hazard, some types of covering shall be used.

Students may be required to wear certain types of clothing while participating in physical education classes, shops, extracurricular activities, or other situations when special attire may be required to ensure the health or safety of the student.

Students have the responsibility to keep themselves, their clothes, and their hair clean. School officials may impose limitations on student participation in the regular instructional program when there is evidence that the lack of cleanliness constitutes a health hazard.

## Exclusion (suspension or expulsion)

Exclusion from school may take the form of suspension or expulsion. Suspension is exclusion from school for a period from 1 to 10 consecutive school days.

Exclusion from classes—in-school suspension A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective. When a suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements in § 12.8(c) (relating to hearings) of the Pennsylvania School Code.

Expulsion is exclusion from school by the governing board for a period exceeding 10 school days and may be permanent based on governing board recommendations. Expulsions require a prior formal hearing under § 12.8. pursuant to the Pennsylvania Code.

Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

### Definitions

**Suspension** — Suspension is exclusion from school for a period of one (1) to ten (10) consecutive schooldays.

**Expulsion** - Expulsion is exclusion from school by the Board of School Directors for a period exceeding ten (10) school days and may be permanent expulsion from school rolls. All expulsions require a prior formal hearing by the Board of School Directors in accordance with procedures established by the Office of the CEO

or designee, the Board Policy Statement, and the CEO or designee's Administrative Policy regarding "Expulsion Hearings" in this section, and regulations of the State Board of Education of Pennsylvania, Chapter 12.

Self—Discipline - The ability to control one's behavior in order to conform to school rules and other age-appropriate and desirable behavioral norms.

Temporary Alternative Educational Placement — A temporary setting within the school for a period of one (1) to three (3) consecutive school days where the student continues to receive educational services according to his/her IEP.

## Guidelines for Developing Self-Discipline

The development and maintenance of self-discipline is an integral aspect of learning.

Each professional staff member, as a part of the normal teacher—learning process, shall develop and emphasize self-disciplinary procedures with students.

Each staff member is responsible for contributing to the maintenance of these standards of behavior, which are conducive to learning not only in the classroom but in corridors, the cafeteria, and throughout the school site.

## Disciplinary Action

Under these school-wide guidelines, basic standards of behavior shall be developed and then reviewed annually within each building of Laboratory Charter School.

Appropriate and consistent action shall be taken not only in the classroom, but throughout the entire building to maintain these standards. Punishment (or consequences) will be proportional to the severity of the infraction, taking into account academic consequences associated with discipline.

Building administrators shall be responsible for maintaining such standards building-wide.

The individuality of each student and each incident shall be taken into consideration in any disciplinary action.

If a student is suspended from school, a building administrator

shall contact the parents or guardian by telephone or face-to-face prior to re-admittance of the student.

### ***Suspension Procedures: General***

The student shall be told the reason for the suspension and shall be afforded the opportunity to review the charges before the suspension becomes effective. This shall be the responsibility of the assistant principal or principal suspending the student. The reason for the suspension shall also be stated in written correspondence to the home.

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

The student and parents/guardians are notified of the suspension in the following manner:

The student is given a copy of the suspension letter and instructed to hand-carry it home to the parents/guardians, where appropriate.

The appropriate assistant principal/principal personally contacts the parents/guardians by telephone, if possible.

If the assistant principal/principal contacts the parent by telephone, a letter is sent via regular mail or electronic mail to the parent on the same day the student is suspended. A copy of that letter must be forwarded to the individual with student attendance reporting responsibilities: student's file, the Pupil Services/Special Education Office, and others at the discretion of the principal.

If the assistant principal/principal is unable to contact the parents/guardians by telephone, a letter is sent by the school via regular mail or electronic mail to the parents/guardians on the same day the child is suspended. A copy of that letter must be forwarded to the individual with student attendance reporting responsibilities; student's file; the Pupil Services/Special Education Office, and others at the discretion of the principal.

Students shall be permitted to make up exams and work missed while suspended.

One-Day to Three-Day Suspensions (One (1) to Three (3) School Days):

The suspension shall not be for a period longer than three (3) school days, unless the infraction involves a serious or repeated offense.

In the case of a less serious or isolated offense, the suspension letter shall indicate that a conference with the parents/guardians is to be arranged prior to readmission and that it is the responsibility of the parents/guardians to contact the school to arrange the conference.

If during the conference the principal/assistant principal determines that further suspension and/or referral to the Office of the CEO or designee for possible expulsion proceedings is appropriate, then the principal/assistant principal shall schedule a principal's conference and offer to hold the conference within five (5) school days of the initial suspension date. At the conference, the principal shall generate the extended suspension letter, attached hereto as Attachment 1b, and deliver it to the parents/guardians before they leave the conference, if possible. If the principal is unable to deliver the letter to the parents/guardians at that time, then the letter shall be hand delivered, if possible, and sent via regular mail or email.

Students shall be permitted to make up exams and work missed while suspended.

## Extended Suspension or Expulsion

Recommendation for suspension or expulsion when made to the CEO or designee for action shall include:

A chronology of the incident(s).

Statement(s) by those involved in crucial incident(s).

Statement(s) of student status from educators currently involved with student(s).

A review and recommendation by the principal or CEO or designee.

As soon as extended suspension or expulsion is considered as a possible course of action, the principal shall consult with the CEO or designee and request legal guidance on the matter.

The CEO or designee shall review such information, including the student's file, and recommend to the Board the setting of a hearing to consider possible expulsion from school.

*Suspension Procedures: (Four (4) to Ten (10) School Days)*

Suspension beyond three (3) school days shall generally be reserved for more serious or persistent infractions of school rules. Such suspensions may be assigned only by a building principal or assistant principal in the principal's absence.

After reviewing a three (3) school day suspension, the principal may consider the offense serious enough to warrant further discipline. The principal may extend the suspension up to ten (10) school days and/or refer the matter to the CEO or designee for possible expulsion proceedings. If the principal extends the suspension and/or refers the matter to the CEO or designee, the principal must offer an informal hearing to the student and parents/guardians within five (5) school days after the suspension. Notification procedures as outlined above in Suspension Procedures:

General (#2A through D) are to be followed. To ensure due process, the following requirements are to be observed with respect to the informal hearing:

The principal must present to the parents/guardians and to the student a notification for the informal hearing. A copy of that letter must be forwarded to the individual with student attendance reporting responsibilities; student's file; the Special Education Office, if the student is receiving special education services or thought to be an eligible student; and others at the discretion of the principal.

Sufficient notice of the time and place of the hearing is to be given. Attempts must be made to arrange such meetings for mutually convenient times.

A student must be given the right to cross-examine any witnesses presented by the principal. The student must be extended the right to speak and produce witnesses.

As this is an informal hearing, tape recording of the meeting is not permitted. There is no entitlement to legal representation at the hearing for either the student or the school.

If, after the informal hearing, the principal deems it advisable to extend the suspension up to ten (10) school days and/or refer the matter to the CEO or designee for possible expulsion proceedings, the principal may do so. The action must be confirmed in writing by mail or electronic mail to the parents/guardians. A copy of that correspondence must be forwarded to the individual with student

attendance reporting responsibilities; student's file; the Pupil Services/Special Education Office, and others at the discretion of the principal.

Suspensions may not be made to run consecutively beyond the ten (10) school day period, unless the principal determines that a student's presence in his/her normal class would constitute a threat to the health, safety, morals, or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, as long as the formal hearing is not unreasonably delayed. The principal may request a readmission conference at the termination of the suspension.

Students shall be permitted to make up examinations and work missed while being disciplined by suspensions.

#### Multiple Suspension Procedures

Whenever any student shall have had multiple suspensions adding up to eight (8) days or one (1) ten-day (10) suspension his/her case must be reviewed by the building principal. The building principal also may review any suspension offense that, in his/her opinion constitutes a threat to the health, safety, or welfare of other students or school employees. Such review may include, but is not limited to, a conference with the parents/guardians.

After such a review and conference, the principal may elect to readmit the student, extend the suspension, and/or refer the matter to the CEO or designee for possible expulsion proceedings.

In cases requiring such referral, it shall be necessary for the principal to administer a ten (10) school day suspension in order to ensure adequate time for the referral. All procedures relating to a suspension from four to ten school days (see prior sections) including an informal hearing will be followed. In cases requiring referral to the CEO or designee, the parents/guardians must be notified of the ten (10) school day suspension and referral.

A copy of that correspondence must be forwarded to the CEO or designee, in addition to the individual with student attendance reporting responsibilities; student's file; the Pupil

Services/Special Education Office and others at the discretion of the principal. After a conference, if the CEO or designee does not elect to readmit the student, the student must be referred to the Board of School Directors for an exclusion hearing in accordance

with the procedures established for such proceedings in the Board Policy Statement.

*Administrative Policy Regarding Expulsion Hearings in this section.*

In accordance with School Code Section 1317.2 - Exclusion for Possession of Weapons

A "school district or area vocational-technical school shall expel, for a period of not less than one year, any student who is determined to have brought a weapon onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school- sponsored activity." Refer to Board Policy Statement Regarding "Weapons — Prohibition" in the Community Relations Section.

Expulsion shall be conducted pursuant to all applicable regulations as outlined in Board Policy Statement and the CEO or designee's Administrative Procedure Regarding Expulsion Hearings in this section.

The CEO or designee of a school district or an administrative director of an area vocational- technical school may recommend discipline short of expulsion on a "case- by- case basis." The CEO or designee, in the case of an exceptional student, will take all steps necessary to comply with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §1400, et seq.).

The CEO or designee can make an alternative assignment or provide alternative educational services during this period of expulsion.

The CEO or designee shall report the discovery of any weapon prohibited by this section to local law enforcement officials.

The CEO or designee shall report to the Department of Education all incidents relating to expulsions for possession of a weapon on school grounds, school sponsored activities or public conveyances providing transportation to a school or school- sponsored activity. Reports shall include all information as required under School Code Sections 1302-A and 1303-B.

In-School Suspension Procedures/Temporary Alternative Educational Placement

No student may receive an in-school suspension or temporary alternative educational placement unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.

Communication to the parents/guardians shall follow the suspension action taken by the school.

In-school suspension beyond three (3) school days shall generally be reserved for more serious or persistent infractions of school rules. Such suspensions may be assigned only by a building principal or assistant principal in the principal's absence.

Students shall be provided with appropriate schoolwork while on in-school suspension.

During the period of in-school suspension, the student shall be recorded as in attendance.

## Discipline for Students with Disabilities

Discipline of Students with Disabilities attending Laboratory Charter School shall comply with the Individuals with Disabilities Education Improvement Act (IDEA 2004) and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injurious to themselves and others shall be disciplined in accordance with their Individualized Education Programs (IEP), behavioral intervention plan, Title 22, Chapter 711 and relevant portions of Chapter 12 of the State Board of Education Regulations, IDEA 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any other applicable federal or state law. Students with disabilities who are being excluded from school 10 consecutive or 15 non-consecutive are afforded a manifestation hearing and all due process rights under the Disciplinary Exclusion and Hearing Policy on the Laboratory Charter School website at <https://thelaboratorycharterschool.site/child-find-notice-2/>

Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

Students Identified as Intellectually Disabled: Students who are identified as intellectually disabled can only be removed (suspension, interim disciplinary placement, or expulsion) from the school building if there is written agreement from the parent/guardian or written approval from the Bureau of Special

Education of the Pennsylvania Department of Education (PDE). PDE can be contacted by calling 717-783-6913 or by visiting their website – <http://www.pde.state.pa.us>. All Other Students Receiving Special Education Services (includes students with a 504 Plan): The school may suspend students who are receiving special education services and cease educational services for up to ten (10) consecutive school days or fifteen (15) cumulative school days in one school year without providing special education services as outlined in their IEP.

If schools are considering any of the following disciplinary actions for students receiving special education services or students with a 504 service plan, the action steps listed below must be completed:

Suspension for a behavior for which the student has received 10 cumulative days of suspension during this school year.  
More than 15 school days cumulatively  
When school days constitute a pattern of exclusion,  
Request for a disciplinary hearing and transfer.  
Referral for expulsion.

## Action Steps:

Provide written notice to the parent/guardian of the recommended disciplinary action and provide an invitation to participate in the Manifestation Determination Meeting with the student's IEP team. The purpose of the Manifestation Determination meeting is to answer two questions:

Was the conduct caused by, or did it have a direct and substantial relationship to, the student's disability?

Was the conduct a direct result of the school's failure to implement the student's IEP?

The manifestation determination must take place within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct. The manifestation determination

is conducted by the LEA, the parent, and relevant members of the IEP team (as determined by the parent and the LEA)

During the Manifestation Determination Meeting, the student's most recent evaluation, IEP and placement will be reviewed as well as the details of the incident which led to the need for discipline.

If the behavior IS a manifestation of the student's disability, the proposed disciplinary action may not be implemented. When necessary, the team should review and revise the existing behavior intervention plan or complete a functional behavior assessment and intervention plan to address the specific behavior and include in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and help prevent the problem behavior from recurring.

If the behavior is NOT a manifestation of the disability, school officials may proceed with the recommended disciplinary action in accord with the Code of Conduct.

A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination, and a copy of the Procedural Safeguard Notice (PSN) must be given to the parent/guardian.

- If the incident involves one of the following special circumstances, an interim placement will be assigned (an assignment to an alternative educational setting for up to 45 days).

NOTE: An interim placement can be requested regardless of whether the behavior is considered a manifestation of the student's disability. While assigned to the alternative setting, the IEP team should review and revise the existing behavior intervention plan and the IEP to include services and modifications that will enable the student to return to their educational setting.

\*If the parent/guardian disagrees with the decision that is made at the Manifestation Determination Meeting, they can request an expedited Special Education Hearing, and the Commonwealth-appointed hearing officer will review the manifestation determination. Directions on requesting a hearing can be found in the NOREP and must be completed within ten (10) days

## Special Circumstances:

The student carried a dangerous weapon\* to school or a school function. The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function. The student has inflicted serious bodily

injury upon another person while at school, on school premises, or at a school function.

If the behavior is not one of these three special circumstances, is a manifestation of the student's disability and the student is likely to cause injury to themselves or others, a school administrator can request an expedited hearing conducted by a special education hearing officer to obtain an interim placement for up to 45 days. This request should be made by a school administrator to the Office of General Counsel.

\*NOTE: A "dangerous weapon" is a weapon, device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury.

If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

Students who are under 18 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.

The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the CEO or designee.

Within 30 days of action by the governing board, the parents or guardians shall submit to the school written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act (20 U.S.C.A. § § 1400—1482).

## Alternative Instruction

Local school officials may determine the amount and type of alternative instruction necessary and appropriate in each case involving an expelled student. *Abremski v. Southeastern School District*, 421 A.2d 485 (Pa. Cmwlth. 1980).

## Appeal; No Expulsion

Where the discipline imposed upon the student was three 15-minute after school detention sessions, the student has no right to a hearing or appeal, as there is no such recourse provided by the regulations. *Schmader v. Warren County School District*, 808 A.2d 596 (Pa. Cmwlth. 2002); appeal denied 820 A.2d 163 (Pa. 2003). There is no provision in the regulations for an appeal of a school board decision to suspend a student for 10 days or less. *In re Appeal of JAD*, 782 A.2d 1069 (Pa. Cmwlth. 2001); appeal denied at 796 A.2d 987 (Pa. 2002).

## Due Process Required

Expulsion is exclusion from school for a period of more than 10 days. Due process requires that a student subject to expulsion be afforded a hearing. *In re Appeal of JAD*, 782 A.2d 1069 (Pa. Cmwlth. 2001).

Where student was expelled from school for approximately 30 days, due process required that the student be given a formal hearing. *Oravetz v. West Allegheny School District*, 74 Pa. D. & C.2d 733 (1975).

## Substance Abuse

Drug and alcohol abuse prevent students from achieving their potential. For this reason, LAB has a Multi-Tiered System of Support (MTSS) for students experiencing problems with drugs and alcohol. School personnel will provide appropriate referrals to counseling/support services for students. Any student at LAB exhibiting behavioral symptoms indicating alcohol and substance abuse will be escorted by school personnel to the Health Suite and the parent will be notified or medical services if applicable.

Symptoms may include intoxication, slurred speech, an unsteady walk, impaired coordination, slowed reflexes, an odor, a physical expression, brief intense euphoria, repetitive physical mannerisms (e.g., lip chewing, constant grinding of teeth, and constant scratching), violence, a blank expression, sexual promiscuity,

nausea, and an elevated heart rate.

If a student exhibits the above symptoms or any other not stated, the school administration will notify the CEO or designee of the situation and follow the school's protocol. Parents/guardians are responsible for seeking outside treatment for their child. LAB must receive a treatment plan and regular updates from the outside treatment agency. To ensure LAB's receipt of regular updates from the outside treatment agency, parents/guardians must sign a limited release of information form. The MTSS Coordinator or School Counselor can provide the release/exchange of information form. § 12.14. Searches.

The governing board of every school entity shall adopt reasonable policies and procedures regarding student searches. The local education agency shall notify students and their parents or guardians of the policies and procedures regarding student searches.

Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. Prior to a locker search, students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning.

## Search Policy

LAB holds the right to search any and all lockers, bags, and clothing. Prior to a locker and/or bag search, students shall be notified and given an opportunity to be present unless school officials have reason to suspect that the locker and/or bag contains/possesses materials that pose a threat to the health, welfare, and/or safety of students and staff.

Parents/guardians and students should be aware of the following:

The school maintains a record of every locker number and every lock combination. The school assumes no responsibility for loss of students' personal property. Random "locker sweeps" and bag searches are conducted periodically throughout the year. Illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding. At least two (2) staff members will be present when searching a student's locker, bag, or

person. Person searches will be limited to shoes, outerwear, pockets, and the use of wands or a detector, unless performed by the police.

Some campuses may require all students, staff, and visitors to enter through a metal detector and pass all personal belongings and bags through a scanner and get screened via a wand prior to entry into the building.

#### § 12.16. Definitions.

The following words and terms, when used in this document, have the following meanings, unless the context clearly indicates otherwise:

**Corporal punishment**—A form of physical discipline that is intended to cause pain and fear and in which a student is spanked, paddled or hit on any part of the body with a hand or instrument.

**Governing board**—The board of school directors of a school district, joint school committee of a joint school or joint vocational school, intermediate unit board of directors, or the board of trustees of a charter school or cyber charter school.

**Prekindergarten**—A program operated by a school district or by a community agency under contract from a school district that is open to children who are at least 3 years of age and completed prior to the school district's entry age for kindergarten, unless individual exceptions to the age requirements are made by the school district.

**School entity**—A local public education provider (for example, public school, charter school, cyber-charter school, area vocational-technical school, or intermediate unit).

**Student assistance program**—A systematic process designed to assist school personnel in identifying issues, including alcohol, drugs, and others, which pose a barrier to a student's learning and school success. Student assistance is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning, and, when the problem is beyond the scope of the school, to assist the parent and the student with information so they may access services within the community.

**Student services**—Services designed by a school entity to support the instructional program and to help students attain their educational and career goals. Services may include school guidance counseling, health services (under Article XIV of the Public School Code of 1949 (24 P. S. § 14-1401—14- 1423) and

28 Pa. Code Chapter 23 (relating to school health)), psychological services, social work and home and school visitor services. School entities may supplement, but may not supplant, these services through school-based, school-linked, or coordinated services provided by locally available social and human services agencies.

§ 12.42. Student assistance program.

School entities shall plan and provide for a student assistance program under section 1547(g) of the Public School Code of 1949 (24 P.S. § 15- 1547(g) regarding alcohol, chemical and tobacco abuse program).

## Cyberbullying

Cyberbullying, including but not limited to harassing, denigrating, impersonating, outing, tricking, excluding, and cyber stalking, will not be tolerated. Users should not be mean or send emails or post comments with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student or staff member, thereby creating a hostile school environment for the targeted student or staff. All use of technology and LAB Equipment must conform with prohibitions against harassment, intimidation, and bullying.

Engaging in these behaviors or in any online activities intended to harm (physically or emotionally) another person will result in disciplinary action in accordance with LAB's School Code of Conduct and immediate loss of privileges. In some cases, cyberbullying can be a crime. Users should remember that online activities may be monitored.

## The Individuals with Disabilities Education Act and Section 504

TITLE VI, IX, SECTIONS 503 & 504

Laboratory Charter School shall not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally-protected classification. This policy is in accordance with State and Federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Pennsylvania Human Relations Act. Information relative to special accommodations, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Sections 503 and 504 may be obtained by contacting the School

District.

#### ESEA TITLE I

Title I is a federally-funded program under the Elementary and Secondary Education Act (ESEA). Title I, provides school districts with extra resources to help improve instruction in high-poverty schools and ensures that poor and minority children have the same opportunity as other children to meet challenging academic standards. At Laboratory Charter School, the funding for this program is used in the elementary grades to support reading and math achievement. Part-time, highly qualified teachers provide extra reading/math support and serve as part of the building team under the leadership of the principal. Parent/guardian involvement is an integral part of the program, with scheduled meetings and presentations at the building and district level.

### Right to Request Teacher Qualification

If you are the parent/guardian of a student attending a school receiving Title I funds, you have the right to request the professional qualifications of the classroom teachers who instruct your child.

Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Pennsylvania Department of Education has licensed or qualified the teacher for the grades and subjects they teach;
- Whether the Pennsylvania Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances;
- The teacher's college major, as well as any advanced degrees they may have attained;
- Whether any paraprofessionals provide services to your child, and, if they do, their qualifications.

If you would like to receive any of this information, please send a request in writing to your child's principal. In addition to specifying the information which you would like to receive, please be certain to include your name, address, and a telephone number at which you can be contacted during the day. You will be notified if your child is being taught for four or more consecutive weeks by a teacher who is not considered to be highly qualified for the subject area in which they are teaching.

### Child Find

The Individuals with Disabilities Education Act includes the

Child Find mandate.

Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

The IDEA requires all States to develop and implement a practical method of determining which children with disabilities are receiving special education and related services and which children are not. (20 U.S.C. 1412(a)(3); Wrights law: Special Education Law, pages 72, 206-207).

### **Who is Covered by Child Find?**

Schools are required to locate, identify, and evaluate all regular education children from age 6 through age 21, and age 6 through age 22 for students identified under Chapter 14. The Child Find mandate applies to all children who reside within a State, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. (20 U.S.C. 1412(a)(3). This includes all children who are suspected of having a disability, including children who receive passing grades and are "advancing from grade to grade."

## **Why is Child Find Necessary?**

The primary purpose of the Individuals with Disabilities Education Act is to ensure that all children with disabilities receive a free appropriate public education, including special education and related services that are "designed to meet their unique needs and prepare them for further education, employment and independent living ..." (20 U.S.C. 1400(d); Wrights law: Special Education Law, pages 48, 207)

Another purpose of the law is to help each State implement a statewide, comprehensive, coordinated multi-disciplinary system of Early Intervention Services for infants and toddlers with disabilities. Young children with disabilities must receive appropriate early intervention services to "prepare them for further education, employment, and independent living."

Congress encourages states to provide Early Intervention Services so children with developmental delays and other disabilities will receive treatment early. Congress enacted the Early Intervention Program for Infants and Toddlers to provide interagency coordination of

services to children from birth to two years of age. Under IDEA, states must ensure that children with disabilities are eligible for special education services by age three.

### ***How is Child Find Implemented?***

The Child Find mandate requires each state to devise a practical method to determine which children are receiving the needed special education services, and which children are not. After identifying children who may need services, all necessary evaluations must be completed on these children, at no cost to parents.

The Individuals with Disabilities Education Act mandates "general public notice obligations", i.e., using notices to inform and educate the public about the need to locate and identify all children with disabilities.

What methods should schools use to identify and locate children who may need special education services?

In one case, the Court compared estimates of children with disabilities in the general population to the number of youngsters who had been identified by the school district to determine if the district had made adequate efforts to identify children under the Child Find mandate. See *Akers v. Bolton*, 531 F. Supp. 300 (D. Kan 1981).

The Office for Civil Rights (OCR) of the Education Department has accepted plans that include door-to-door surveys, brochure mailings, public education programs and other public meetings, physician referrals, contacts with day care providers, and surveys of private school personnel. See *Luling, TX Indep. School Dist.*, 1975-1985 EHLR 257:417. [Note: EHLR is now known as the Individuals with Disabilities Education Law Reporter (IDELR) and is available in many school district and law libraries. It is published by LRP Publications.

## **Section 504**

Section 504 is a Federal (Civil Rights) law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal access to an education. The child may receive accommodations and modifications.

Unlike the Individuals with Disabilities Education Act (IDEA), Section 504 does not require a public school to provide an individualized educational program (IEP) that is designed to meet a child's unique needs and provide the child with educational benefits. Under Section 504, fewer procedural safeguards are available to the child with a disability and the child's parents than under IDEA.

All public schools and school districts, as well as all public charter schools and magnet schools that receive Federal financial assistance from the Department, must comply with Section 504. Section 504 provides a broad spectrum of protections against discrimination on the basis of disability.

All qualified elementary and secondary public-school students who meet the definition of an individual with a disability under Section 504 are entitled to receive regular or special education and related aids and services that are designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. Section 504 also requires, among other things, that a student with a disability receive an equal opportunity to participate in athletics and extracurricular activities, and to be free from bullying and harassment based on disability.

## The Meaning of Disability Under Section 504

Below is a discussion of what it means to be a student or individual with a disability, and of related terms that help to comprehensively define disability as it is used in Section 504 and its implementing regulations.

**Disability.** Under Section 504, an individual with a disability (also referred to as a student with advisability in the elementary and secondary education context) is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity (and therefore has a disability) must be made on a case-by-case basis. In addition, when determining if someone meets the definition of a disability, the definition must be understood to provide broad coverage of individuals.

Physical or mental impairments: Section 504 defines a physical or mental impairment as any • physiological disorder or condition, • cosmetic disfigurement, or • anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine.

The Section 504 definition of physical and mental impairment also includes any mental or psychological disorder. The definition does not include all specific diseases and conditions that may be physical or mental impairments because of the difficulty of ensuring the completeness of such a list.

Major bodily functions are also major life activities under the law, and these major bodily functions include functions of the bowel, bladder, and brain; normal cell growth; and the immune, endocrine (for example, thyroid, pituitary, and pancreas), respiratory, reproductive, circulatory, digestive, and neurological systems.

Laboratory Charter School published the following Annual Notice in the school's Parent- Student Handbook and on the school's website: <https://thelaboratorycharterschool.site/>

It is the policy of Laboratory Charter School that all students with disabilities, regardless of the severity of their disability, who need special education and related services, are identified, located, and evaluated. This responsibility is required by a Federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. 40 seq. ("IDEA 2004"). Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents sufficient to inform parents of children applying to or already enrolled in the Laboratory Charter School of (1) available special education services and programs, (2) how to request those services and programs, and of (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Laboratory Charter School. The purpose of this Annual Notice is to comply with the school's obligations under Chapter 711 of Title 22 of the Pennsylvania Code. This Annual Notice is made available both in the school's Parent-Student Handbook and on the school's website: [www.labcharter.com](http://www.labcharter.com) Additionally, each school must prominently display a Child Find poster explaining the procedure for requesting evaluation.

## Free Appropriate Public Education (FAPE)

Laboratory Charter School provides a free appropriate public education (FAPE) to students that are found eligible for special education services.

### *Qualifying for Special Education and Related Services*

Under the Federal IDEA 2004, there are two steps for a student to qualify for special education and related services. The first step is a finding that the student has one or more of the following disabilities that interfere with his or her educational performance: (1) autism or pervasive developmental disorder, (2) deaf-blindness, (3) deafness, (4) emotional disturbance, (5) hearing impairment, (6) intellectual disability (formerly known as mental retardation), (7) multiple disabilities, (8) orthopedic impairment, (9) other health impairment (includes ADD, ADHD, epilepsy, etc.), (10) specific learning disability, (11) speech or language impairment, (12) traumatic brain injury, and/or (13) visual impairment including blindness. IDEA 2004 provides legal definitions of the above-listed disabilities, which may differ from those terms used in medical or clinical practice or daily language. The second step in determining eligibility for special education and related services is a finding by the school's multidisciplinary team (MDT) that the student with one or more of these disabilities needs specially-designed instruction.

### What Parents Can Do If They Think Their Child May Qualify for Special Education

Parents who think their child is eligible for special education may request, at any time, that the school conduct a multidisciplinary evaluation. Some potential signs of a student having a qualifying disability include experiencing years of difficulties in reading, writing or solving math problems, difficulties focusing and concentrating on schoolwork, difficulties sitting still in the classroom, and difficulties controlling emotions (such as anxiety and depression) and/or behaviors. Requests for a multidisciplinary evaluation must be made in writing to the school's Director of Special Education at [hillary.el@labcharter.com](mailto:hillary.el@labcharter.com) or 267-817-4720. If a parent makes an oral request for a multidisciplinary evaluation, the school shall provide the parent with a form for that purpose.

If the school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial

hearing or through voluntary alternative dispute resolution such as mediation as outlined in the Procedural safeguards which can be found on the school's website.

## Laboratory Charter School's Screening and Referral Processes

Through our systematic screening and referral processes, Laboratory Charter School identifies and refers for evaluation students who are thought to be eligible for special education services. These screening and referral processes include the benchmark assessments, standardized reading and mathematics assessments, classroom performance, vision and hearing screenings, and the comprehensive MTSS system

The school regularly assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services. If a concern can be addressed without special education services, or if the concern is the result of limited English proficiency or the lack of appropriate instruction, a recommendation may be made for systematic interventions through the Multi-Tiered System of Supports (MTSS process).

Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. Moreover, screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities

If parents need additional information, they should call or email the school's Special Education Director @hillary.el@labcharter.com or 267-817-4720.

## Title IX

Title IX is a federal law that prohibits sex and gender based discrimination. In line with federal regulations (Title IX), the district defines Title IX sexual

harassment as any instance of quid pro quo harassment by a school's employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive

that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act).

**Examples of potential Title IX Sexual Harassment violations are:**

Bullying or Harassment based on sex or gender identity or expression

Bullying or Harassment based on Pregnant or Parenting status

Bullying or harassment in the form of:

- Comments, threats, gestures, or rumors of a sexual nature
- Sharing/showing images/videos of a sexual nature
- Non-consensual sex acts and sexual violence

Such conduct must have taken place during a district education program or activity and against a person in the United States to qualify as sexual harassment subject to Title IX regulations.

\*NOTE: Not all unwelcome sexual conduct meets the definition of Title IX sexual harassment. Conduct that does not meet this definition might be considered harassment as defined in the Behavior Matrix of the Code of Conduct.

If there are concerns or questions related to Title IX, please contact:

Inquiries related to students: Dr. Andrea Coleman-Hill,  
momofacms@gmail.com

Inquiries related to employees: Compliance Officer/Title IX Coordinator

**Title IX Co-Coordinator**

Joan Belynda-Brown , jbbrown@labcharter.com  
926 W. Sedgley Ave, Phila, PA 19140

## Reporting

Any school community member can report bullying, harassment, and/or discrimination, and all reports will be investigated. There are numerous ways to make a report:

Submitting a complaint via Safe2Say or by phone at:  
1-844SAF2SAY (723-2729)

Emailing the Compliance Officer/Title IX Coordinator  
directly at momofacms@gmail.com

Reporting the incident to the building principal or designee, or to  
any other member of the school staff, including teachers, guidance  
counselors, coaches, and administrators.

## Investigations

Laboratory Charter School takes all violations of the Code of Conduct seriously, including allegations of bullying, harassment, and discrimination. A School Administrator or designee will conduct investigations into any alleged Code of Conduct violation. This includes conduct that occurs off-grounds, virtually, and/or after-hours (including weekends), if the conduct materially impacts the school community (meaning the conduct has a noticeable or considerable impact).

## Important Notes:

- Some alleged conduct may require a notification to the Philadelphia Police Department
- Some alleged conduct may require a notification to Childline as LAB employees are mandated reporters.
- If the complaint includes allegations of sexual harassment, sexual violence, or harassment based on sexual orientation, notify the Title IX Coordinator before proceeding with an investigation or discipline.
- Parents/Guardians must be notified of all serious incidents involving their student/s however, schools do not need parent permission to investigate or obtain statements related to alleged misconduct.
- At times, it may be necessary to share some information about a serious incident with the school community (parents and students). Schools should conference with the CEO or designee when considering if a letter/communication will be sent.
- In some cases, Central Office and Human Resources will lead or be involved in an investigation.
- Transgender and Gender Non-Conforming Youth Policy Summary:

When a student or a student's parent or guardian, as appropriate, notifies the school administration that the student will assert a gender identity that differs from previous representations or records, the school will begin treating the student consistent with the student's gender identity. Conclusion:

In conclusion, Laboratory Charter School's Code of Conduct aligns with Pennsylvania Charter School legal codes, specifically Chapter 12.6 and Chapter 12.8 of the Pennsylvania School Code, to ensure that students and their families are afforded due process rights during suspension and expulsion proceedings.

The school's Code of Conduct outlines clear procedures for both informal and formal hearings, ensuring transparency and fairness in disciplinary actions. These procedures include notifying parents or guardians of charges, providing adequate notice of hearings, offering the right to legal representation, and allowing students to present witnesses and cross-examine witnesses against them. Additionally, the school abides by timelines for holding hearings and provides information about the right to appeal expulsion decisions.

The Code of Conduct ensures that students and their families are well-informed about their rights during these processes, as dictated by the Pennsylvania School Code. It outlines specific procedures for both informal and formal hearings, depending on the severity of the disciplinary action. The school considers the rights of the students, such as the right to representation, the right to question witnesses, and the right to present their own case.

Furthermore, the Code emphasizes the importance of communication with parents and guardians, ensuring they are informed of the reasons for suspension or expulsion and offered opportunities to participate in the process. This not only upholds the principles of due process but also fosters a sense of transparency and cooperation between the school and families.

Laboratory Charter School's commitment to following the Pennsylvania Charter School legal codes demonstrates its dedication to providing a fair and just educational environment for all students, even in cases of disciplinary action. By adhering to these regulations and procedures, the school strives to maintain a balanced approach to discipline while upholding the rights and well-being of its students.

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# Code of Conduct: Behavior Violations

X	Code of Conduct: Behavior Violations	Interventions & Responses			
		Level 1: Interventions	Level 2: Interventions, Referrals & Short- Term Suspension	Level 3: Interventions, Referrals & Long- Term Suspension	Level 4: Expulsion Referral
	Please read carefully the following behavior definitions below and the corresponding level of interventions. Where there is an "X" that level isn't warranted.	In-School Only	Out of School Suspensions (OSS) 1-3 days	OSS days:- 4-6 (ICEO notification)  OSS Days: 7-10 (CEO notification)	Managed by Principal (CEO notification)
1	<b>Profane or obscene Language or Gestures.</b> Students who curse or use insulting or sexually explicit language/gestures	Grades K-8	X	X	X
2	<b>Inappropriate Use of an Electronic Device.</b> Students who engage in acts including, but not limited to, sexting (sending sexual images or videos), videotaping fights, videotaping someone in a place where they have an expectation of privacy, or posting content that materially impacts the school community (meaning the conduct has a noticeable or considerable impact). This includes the inappropriate use of Chromebooks or other district devices.	Grades K-8	Grades 3-8	Grades 3-8	X
3	<b>Forgery/Alteration of Grades, Excuse Notes, or School Documents.</b> Students who reproduce the signature of another with the intent to deceive or	Grades K-8	Grades 3-8	Grades 3-8	X

X	Code of Conduct: Behavior Violations	Interventions & Responses			
	Please read carefully the following behavior definitions below and the corresponding level of interventions. Where there is an "X" that level isn't warranted.	Level 1: Interventions	Level 2: Interventions, Referrals & Short- Term Suspension	Level 3: Interventions, Referrals & Long- Term Suspension	Level 4: Expulsion Referral
		In-School Only	Out of School Suspensions (OSS) 1-3 days	OSS days:- 4-6 (ICEO notification)  OSS Days: 7-10 (CEO notification)	Managed by Principal (CEO notification)
	alter the official school. Records such as grades, attendance, or reports.				
4	<b>Cheating.</b> Students who submit or intend to submit work that is not their own.	Grades K-8	X	X	X
5	<b>Unauthorized Entry into School Property.</b> Students who gain entry to a school building or who allow others into a school building via an unauthorized door or at an unauthorized time, including during out-of-school suspension.	Grades K-8	X	X	X
6	<b>Destruction of Property</b> (totaling less than \$500). Students who damage or deface the school property of another school community member.	Grades K-8	X	X	X
7	Destruction of Property (Totaling \$500 or more). Students who damage or deface school property or the personal property of another school community member.	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
8	Theft. (Less than (500). Students who take school property or the personal property of another school community member.	Grades K-8	Grades 3-8	X	X
9	Theft. (More than \$500). Students who take school property or the personal property of another school community member.	Grades K-8	Grades K-8	Grades K-8	Grades K-8

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	Please read carefully the following behavior definitions below and the corresponding level of interventions. Where there is an “X that level isn’t warranted.	Level 1: Interventions	Level 2: Interventions, Referrals & Short- Term Suspension	Level 3: Interventions, Referrals & Long- Term Suspension	Level 4: Expulsion Referral
		In-School Only	Out of School Suspensions (OSS) 1-3 days	OSS days:- 4-6 (ICEO notification)  OSS Days: 7-10 (CEO notification)	Managed by Principal (CEO notification)
10	<b>Extortion. (Must be by use of threatened force).</b> Students who obtain money, property, or services from another school community member by expressed or implied threat of force.	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
11	<b>Robbery (Must be by use of force)</b> Students who take or attempt to take the property of another school community member by force, threat of force, or by putting the victim in fear	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
12	<b>Mutual Fight:</b> Students who willingly engage in a one-on-one physical altercation	Grades K-8	Grades 3-8	X	X
13	<b>Mutual Group Fight.</b> Students who willingly engage in physical altercations with multiple willing participants. This is a physical altercation in which no participants are identified as aggressors or victims.	Grades K-8	Grades 3-8	Grades 3-8	X
14	<b>Instigation and/or Participation in a Group Assault.</b> Students who instigate or participate in an assault by multiple students on one or more other students. This is a physical confrontation in which participants can be identified as aggressors and victims.	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8

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	Please read carefully the following behavior definitions below and the corresponding level of interventions. Where there is an "X" that level isn't warranted.	Level 1: Interventions	Level 2: Interventions, Referrals & Short- Term Suspension	Level 3: Interventions, Referrals & Long- Term Suspension	Level 4: Expulsion Referral
		In-School Only	Out of School Suspensions (OSS) 1-3 days	OSS days:- 4-6 (ICEO notification)  OSS Days: 7-10 (CEO notification)	Managed by Principal (CEO notification)
15	<b>Simple Assault.</b> Students who hit, punch, kick, stab, or physically harm a school community member in any way, intentionally and without provocation. This does not include accidental physical contact, such as a teacher being struck while breaking up a fight.	Grades K-8	Grades 3-8	Grades 3-8	X
16	<b>Assault Causing Serious Bodily Injury.</b> Students who intentionally engage in an act that causes serious bodily injury to another school community member.	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
17	<b>Inappropriate Touch/Exposure.</b> Students who engage in unwanted touching of another school community member either with their own body or with an object or who expose a part of their body to another school community member. Examples may include hugging or other touching that may not be sexual in nature.	Grades K-8	Grades 3-8	Grades 3-8	X
18	<b>Bullying/Cyberbullying.</b> <b>Bullying</b> is repeated intentional conduct (physical, psychological, verbal, nonverbal, written, or electronic) that is directed at another student or students. It could happen in or outside of a school setting, is severe, persistent, or	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8

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	Please read carefully the following behavior definitions below and the corresponding level of interventions. Where there is an “X that level isn’t warranted.	Level 1: Interventions	Level 2: Interventions, Referrals & Short- Term Suspension	Level 3: Interventions, Referrals & Long- Term Suspension	Level 4: Expulsion Referral
		In-School Only	Out of School Suspensions (OSS) 1-3 days	OSS days:- 4-6 (ICEO notification)  OSS Days: 7-10 (CEO notification)	Managed by Principal (CEO notification)
	pervasive, and has one of the following effects: (1) substantially interfere with a student’s education, (2) creates a hostile learning environment, r (3) substantially disrupts school operation. Bullying occurs within an interpersonal relationship where there is an imbalance of power (i.e., one person is physically larger, stronger, mentally quicker, or socially more powerful). Cyberbullying occurs through electronic communication devices, including but not limited to social networking, e-mail, messaging, texts, tweets, etc.				
19	<b>Harassment.</b> Students who engage in unwelcome verbal, written, graphic, or physical conduct relating to an individual’s gender, age, race, color, sexual orientation, gender identity expression, national origin, religion, disability, English language proficiency, socioeconomic status, and/or political beliefs. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
20	<b>Title IX Sexual Harassment.</b> Any welcome conduct that a reasonable person would find so	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8

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	Please read carefully the following behavior definitions below and the corresponding level of interventions. Where there is an “X that level isn’t warranted.	Level 1: Interventions	Level 2: Interventions, Referrals & Short- Term Suspension	Level 3: Interventions, Referrals & Long- Term Suspension	Level 4: Expulsion Referral
		In-School Only	Out of School Suspensions (OSS) 1-3 days	OSS days:- 4-6 (ICEO notification)  OSS Days: 7-10 (CEO notification)	Managed by Principal (CEO notification)
	severe, pervasive, and objectively offensive denies a person equal educational access. This includes any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stealing as defined in the Violence Against Women Act (VA WA).				
21	<b>Hazing.</b> Students who, for the purpose of initiating or enhancing a student’s membership in an organization, cause or force that student to violate any criminal law, consume a substance that subjects the student to harm, endure physical, mental, or sexual brutality, or perform any activity that endangers another.	Grades K-8	Grades 3-8	Grades 3-8	X
22	<b>Sexual Misconduct.</b> Students who engage in a consensual sexual act on 22 school property or during school-sponsored activity/event.	Grades K-8	Grades 3-8	Grades 3-8	X
23	<b>Threats/Intimidation.</b> Students who introduce fear or a sense of inferiority in another school community member. This includes threatening to engage in an act that causes harm. Threats can be made verbally, in writing, or with gestures.**	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8

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	Please read carefully the following behavior definitions below and the corresponding level of interventions. Where there is an "X" that level isn't warranted.	Level 1: Interventions	Level 2: Interventions, Referrals & Short- Term Suspension	Level 3: Interventions, Referrals & Long- Term Suspension	Level 4: Expulsion Referral
		In-School Only	Out of School Suspensions (OSS) 1-3 days	OSS days:- 4-6 (ICEO notification)  OSS Days: 7-10 (CEO notification)	Managed by Principal (CEO notification)
24	<b>Threatening Mass Violence.</b> Students who threaten to engage in an act that causes serious physical harm or creates a substantial risk of serious physical harm to member(s) of a school community.**	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
25	<b>Possession and/or Use of Tobacco or Electronic Smoking Devices.</b> Students who use or possess tobacco or any electronic smoking device on 25 school district property or at school-sponsored events. This includes but is not limited to products containing tobacco, electronic cigarettes, cigars, vaping kits, and hookah.	Grades K-8	X	X	X
26	<b>Possession and/or Use of Alcohol and/or Drugs.</b> Students who are found to be in possession or who use alcohol or other drugs on school property or at a school-sponsored event. This includes drugs in edible form.	Grades K-8	Grades 3-8	Grades 3-8	X
27	<b>Distribution of Alcohol and/or Drugs.</b> Students who are found to be selling alcohol or drugs. This includes drugs in edible form.	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
28	<b>Possession of Incendiary Devices and/ or Explosives.</b> Students who are 28 are found to be	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8

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	Please read carefully the following behavior definitions below and the corresponding level of interventions. Where there is an "X" that level isn't warranted.	Level 1: Interventions	Level 2: Interventions, Referrals & Short- Term Suspension	Level 3: Interventions, Referrals & Long- Term Suspension	Level 4: Expulsion Referral
		In-School Only	Out of School Suspensions (OSS) 1-3 days	OSS days:- 4-6 (ICEO notification)  OSS Days: 7-10 (CEO notification)	Managed by Principal (CEO notification)
	in possession of incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells, and or/other explosives.				
29	<b>Use of Incendiary Devices and/or Explosives.</b> Students who use or activate incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells, and/or other explosives. This may include starting an accidental or intentional fire.	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
30	<b>Possession/Use of a Weapon.</b> Students who possess any object, device, or instrument which, in its inherent and functional purpose, is intended to be a weapon. This includes firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchaku, electronic shock devices, or mace.  This does not include toys (ex., gel blasters) or ordinary objects, such as school supplies that may have been used during an altercation.	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
31	<b>Reckless Endangerment.</b> Students who take any action that creates substantial risk such that serious	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8

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		In-School Only	Out of School Suspensions (OSS) 1-3 days	OSS days:- 4-6 (ICEO notification)  OSS Days: 7-10 (CEO notification)	Managed by Principal (CEO notification)
	bodily harm could result in any person. For example, throwing objects across a room or out of a window that could harm another community member.				
32	<b>Gang Affiliation.</b> A student who engages in dangerous activities on behalf of an identified gang to commit disruptive or illegal acts within the school.	Grades K-8	Grades 3-8	Grades 3-8	Grades 3-8
<p><b>**Any statement issued by a student that constitutes a threat to another person or property will be taken seriously and investigated. Parents/Guardians will be contacted, and appropriate agencies may necessarily become involved. Students and families must understand that even though a student may have issued a comment in jest or in a joking manner, we must still investigate these statements. Because it is extremely difficult for us to determine intent on the part of the speaker, we are required to treat such comments as threats.</b></p>					

## Additional School Guidelines

1. **Glass and Stanley-type water bottles are prohibited.**
2. Card playing or dice throwing that involves gambling is prohibited.
3. Smoking, vaping or possession of tobacco and/or nicotine products is not permitted.
4. Throwing of rocks, snow or ice on school property, while walking to and from school, or at bus stops, is not allowed.
5. Pornography of ANY kind is not allowed.
6. The school is not equipped to secure valuable items. Please do not bring such items to school. This includes any electronic device.
7. No student is to remain after school unless under the direct supervision of a faculty member.
8. All students must be picked up on time.
9. Gum chewing and sunflower seeds are not allowed.

## Weapons

**Any student found in possession of any weapon (whether used or not) must, by law, be turned over to the police for arrest, suspended, and recommended for expulsion from the Laboratory School of Communication and Languages.**

## Academics

### Grading:

**The following scale will be used for grading:**

<b>Letter Grade</b>	<b>Numerical Value</b>
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

## **LAB CHARTER PLAN FOR RESTORATIVE PRACTICES**

**Restorative practices (RP) is an approach and set of tools for building, improving, and repairing relationships.** It is a community-centered, needs-based framework for cultivating healthy home, school, neighborhood, and workplace communities. The faithful implementation of RP increases social and emotional intelligence, decreases high-risk behavior, and addresses harm effectively. RP strives to honor all voices (including and especially those voices that are traditionally and systematically silenced, like children's), to hold people accountable for their words, behaviors, and actions, and to contribute to the repair of new and existing trauma. The consistent, school-wide use of restorative practices significantly reduces classroom disruptions, suspensions, and violence by centering the good of the community and its relationships, promoting social-emotional competence, encouraging trauma-informed decisions, and promoting cultural competency.

**Social and emotional learning (SEL)** is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. **Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across classrooms and the school building in collaboration with families and community partners.** The schoolwide use of SEL fosters learning and promotes equitable outcomes for all students.

RP and Schoolwide SEL are distinct approaches to creating and sustaining connected communities, but are grounded in similar principles and often complement and fortify one another. Lab Charter recognizes the importance of both RP and Schoolwide SEL and is therefore committed to cultivating a connected community through the faithful implementation of both. The implementation process is planned for and led by key stakeholders, including administrators, teachers, parents and community members. Each year, specific goals are developed and customized for each campus, but in general, a restorative school cultivates a strong sense of community through the consistent use of the following tools and processes:

- Community-building or proactive dialogue circles
- Responsive dialogue circles
- Affective statements
- Restorative questions and conversations
- Formal conferences

These tools and processes provide pathways to relationship-building and to repairing harm. They allow members of the school community to learn about one another and to resolve issues and conflict. They are instrumental to the implementation process, an overview of which follows.

## OVERVIEW OF THE SCHOOLWIDE RESTORATIVE PRACTICES + SEL IMPLEMENTATION PROCESS

Whole school transformation necessitates the faithful implementation of restorative and SEL practices at the individual, organizational, and systemic levels. The shift from a traditional, typically punitive school model to a restorative one requires a period of 3-5 years well spent. Educators, administrators, support services professionals, parents, community partners, and district personnel all play key roles in the transformation process. They must work to embody restorative and social-emotional philosophies, understand deeply their frameworks and tools, and commit to applying and imparting their strategies on a moment-to-moment basis.

The model school incorporates restorative and SEL practices at every possible turn—we see a commitment to relationship building, to minimizing shame, and to cultivating experiences of joy and authentic pride. Approaches to discipline, school-wide rituals, grading policies, classroom routines, interactions between members of the school community, and even the posters we see in a school’s hallways reflect an unwavering commitment to restorative and SEL practices.

Lab Charter has implemented or begun implementing the following practices as part of its commitment to becoming a restorative, attuned school environment:

- Partnering with The Restorative Project, an organization dedicated to school transformation, in order to ensure the faithful implementation of the RP/SEL program.
- Designating a qualified professional to serve as a full-time RP/SEL coach at each Lab Charter campus.
- Providing whole school professional development so that all adults who interact with Lab Charter students do so in a healthy manner.
- Providing monthly parent workshops designed to impart RP and SEL strategies to families.
- Coaching teachers and staff as they become familiar with and adopt RP and SEL strategies.
- Forming a champion team that consists of key stakeholders responsible for leading implementation efforts.
- Committing to a quarterly review process where key members of the community, including students and parents, provide feedback on the strengths and weaknesses of the implementation efforts.

### IN-HOUSE RESTORATIVE AND SEL PRACTICES LEADERSHIP: THE CHAMPION TEAM

The champion team is vital to the faithful implementation of restorative and SEL practices. This team of key stakeholders works to build internal capacity and supports grade-, department-, and eventually school-wide capacity. Members of the champion team lead a school’s transformation process.

Ideally, the champion team consists of multiple educators representing a variety of grade levels and pedagogical perspectives; at least one administrator; a counselor, social worker, or other support staff person; parents; and other members of the school community, often including students. If possible, each member of the champion team directs the execution of some aspect of the champion team selection process, which is tailored to identify members of the school community who exhibit the following qualities:

- Positive concept of all children
- Positive relationships with students
- Belief in people’s capacity to change
- Strong and compassionate classroom management (if applicable)
- Ability to lead by example (a penchant for coaching a bonus)
- Restorative mindset, replete with empathy and tenacity
- Free to dedicate the time necessary to implementation

Champion teams generally consist of 7 to 9 school community members and meet weekly or bi-weekly. Additionally, the champion team does not work in isolation of committees like school climate or instructional leadership teams; instead, members of the champion team work to integrate restorative and SEL practices into current school alliances.

## Student Code of Conduct: Consequences for Disciplinary Infractions

Students who continuously fail to meet their responsibilities face certain actions: full suspension or expulsion. However, student behavior policies assume that the vast majority of LAB Charter students are cooperative young people who respect the personal property and rights of others.

Those few students who behave in an unacceptable manner, which disrupts the learning environment or threatens the safety of others, subject themselves to parent conferences, detentions, out-of-school suspension, or exclusion from school. The lab will support all students who are expelled. Students on out-of-school suspension are not permitted in the building or yard unless accompanied by a parent or legal guardian. All students who are suspended or expelled, including those with disabilities, will be reinstated following a conference with a parent or legal guardian. In accordance with ***PA School Code 12.8 (c)***, Lab students have the right to an informal hearing to explain the circumstances surrounding the event for which the student is being suspended or why the student should not be suspended.

The CEO shall develop administrative procedures to implement Due Process Rights in accordance with the ***PA School Code 12.6 & 12.8 – Exclusion from School & Hearings***. All students who have been excluded from school for a period of more than 10 days must be afforded a hearing under due process. All students who have been expelled for approximately 30 days are entitled to due process, which requires a formal hearing. Additionally, students shall be given the opportunity to appeal an expulsion decision. Names of students who are disciplined shall not be a part of the

Lab Charter School's Board agenda, minutes of the public meeting or public record.  
Students shall be identified by Student Identification number only.

### Informal Hearings Rights:

The purpose of the informal hearing is to enable the parent and student to meet with the appropriate school officials to explain the circumstances surrounding the event for which the student has been suspended or to show why the student should not be suspended. The following will occur:

- A. Notification of the suspension will be given in writing to the parent or guardian and to the student.
- B. Sufficient notice of the time and place of the informal hearing/conference.
- C. The school officials shall hold the informal hearing/conference within the first five days of the suspension, no later than day three of the suspension.
- D. The parent or guardian may request to review and have a copy of the student's records and any witness statements, with other student names and information redacted. Photographs and video recordings of the incident may be shown to the parent/guardian, but copies may not be provided.
- E. The school administrator will discuss the student's problem behavior and ways to correct it.
- F. The school administrators will inform the parent/guardian of any further disciplinary action.
- G. Ability of the student to produce a witness, right to speak, and to question any witnesses.
- H. Schoolwork for students with more than four days (4) suspension must be provided to the parent/guardian at the conference, which is due upon reinstatement.**

### Formal Hearing Rights:

A formal hearing is required in all expulsion actions. The hearing will be held before the Governing Board (GB) and Chief Education Officer (CEO) of the Laboratory Charter School. If deemed by the GB and CEO, a qualified hearing examiner may be appointed. When a hearing is conducted, a majority vote of the entire committee is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

- A. Notification of the charges shall be sent to the student's parent/guardian by certified mail.
- B. At least three days' notice of the time and place of the hearing shall be given, and included in the notice shall be the following: A copy of the LAB's expulsion policy, notice that legal counsel may represent the student, and the hearing procedures.
- C. The hearing shall be held within 15 school days of the notification of charges unless mutually agreed to by both parties to reschedule.

- D. **Hearings may be delayed for:** 1. Laboratory reports needed from law enforcement agencies, 2. Evaluations or other court proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. 1400-1482), 3. Juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or the best interest of the victim.
- E. Hearing will be held in private unless the student or parent/guardian requests a public hearing.
- F. The student may hire legal counsel at the expense of the parent, and the parent/guardian may attend the hearing.
- G. The student has the right to the names of witnesses and copies of statements and affidavits of the witnesses.
- H. The student has the right to request witnesses to appear in person and answer questions or be cross-examined.
- I. The student has the right to testify and present his or her own witnesses to testify on his or her behalf.
- J. A written or audio copy shall be kept of the hearing. At their own expense, the student is entitled to a copy. Any student who is indigent shall receive a copy at no expense.
- K. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

## Progressive Discipline Framework

Students who commit any of the following offenses shall be subject to appropriate disciplinary action, as stated in the Pennsylvania School Code. Offenses are leveled based on disciplinary consequences. Any offense can receive the suggested consequence, a lesser, or a more severe consequence based on the severity and repetition of the offense and the effect that it has on others. The list is not exhaustive of all behaviors that may result in disciplinary action. The progressive discipline framework is divided into four levels. Each level represents progressively more serious acts of inappropriate behavior and consequences. The level of discipline imposed is based on the severity of the misbehavior.

### Level I Discipline

Level I discipline is used for minor acts of misconduct that interfere with orderly school procedures, school functions, or students' own learning process. Students may be disciplined by the professional staff member involved.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

1. Complete a Behavior Concern document to be signed by the parent
2. Call home to the parent
3. Loss of free choice time
4. Intentional seating
5. Parent shadowing
6. Student participation in conference with parent/guardian and teacher
7. Participation in a school service project, which enables the student to be engaged in behavior that supports our Caring School Community
8. \*Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior in a Caring School Community

### **Level II Discipline**

Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated acts of minor misconduct and misbehaviors directed against people or property, but which do not seriously endanger the health, safety, or well-being of others. Consideration of necessary behavior support services should be given, if not already provided. Signed Behavior Concern forms and a listing of phone call home dates are submitted to the office.

Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by administration, including, but not limited to the following:

1. Student participation in conference with parent/guardian, teacher, and/or administration via the Mandatory Parent/Guardian Meeting invitation.
2. Restriction from programs and special assemblies
3. Assignment to lunch detention
4. Partial or full-day school suspension
5. Participation in cleaning/repair of damage caused to the school-related environment
6. Saturday School Detention
7. Financial restitution for repair or replacement of any damage caused to the school-related environment or materials.
8. \*Development of a written or graphic representation that reflects understanding of specific misbehavior, the nature of the expected behavior, and the related character trait(s)
9. Participation in a school service project, which enables the student to be engaged in Caring School behavior
10. Any other disciplinary technique that positively promotes the school's goals and desired Caring School behavior.

### **Level III Discipline**

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruption of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the administration. Offenses that threaten the health, safety, or well-being of others may result in the assignment of multiple days of school suspension, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the administration is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services will be given, if not already provided.

A Serious Behavior form, any new Behavior Concern forms, and phone call(s) home documentation are submitted to the office.

A student guilty of a Level III offense may receive any discipline management technique appropriate for the situation as determined by the administration, including but not limited to the following:

1. Restriction from programs and special assemblies
2. Full day out-of-school suspension; Number of days as determined by administration
3. Saturday Detention
4. Participation in the cleaning or repair of any damage caused to the school-related environment
5. Financial restitution for the repair or replacement of any damage caused to the school-related environment or materials.
6. \*Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and related Caring School behaviors
7. Participation in a school service project, which enables the student to be engaged in the desired Caring School behaviors
8. Any disciplinary technique that positively promotes the student code of conduct and desired Caring School behaviors

### **Level IV Discipline**

Level IV discipline offenses represent the most serious acts of misconduct. These offenses must be immediately reported to the administration. These violations are so serious that they may require the use of outside agencies and/or law enforcement. Such acts may result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school-sponsored activities, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the

school administration is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of support services should be given if not already provided.

Certain behaviors have been identified that require an automatic office referral. In these cases, teachers should fill out a Serious Behavior form without needing to go through the steps of the classroom discipline procedure. It is the discretion of the teacher if the student is sent to the office immediately or the referral is submitted after class. This list is not all-inclusive:

- ✓ Fighting or confrontational behavior
- ✓ Profanity
- ✓ Racial Slurs in class
- ✓ Refusing to surrender electronic devices
- ✓ Vandalism or defacing school property
- ✓ Non-compliance/defiance

Students guilty of a Level IV offense may receive any of the discipline management techniques appropriate for the situation as determined by the administration, including but not limited to the following:

1. Restriction from programs and special assemblies
2. Suspension from school; Number of days determined by administration and county policy
3. Participation in the cleaning or repair of any damage caused to the school-related environment
4. Financial restitution for the repair or replacement of any damage caused to the school-related environment or materials
5. \*Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the Caring School behavior
6. Appearance before the Disciplinary Community for Due Process proceedings

Disruptive Behaviors	Consequence Levels			
	Level I	Level II	Level III	Level IV
Failure to follow classroom rules/Creating disruption	✓			
Failure to carry hall-pass	✓			
Truancy/Excessive tardiness/Cutting class	✓			
Possession of inappropriate personal items	✓			
Profane or obscene language or Gestures	✓			
Inappropriate use of an electronic device	✓	✓	✓	✓

Mutual fighting (without serious bodily injury)	✓	✓		
Forgery of administrator, teacher, or parent's guardian's Signature	✓	✓		
Alteration of grade reporting, excuse notes, and/or school Documents	✓	✓	✓	✓
Destruction and/or theft of property (less than \$500)	✓	✓	✓	
Harassment (including Sexual Harassment)	✓	✓	✓	✓
Bullying/cyber-bullying	✓	✓	✓	✓
Intimidation	✓	✓	✓	✓
Sexual Act (consensual)	✓	✓	✓	
Threatening students/staff with aggravated assault		✓	✓	✓
Destruction and/or theft of property (totaling \$500 or more)		✓	✓	✓
Breaking and entering school Property		✓	✓	✓
Robbery		✓	✓	✓
Extortion		✓	✓	✓
Mutual fighting (with documented serious bodily injury)		✓	✓	✓
Simple assault on a school community member		✓	✓	✓
Possession of alcohol, tobacco or vapes and/or Drugs		✓	✓	✓
Possession and/or use of fireworks, incendiary devices and/or explosives		✓	✓	✓
Instigation and/or participation in a group assault		✓	✓	✓
Aggravated Assault		✓	✓	✓
Sexual act (non-consensual)		✓	✓	✓
Possession of a weapon				✓
Reckless endangerment		✓	✓	✓

**\*Please be advised that this IS NOT an all-inclusive list, as there may be infractions that are not listed but rise to the level of a suspension, expulsion, and/or police or legal involvement. Additionally, Consequence Levels are not mutually exclusive.**

## **Suspensions**

### **Level 4: Immediate Referral**

1. Fighting or confrontational behavior
2. Profanity or obscenity towards any staff member.
3. Threats – any overt or verbal action towards personnel.
4. Racial Slurs
5. Refusing to surrender electronic device
6. Disrespect to any staff member.
7. Smoking/vaping in the building or on school grounds.
8. Leaving school grounds without permission.
9. Cutting class.
10. Leaving class without permission.

### **A student is subject to immediate suspension, expulsion and arrest for the following reasons:**

1. Forgery.
2. Destruction, vandalism, graffiti, and/or theft of school property.
3. Pulling fire alarms.
4. Assault on another student or staff member.
5. Possession and/or use of illegal weapons.
6. Possession use and sale of marijuana or any illegal drugs.
7. Pornography.

### **Violations of these rules can result in:**

1. Suspension from school for up to 10 days.
2. Placement in an alternative school.
3. Suspension of extracurricular privileges.
4. Loss of eligibility for awards.
5. Exclusion from special activities such as trips, dances, and move-up day exercises.
6. Recommendation for transfer to another educational environment or expulsion from school.

## BULLYING POLICY

Under Pennsylvania law, bullying is defined as an intentional electronic, written, verbal or physical act, or series of acts directed at another student or students. The act is severe, persistent or pervasive and has the effect of substantially interfering with a student's education, creating a threatening environment, or substantially disrupting the orderly operation of the school. Cyberbullying includes, but is not limited to, the following misuses of technology: sending or posting inappropriate or derogatory messages, stories, images, pictures or website postings including, but not limited to, blogs, "Instagram," "twitter," "Facebook," and "YouTube," to harass, intimidate, threaten or terrorize another student, teacher or staff member of LAB.

Pursuant to Act 61 of 2008 each school entity must adopt a policy or amend its existing policy relating to bullying and incorporate the policy into the school entity's Code of Student Conduct required under 22 Pa Code Section 12.3(c). The Laboratory Charter School strives to provide a safe, positive learning experience for its students. Therefore, it shall be the policy of LAB to maintain an educational environment in which bullying and cyber bullying in any form are not tolerated.

**Cyber bullying** includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs); **Bullying** shall mean unwelcome verbal, written, or physical conduct directed at a student by another student; that has the effect of:

1. Physically, emotionally, or mentally harming a student;
2. Damaging, extorting, or taking a student's personal property;
3. Placing a student in reasonable fear of physical, emotional or mental harm;
4. Placing a student in reasonable fear of damage to or loss of personal property; or
5. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Students or parents should report bullying or cyberbullying complaints to their teacher or any staff member. Any teacher or staff member who receives a bullying or cyberbullying complaint shall gather information or seek administrative assistance to determine if bullying or cyberbullying has occurred. After the information has been gathered, the Principal shall be notified of the complaint. The Principal will determine the need for further investigation or for appropriate intervention, which may result in administrative discipline to ensure that the conduct ceases.

### Bullying Policy and Disciplinary Actions

#### **Bullying Policy Review and Communication**

The bullying policy will be reviewed with all students at least once a year and will be

posted on the school's webpage. This complies with PA School Code § 13-1303.1-A, which mandates annual policy review and dissemination to students and parents.

### **Disciplinary Statement**

A school is judged by the actions of its students, both in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectful manner. To maintain an orderly atmosphere within the school and on school grounds, the authority of any teacher or school personnel extends over all students, as stipulated in PA School Code § 12.5.

### **Consequences for Bullying**

The Laboratory Charter School does not tolerate any form of bullying, whether verbal, physical, electronic, or written. Students who violate this policy will face severe consequences, which may include:

Parental conference

Loss of school privileges

Exclusion from school-sponsored activities

Suspension from school

Expulsion

Counseling

Therapy outside of school

Referral to law enforcement officials

These measures align with PA School Code § 13-1317.2 and § 13-1303.1-A, which require schools to implement strict disciplinary actions for bullying and violence.

### **Act 26 Expulsions**

If a student is found in possession of a weapon on school property, or on the way to or from school, the student must be recommended for expulsion. For students aged ten years or older, the police must be notified. Act 26 of 1995, which amended Pennsylvania's School Code, mandates the expulsion for at least one year of any student who possesses a weapon on school property, at a school function, or on a bus to and from school. A weapon is defined by Pennsylvania school law as "any knife, cutting tool, nunchaku, firearm, shotgun, rifle, and any other item capable of inflicting serious bodily injury" (PA School Code § 13-1317.2).

## **Exclusion (Suspension or Expulsion)**

### **Exclusion from school may take the form of suspension or expulsion:**

**Suspension:** Exclusion from school for a period from 1 to 10 consecutive school days (PA School Code § 12.6(b)).

A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.

When a suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing consistent with PA School Code § 12.8(c).

**Expulsion:** Exclusion from school by the governing board for a period exceeding 10 school days, and may be permanent based on governing board recommendations. Expulsions require a prior formal hearing under PA School Code § 12.8.

### **Definitions**

**Suspension:** Exclusion from school for a period of one to ten consecutive school days (PA School Code § 12.6(b)).

**Expulsion:** Exclusion from school by the Board of School Directors for a period exceeding ten school days and may be permanent expulsion from school rolls. All expulsions require a prior formal hearing by the Board of School Directors in accordance with PA School Code § 12.8.

### **Guidelines for Developing Self-Discipline**

The development and maintenance of self-discipline are integral to learning.

Each professional staff member, as part of the normal teaching-learning process, shall develop and emphasize self-disciplinary procedures with students.

Each staff member is responsible for maintaining behavioral standards conducive to learning throughout the school site.

### **Disciplinary Action at the Building Level**

Basic standards of behavior shall be developed and reviewed annually within each building.

Appropriate and consistent action shall be taken to maintain these standards.

Building administrators are responsible for maintaining these standards building-wide.

The individuality of each student and incident shall be considered in any disciplinary action.

If a student is suspended from school, a building administrator shall contact the parents or guardians by telephone or face-to-face prior to the student's readmittance.

## Due Process for Student Discipline

### Introduction to Due Process

Due process is a constitutional guarantee that ensures fair treatment through the normal judicial system, especially as a citizen's entitlement. In the context of student discipline, due process ensures that students are treated fairly and that their rights are protected when disciplinary actions are taken against them. Laboratory Charter School adheres to the due process requirements as outlined in both federal and state laws to ensure that all disciplinary actions are conducted in a fair and just manner.

### General Principles of Due Process

Due process in the school setting involves two fundamental principles: substantive due process and procedural due process.

**Substantive Due Process:** This ensures that the school's disciplinary actions are reasonable and not arbitrary. The rules and regulations governing student behavior must be clear, fair, and designed to serve a legitimate educational purpose.

**Procedural Due Process:** This ensures that students are given a fair procedure before being disciplined. This includes being informed of the charges against them, being given an opportunity to present their side of the story, and having access to an impartial decision-maker.

## Procedural Due Process in Student Discipline

### For Suspensions (1 to 3 Days)

**Notification of Suspension:** The student must be informed of the reasons for the suspension. This is typically done verbally by the assistant principal or principal.

**Opportunity to Respond:** The student must be given an opportunity to respond to the charges before the suspension becomes effective.

**Written Notification:** A written notice detailing the reasons for the suspension and the duration must be provided to the parents or guardians. This notice should be sent home with the student and mailed or emailed to the parents or guardians.

**Opportunity for a Conference:** For less serious offenses, a parental conference should be arranged prior to the student's readmission.

### For Suspensions (4 to 10 Days)

**Informal Hearing:** If the suspension exceeds three school days, the student and parent must

be given the opportunity for an informal hearing. This hearing must be consistent with the requirements in PA School Code § 12.8(c).

The hearing should take place within five school days of the initial suspension date.

The student and parents/guardians must be notified of the time and place of the hearing.

The student must be allowed to present their side, produce witnesses, and cross-examine witnesses presented by the school.

Legal representation is not required but can be allowed.

**Written Notification:** The reasons for the extended suspension must be provided in writing to the parents or guardians, along with a summary of the informal hearing.

### **For Expulsions (More Than 10 Days)**

**Formal Hearing:** Expulsions require a formal hearing before the Board of School Directors. This hearing must comply with the due process requirements outlined in PA School Code § 12.8.

The student must be informed in writing of the charges against them.

The student and parents/guardians must be given sufficient notice of the time and place of the hearing.

The hearing must be held in a fair and impartial manner.

The student has the right to be represented by counsel.

The student has the right to cross-examine witnesses and to present their own witnesses and evidence.

The hearing must be recorded, and a transcript made available to the student and parents/guardians upon request.

**Decision and Appeal:** The Board of School Directors must issue a written decision outlining the reasons for the expulsion. The student and parents/guardians have the right to appeal the decision to the appropriate court.

### ***Special Considerations for Students with Disabilities***

Students with disabilities are afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

**Manifestation Determination:** Before a student with a disability can be suspended for more than ten consecutive days or face expulsion, a manifestation determination review must be conducted to determine if the behavior in question was a manifestation of the student's disability.

If the behavior is determined to be a manifestation of the disability, the student cannot be disciplined in the same manner as non-disabled students.

If the behavior is not a manifestation, the student may be disciplined in the same manner as non-disabled students, but must continue to receive educational services.

**Interim Alternative Educational Setting (IAES):** In cases involving weapons, drugs, or serious bodily injury, a student with a disability may be placed in an IAES for up to 45 school days, even if the behavior is a manifestation of the disability.

### **Notification and Documentation**

**Written Notice:** All disciplinary actions, including suspensions and expulsions, must be documented in writing. Parents or guardians must be informed through formal written communication, detailing the reasons for the disciplinary action and the procedures followed.

**Record Keeping:** Detailed records of all disciplinary actions, hearings, and decisions must be maintained in the student's file. This includes all correspondence, notices, and transcripts of hearings.

### **Legal References**

The following Pennsylvania school laws underpin the due process requirements for student discipline:

PA School Code § 12.6: **Relates to exclusion from school and due process rights.**

PA School Code § 12.8: **Outlines the procedures for hearings and appeals.**

PA School Code § 13-1303.1-A: **Addresses bullying policies and procedures.**

PA School Code § 13-1317.2: **Pertains to expulsions for weapon possession and other serious offenses.**

By adhering to these guidelines and legal requirements, the Laboratory Charter School ensures that all students are treated fairly and justly in matters of discipline, maintaining an environment conducive to learning and personal development.

### **The Individuals with Disabilities Education Act (IDEA) and Section 504**

#### **The Individuals with Disabilities Education Act (IDEA)**

**Child Find Mandate** The IDEA includes the Child Find mandate, requiring all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation persists even if the school is not currently providing special education services to the child. States must develop and implement practical methods to determine which children with disabilities are receiving special education and related services and which are not (20 U.S.C. 1412(a)(3); Wrightslaw: Special Education Law, pages 72, 206-207).

**Who is Covered by Child Find?** Schools are required to locate, identify, and evaluate all children with disabilities from birth through age 21, including those in private and public schools, highly mobile children, migrant children, homeless children, and children

who are wards of the state (20 U.S.C. 1412(a)(3)). This includes all children suspected of having a disability, even those who receive passing grades and are advancing from grade to grade (34 CFR 300.111(c)). The law does not require children to be labeled or classified by their disability (20 U.S.C. 1412(a)(3)(B); 34 CFR 300.111(d)).

**Why is Child Find Necessary?** The primary purpose of the IDEA is to ensure that all children with disabilities receive a free appropriate public education (FAPE), including special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living (20 U.S.C. 1400(d); Wrightslaw: Special Education Law, pages 48, 207). Another purpose is to help each state implement a statewide, comprehensive, coordinated multi-disciplinary system of Early Intervention Services for infants and toddlers with disabilities, preparing them for further education, employment, and independent living.

**How is Child Find Implemented?** States must devise practical methods to determine which children are receiving needed special education services and which are not. After identifying children who may need services, all necessary evaluations must be completed at no cost to parents. Public notices are used to inform and educate the public about the need to locate and identify all children with disabilities.

School districts use various methods to identify and locate children who may need special education services, such as door-to-door surveys, brochure mailings, public education programs, physician referrals, and surveys of private school personnel.

## Section 504

**Overview:** Section 504 is a federal civil rights law that prohibits discrimination against individuals with disabilities. It ensures that children with disabilities have equal access to education and may receive accommodations and modifications. Unlike IDEA, Section 504 does not require a public school to provide an individualized educational program (IEP) but ensures that the child's needs are met as adequately as those of non-disabled students.

**Coverage:** All public schools, school districts, public charter schools, and magnet schools that receive federal financial assistance must comply with Section 504. It provides broad protections against discrimination and ensures that students with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs.

**Definition of Disability:** Under Section 504, an individual with a disability is defined as a person who: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. Major life activities include, but are not limited to, functions of major bodily systems such as neurological, musculoskeletal, respiratory, cardiovascular, digestive, and endocrine systems.

## Annual Notice

Laboratory Charter School published the following Annual Notice in the school's Parent-Student Handbook and on the school's website: <https://thelaboratorycharterschool.site/>

It is the policy of Laboratory Charter School that all students with disabilities, regardless of the severity of their disability, who need special education and related services, are identified, located, and evaluated. This responsibility is required by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEA 2004"). Chapter 711 of Title 22 of the Pennsylvania Code mandates the publication of a notice to inform parents of available special education services, how to request these services, and systematic screening activities that lead to the identification, location, and evaluation of children with disabilities enrolled in Laboratory Charter School. This Annual Notice is provided in the school's Parent-Student Handbook and on the school's website: [www.labcharter.com](http://www.labcharter.com).

### **Free Appropriate Public Education (FAPE)**

Laboratory Charter School provides FAPE to students eligible for special education services. To qualify, a student must have one or more disabilities that interfere with their educational performance and require specially designed instruction. Disabilities include autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment, including blindness.

### **What Parents Can Do?**

Parents who believe their child may qualify for special education can request a multidisciplinary evaluation at any time. Signs of a qualifying disability include difficulties in reading, writing, math, focusing, sitting still, and controlling emotions or behaviors. Requests should be made in writing to the school's Director of Special Education at [hillary.el@labcharter.com](mailto:hillary.el@labcharter.com) or 267-817-4720.

### **Screening and Referral Processes**

Laboratory Charter School identifies and refers students for evaluation through systematic screening and referral processes, including benchmark assessments, standardized tests, classroom performance, vision and hearing screenings, and the Multi-Tiered System of Supports (MTSS). Parents can request a multidisciplinary team evaluation at any time, regardless of the screening outcome. Screening or pre-referral activities do not bar a parent's right to request an evaluation.

### **Parental Consent**

The school cannot conduct an evaluation without written parental consent. Consent for evaluation does not imply consent for special education services. For more information,

parents can access the Procedural Safeguards Notice on the Laboratory Charter website and the PaTTAN website: [www.Pattan.net](http://www.Pattan.net).

## **The Individuals with Disabilities Education Act (IDEA) and Section 504: Understanding Child Find Under IDEA**

The Individuals with Disabilities Education Act (IDEA) includes a mandate known as Child Find. Child Find requires all school districts to identify, locate, and evaluate all children with disabilities within their jurisdiction, regardless of the severity of the disabilities. This mandate ensures that all children who may need special education services are identified, even if they are not currently receiving these services from the school.

### **Legal Basis for Child Find:**

IDEA Statute: **20 U.S.C. § 1412(a)(3)**

Federal Regulations: **34 CFR § 300.111**

Pennsylvania School Code: **Chapter 711, Title 22, Section 711.21**

### **Who is Covered by Child Find?**

Child Find applies to all children from birth through age 21 residing within a state. This includes children attending private and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. It covers children suspected of having a disability, including those who receive passing grades and are advancing from grade to grade.

### **Key Provisions:**

IDEA Statute: **20 U.S.C. § 1412(a)(3)**

Federal Regulations: **34 CFR § 300.111(c)-(d)**

Pennsylvania School Code: **Chapter 711, Title 22, Section 711.21**

### **Why is Child Find Necessary?**

The primary purpose of the Individuals with Disabilities Education Act is to ensure that all children with disabilities receive a free appropriate public education (FAPE), including special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

### **Purpose and Implementation:**

IDEA Statute: **20 U.S.C. § 1400(d)**

Federal Regulations: **34 CFR § 300.111(a)**

Pennsylvania School Code: **Chapter 711, Title 22, Section 711.21**

### **Early Intervention Services**

Another critical aspect of IDEA is to help states implement a comprehensive, coordinated, multidisciplinary system of early intervention services for infants and toddlers with disabilities. This early intervention aims to prepare young children for future education and life.

#### **Early Intervention Provisions:**

IDEA Statute: **20 U.S.C. § 1431**

Federal Regulations: **34 CFR § 303.1**

Pennsylvania School Code: **Chapter 711, Title 22, Sections 711.21-711.22**

### **How is Child Find Implemented?**

Each state is required to develop and implement practical methods to determine which children are receiving special education and related services and which are not. Schools must use various methods to identify and locate children who may need special education services, including public notices, door-to-door surveys, public education programs, physician referrals, contacts with daycare providers, and surveys of private school personnel.

#### **Implementation Strategies:**

Federal Case Law: **Akers v. Bolton, 531 F. Supp. 300 (D. Kan 1981)**

Office for Civil Rights (OCR) Guidelines: **Luling, TX Indep. School Dist., 1975-1985 EHLR 257:417**

Pennsylvania School Code: **Chapter 711, Title 22, Section 711.21**

### **Section 504 of the Rehabilitation Act**

Section 504 is a federal civil rights law that prohibits discrimination against individuals with disabilities. It ensures that children with disabilities have equal access to education, including accommodations and modifications. Unlike IDEA, Section 504 does not require an individualized educational program (IEP) but ensures that students with disabilities receive education that meets their needs as adequately as the needs of students without disabilities.

#### **Key Provisions of Section 504:**

Statute: **29 U.S.C. § 794**

Federal Regulations: **34 CFR Part 104**

Pennsylvania School Code: **Chapter 711, Title 22, Sections 711.21-711.22**

Key Protections Under Section 504:

Equal access to education,

Accommodations, and modifications

Protection from discrimination and harassment,

Participation in athletics and extracurricular activities

By adhering to these federal and state laws, the Laboratory Charter School ensures that all children with disabilities are identified, located, and evaluated to receive the appropriate educational services they need.

## Laboratory Charter School's Child Find Procedure Overview

The Child Find mandate, part of the Individuals with Disabilities Education Act (IDEA), requires school districts to identify, locate, and evaluate all children with disabilities who may need special education services. This mandate applies to all children within the district's jurisdiction, regardless of the severity of their disabilities or their enrollment status.

## Legal Basis

The legal framework for Child Find is established by both federal and state laws, specifically:

IDEA Statute: **20 U.S.C. § 1412(a)(3)**

Federal Regulations: **34 CFR § 300.111**

Pennsylvania School Code: **Chapter 711, Title 22, Section 711.21**

These laws ensure that all children with disabilities have access to a free appropriate public education (FAPE), including special education and related services tailored to their unique needs.

## Section 504 of the Rehabilitation Act

In addition to IDEA, Section 504 of the Rehabilitation Act ensures that students with disabilities receive appropriate accommodations and modifications to access education equally. Unlike IDEA, Section 504 does not require an IEP but ensures that the needs of students with disabilities are met as adequately as those of non-disabled students.

Legal Basis for Section 504:

Statute: **29 U.S.C. § 794**

Federal Regulations: **34 CFR Part 104**

By following these procedures and legal requirements, Laboratory Charter School

ensures that all children with disabilities are identified, located, and evaluated to receive the appropriate educational services they need. This comprehensive approach supports the school's commitment to providing an inclusive and equitable education for all students.

## The Meaning of Disability Under Section 504

### Definition and Scope

**Disability:** Under Section 504 of the Rehabilitation Act, an individual with a disability, particularly in the context of elementary and secondary education, is defined as a person who:

Has a physical or mental impairment that substantially limits one or more major life activities.

Has a record of such an impairment.

Is regarded as having such an impairment.

Legal Reference: **29 U.S.C. § 794, 34 CFR § 104.3(j)(1).**

The determination of whether a student has a physical or mental impairment that substantially limits a major life activity must be made on a case-by-case basis, providing broad coverage of individuals.

**Major Life Activities and Bodily Functions:** Major life activities include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Major bodily functions include, but are not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Legal Reference: **34 CFR § 104.3(j)(2)(ii).**

### Examples

A student with a visual impairment who cannot read regular print with glasses is substantially limited in the major life activity of seeing.

A student with an orthopedic impairment who cannot walk is substantially limited in the major life activity of walking.

A student with diabetes requiring insulin injections is substantially limited in the operation of a major bodily function, specifically the endocrine system.

These students must be evaluated to determine their need for special education and/or related services under Section 504 regulations.

Legal Reference: **29 U.S.C. § 794, 34 CFR § 104.35.**

## Laboratory Charter School's Child Find Procedure Overview

The Child Find mandate, part of the Individuals with Disabilities Education Act (IDEA), obliges school districts to identify, locate, and evaluate all children with disabilities who may need special education services. This mandate applies to all children within the district's jurisdiction, irrespective of the severity of their disabilities or their enrollment status.

### Legal References:

IDEA Statute: **20 U.S.C. § 1412(a)(3)**

Federal Regulations: **34 CFR § 300.111**

Pennsylvania School Code: **Chapter 711, Title 22, Section 711.21**

### Procedure

#### Identification and Referral

**Coverage:** The Child Find mandate covers children from birth through age 21, including those in private schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. This includes children suspected of having a disability, even if they receive passing grades and are advancing from grade to grade.

Legal References: **20 U.S.C. § 1412(a)(3), 34 CFR § 300.111(c), Chapter 711, Title 22, Section 711.21**

Referral Sources: Referrals can come from teachers, parents, doctors, or other agencies. The school also conducts screenings and evaluations to identify potential disabilities.

### Screening and Evaluation

**Initial Screening:** The school conducts regular screenings, including vision and hearing tests, and academic assessments. These screenings help identify students who may need further evaluation.

Legal References: **20 U.S.C. § 1412(a)(3), 34 CFR § 300.111, Chapter 711, Title 22, Section 711.21**

**Comprehensive Evaluation:** If a potential disability is identified, a comprehensive evaluation is conducted at no cost to the parents. This evaluation includes a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child.

Legal References: **20 U.S.C. § 1414, 34 CFR §§ 300.301-300.306**

#### Parental Consent and Involvement

**Consent for Evaluation:** Before conducting any evaluations, the school must obtain written

consent from the parents. This ensures that parents are fully informed and agree to the evaluation process.

Legal References: **20 U.S.C. § 1414(a)(1)(D), 34 CFR § 300.300**

**Parental Involvement:** Parents are involved throughout the process, from the initial referral to the development of the Individualized Education Program (IEP) if the child is found eligible for services.

Legal References: **20 U.S.C. § 1414(d), 34 CFR § 300.322**

## Determination of Eligibility

**Multidisciplinary Team:** A team of professionals, including the child's parents, reviews the evaluation results to determine if the child is eligible for special education services. The team considers whether the child has one or more disabilities as defined by IDEA and if the disability affects the child's educational performance.

Legal References: **20 U.S.C. § 1414(b)(4), 34 CFR § 300.306**

**Development of IEP:** If the child is eligible, the team develops an IEP tailored to the child's specific needs. The IEP outlines the special education services and supports the child will receive.

Legal References: **20 U.S.C. § 1414(d), 34 CFR § 300.320**

## Annual Review and Re-evaluation

**IEP Review:** The IEP is reviewed at least once a year to ensure that the child's needs are being met and to make any necessary adjustments.

Legal References: **20 U.S.C. § 1414(d)(4), 34 CFR § 300.324**

**Re-evaluation:** At least every three years, a comprehensive re-evaluation is conducted to determine if the child continues to be eligible for special education services and if their needs have changed.

Legal References: **20 U.S.C. § 1414(a)(2), 34 CFR § 300.303**

## Public Notice and Awareness

**Public Awareness Campaigns:** The school is required to inform the public about the Child Find process. This includes posting notices on the school website, distributing brochures, and conducting public awareness programs.

Legal References: **20 U.S.C. § 1412(a)(3)(A), 34 CFR § 300.111**

## Annual Notice and FAPE

Laboratory Charter School publishes an Annual Notice in the Parent-Student Handbook and on the school's website, informing parents of the available special education services and programs, how to request these services, and the systematic screening activities in place.

**Legal References: 20 U.S.C. 1400 et seq. ("IDEA 2004"), Chapter 711 of Title 22 of the Pennsylvania Code**

### **Free Appropriate Public Education (FAPE)**

Laboratory Charter School provides FAPE to students eligible for special education services, ensuring that they receive education designed to meet their unique needs and prepare them for further education, employment, and independent living.

**Legal References: 20 U.S.C. § 1400(d), 34 CFR § 300.101**

### **Qualifying for Special Education and Related Services**

To qualify for special education services, a student must be found to have one or more disabilities that interfere with their educational performance and require specially designed instruction.

**Legal References: 20 U.S.C. § 1414, 34 CFR §§ 300.8, 300.304**

### **Parental Rights and Consent**

Parents have the right to request a multidisciplinary evaluation at any time. Written consent is required for evaluations, and parents must be informed of their rights throughout the process.

**Legal References: 20 U.S.C. § 1414(a)(1)(D), 34 CFR §§ 300.300, 300.504**

## Screening and Referral Processes

Laboratory Charter School utilizes systematic screening and referral processes, including benchmark assessments, standardized tests, and vision and hearing screenings, to identify students who may need special education services.

**Legal References: 20 U.S.C. § 1412(a)(3), 34 CFR §§ 300.111, 300.301-300.306**

By adhering to these detailed procedures and legal requirements, Laboratory Charter School ensures that all children with disabilities are appropriately identified, located, and evaluated, thereby providing them with the necessary educational services and supports to succeed.

Resources for Parents of IEP and 504 Students: The Arc of Pennsylvania  
Address: **101 South Second Street, Suite 8, Harrisburg, PA 17101**

Phone: **800-692-7258**

Website: **www.thearcpa.org**

**Parent Education Network (PEN)**

Address: **2107 Industrial Highway, York, PA 17402-2223**

Phone:

**717-600-0100 (Voice/TTY)**

**800-522-5827 (Voice/TTY)**

**800-441-5028 (Spanish in PA)**

Fax: **717-600-8101**

Website: **www.parentednet.org**

**Parent Education and Advocacy Leadership Center (PEAL)**

Address: **1119 Penn Avenue, Suite 400, Pittsburgh, PA 15222**

Phone:

**412-281-4404 (Voice)**

**866-950-1040 (Voice)**

**412-281-4409 (TTY)**

Fax: **412-281-4408**

Website: **www.pealcenter.org**

**Hispanics United for Exceptional Children (HUNE, Inc.)**

Address: **202 West Cecil B. Moore Avenue, Philadelphia, PA 19122**

Phone: **215-425-6203 (Voice)**

Fax: **215-425-6204**

Website: **www.huneinc.org**

**The Mentor Parent Program, Inc.**

Address: **P.O. Box 47, Pittsfield, PA 16340**

Phone:

**814-563-3470 (Voice)**

**888-447-1431 (Voice in PA)**

**800-855-1155 (TTY)**

Fax: **814-563-3445**

Website: [www.mentorparent.org](http://www.mentorparent.org)

## Disabilities Rights Network

Address: **1414 North Cameron Street, Suite C, Harrisburg, PA 17103**

Phone:

**800-692-7443 (Toll-Free Voice)**

**877-375-7139 (TDD)**

**717-236-8110 (Voice)**

**717-346-0293 (TDD)**

Fax: **717-236-0192**

Website: [www.drnpa.org](http://www.drnpa.org)

## Pennsylvania Bar Association

Address: **100 South Street, Harrisburg, PA 17101**

Phone: **800-932-0311**

Website: [www.pabar.org](http://www.pabar.org)

## Bureau of Special Education's Consult Line

Phone: **800-879-2301**

**Consult Line personnel are available to parents and advocates of children with disabilities to explain federal and state laws relating to special education, describe options available to parents, inform parents of procedural safeguards, identify other agencies and support services, and describe available remedies and procedures.**

## **Office for Dispute Resolution**

Address: **6340 Flank Drive, Harrisburg, PA 17112-2764**

Phone:

**717-541-4960**

**800-222-3353 (Toll-free in PA only)**

**800-654-4984 (TTY)**

Fax: **717-657-5983**

Website: **odr.pattan.net**

**The Office for Dispute Resolution administers the mediation and due process systems statewide and provides training and services regarding alternative dispute resolution methods.**

### **The Pennsylvania Training and Technical Assistance Network (PaTTAN)**

Harrisburg: **800-360-7282**

King of Prussia: **800-441-3215**

Pittsburgh: **800-446-5607**

Website: [www.pattan.net](http://www.pattan.net)

## **Homework Policy**

At Laboratory Charter School, homework is an essential component of the learning process and is assigned appropriately based on the subject and topic. Teachers assign homework daily to reinforce classroom instruction and promote independent learning. In accordance with Pennsylvania education guidelines, the school encourages parents and guardians to take an active interest in their child's homework by:

*Asking about homework every day.*

*Providing a designated time and a suitable place for study or home activities.*

*Making resource materials available.*

*Checking the work for correctness and neatness.*

*Arranging with the teacher for homework assignments when the student's physical condition necessitates an absence.*

*Homework assignments will contribute to a maximum of 5% of the student's overall grade.*

Legal References: **While Pennsylvania School Code does not specify a precise requirement for homework policies, schools are encouraged to establish guidelines that support student learning and parental involvement.**

## **How to Study Effectively**

### **Attitude**

**Positive Mindset:** Approach your studies with a positive attitude. Work independently and seek help only after you have attempted to solve problems on your own. Use library and online resources effectively.

### **Concentration**

**Focus:** Learning requires concentration. Stay focused on your task to complete it more efficiently.

### **Study Environment**

**Dedicated Study Space:** Have a specific, well-lit, and quiet place at home for studying. Ensure this area is free from distractions to maximize productivity.

### **Reading and Understanding Assignments**

**Initial Reading:** Start by reading the entire assignment rapidly to get an overview of the basic content.

**In-depth Reading:** Reread the assignment slowly to understand the content, details, explanations, and directions. Take notes, make outlines, and collaborate with classmates for better understanding.

### **Managing Long-Term Projects**

**Daily Progress:** Break down long-term projects into manageable tasks and work on them a little each day. This approach prevents last-minute rush and ensures higher quality work.

By adhering to these guidelines, students can effectively manage their homework and develop strong study habits that will benefit them throughout their academic journey.

## **Honor Roll and Perfect Attendance**

### **Distinguished Honors**

To achieve Distinguished Honors, a student must maintain a grade of "A" in all subjects, without any unsatisfactory marks in behavior.

### **Perfect Attendance**

A student is recognized for perfect attendance by having no absences or tardiness, whether excused or unexcused, throughout the academic period.

## Report Cards

Parents are expected to attend parent-teacher conferences when scheduled. Parent conference notices will be sent home. An informed parent produces a successful student.

### Visitors

**COVID-19 – LAB Charter will follow the Health Department Protocol for screening.**

Visitors will be EXTREMELY limited in the school building for safety reasons.

All visitors must first report to the Main or Security Office. All visitors MUST present a proper state ID or driver's license in good standing. Expired ID's will not be accepted. Legal action will be taken against any person on school grounds or in the building who has not made the proper arrangements for visitation. Students may not bring younger children or friends to school.

## Nurse/Health Suite

It is important for LAB to have every student's emergency information on file so that we may contact parents/guardians quickly if necessary. Students who become ill at school may be picked up and signed out in the main or security office.

## Immunizations

Students must be immunized in accordance with Pennsylvania state laws before enrolling in a Pennsylvania public school. For any questions regarding immunizations or health records, please contact the school nurse.

### Immunization Requirements

All students must be fully immunized or have an approved exemption before being admitted to any public, private, or parochial school in Pennsylvania. This mandate is enforced by the Pennsylvania Department of Health, the Philadelphia County Board of Health, and The Laboratory Charter School. The objective of this requirement is to protect students from preventable communicable diseases and their associated medical and educational complications.

## Exemptions

**There are two types of exemptions:**

**Religious Exemption:** Students are exempt from immunization if the parent or guardian submits a written objection based on religious or ethical grounds.

**Medical Exemption:** Students are exempt from immunization if a physician or their designee provides a written statement indicating that immunization is detrimental to

the child's health. Once the physician determines that immunization is no longer harmful, the exemption becomes invalid, and the child must be immunized.

In the event of an outbreak of a disease for which the child is exempt from immunization, the child will be excluded from school until a competent medical authority determines it is safe for the child to return.

## Disposition of Immunization Records

When a student transfers from one school to another, the parent should request the Certificate of Immunization from the current school and provide it to the new school. This Certificate will accompany the student upon transferring, graduating, or withdrawing or otherwise leaving The Laboratory Charter School.

## IMMUNIZATION CHART

Disease	Required Number of Doses	Grades K to 8
Diphtheria, Tetanus and Acellular Pertussis-DTap	Four Doses	All Grades
Poliomyelitis/IPV	Four Doses	All Grades
Measles, Mumps, and Rubella	Two Doses	All Grades
Hepatitis B	Three Doses	All Grades
Varicella/ Chicken Pox	Two Dose	All Grades
<p><b>In addition to the immunizations listed above, before entering 7th grade, Philadelphia students must receive the additional vaccines listed below. All doses must be given at the appropriate age and Interval. Parents should talk with their pediatrician for more information.</b></p>		
<b>Meningococcal conjugate (MCV4)</b>  <b>Acellular Pertussis- DTap</b>	<b>One Dose</b> <b>One Dose</b>	

**The following health services will be provided by the Laboratory Charter School for all attending students, Kindergarten to grade eight:**

- Medical examinations,
- Dental examinations,
- Vision screening test,
- Hearing screening test
- Height and weight measurements,
- Maintenance of medical and dental records,
- Threshold Screening Test
- Special examinations
- Scoliosis Screening

Parents who need vaccines or additional services for their children can visit any of the listed Philadelphia City Health Centers. To schedule an appointment, call: 215.685.2933.

## **Philadelphia Health Centers**

Health Center 2 - 1700 S. Broad Street Health Center 3 - 555 S. 43rd Street Health Center 4 - 4400 Haverford Ave Health Center 5 - 1900 N. 20th Street Health Center 6 - 301 Girard Ave

Health Center 9 - E. 131 E. Cheltenham Ave Health Center 10 - 2230 Cottman Ave Health Center 12 - 2840 W. Dauphin Street (Strawberry Mansion)

## **PRESCRIPTION AND NON-PRESCRIPTION MEDICATIONS IN SCHOOL**

Parents who wish to have prescription medications given to their child during school hours should ask the designated school staff member for a "Request for Administration of Medication" (Form MED-I). The form must be filled out and signed by the child's doctor and the parent. The parent, not the child, should bring the medication to the school.

Medication will only be retained by the school if it has been packaged and labeled by a Registered Pharmacist according to accepted pharmaceutical standards. The medication label must include: patient's name, pharmacy name, pharmacy address and phone, prescription number, prescription date (current), name of medication, dosage, form, and expiration date, instructions for administration, and name of prescribing health care provider. Medication must be packaged with a safety cap.

If your child has any health problems or is taking prescription medication for any reason, even though it does not have to be given in school, it is important for you to inform the school. Many medications have side effects that school staff can help you look for.

Over the counter (non-prescription) medications must also be brought to school by the child's parent or guardian. It must be accompanied by a written confirmation by a qualified health care provider on a prescription form or letterhead. This confirmation must contain the proper dosage and the time the medication is to be taken. Written parental approval is also required. If there is no note from a parent, supplying the necessary information, the child will not be permitted to take the medication. Over the counter medications must be in the original manufacturer's container with directions for use intact on the label or box.

### Health Suite Information

No student will be admitted to LAB Charter School until the state mandated immunization requirements are met.

Board of Education policy states first aid is only to be given for school injuries at the time they occur.

Injuries and illnesses that happen at home must be cared for at home.

Students who become ill while in school will get a pass to the nurse from the staff in charge. The nurse will notify the home.

No sick student will be sent home unless accompanied by a parent or legal guardian.

Students do not leave the building to go home without being signed out by a parent.

## Telephone Use

Parents should make all necessary plans and arrangements for after-school dismissal before leaving home each morning so that the school telephones can be used for business purposes only. Students may not receive phone calls while in school. Parents/guardians should not try to contact their child by cell phone, as all mobile communication devices are not allowed in school. Any cell phone that is seen or heard by a staff member will be confiscated, and the appropriate consequences will be assigned. Cell phones will only be returned to parents. All parents must sign a form acknowledging receipt of the returned cell phone.

## Parent and School Associations

We encourage all parents to become active members of our LAB Parent Organization, Parents As Partners In Education. Flyers will be distributed throughout the year with information regarding drives, meetings, and other activities.

## **Universal Breakfast and Lunch Programs**

Under Federal guidelines of Title I, LAB Charter School operates a free breakfast and lunch program for all students. Parents do not need to complete breakfast or lunch applications.

Breakfast will be served from 8:00 a.m. to 8:30 a.m. each morning.

Unless your child attends the breakfast program, please do not send your child to school before 8:15 AM. We do not offer before or after-school care.

**MOBILE FOOD DELIVERIES ARE NOT ALLOWED AND WILL NOT BE ACCEPTED FOR STUDENTS.**

## **FIRE DRILLS**

Monthly fire drills are required by state law. Signs are posted in each room giving emergency evacuation procedures. The following must be observed when the bell sounds signaling a fire drill:

Close windows and leave lights on.

Classroom doors unlocked and closed.

Follow the staff member in charge.

Walk rapidly. Do Not Run.

Stay with your class or group.

Talking is prohibited.

Do not re-enter the building until given the “all clear” signal.

## **EMERGENCY EVACUATION (SHELTER-IN-PLACE) DRILLS**

We will have at least one shelter-in-place drill each school year. The reason for this drill is to make the students aware of the procedure in case of a school lockdown for any reason. This drill will teach the children what to do and where to report to in the case of a lockdown emergency.

## **School Uniform**

The LAB Charter School has a mandatory uniform policy that will be enforced by the school. LAB Charter School's uniform is as follows:

GIRLS GRADES K-8

NAVY BLUE JUMPER OR SKIRT

SHORT SLEEVE LIGHT BLUE POLO W/LOGO

LONG SLEEVE LIGHT BLUE POLO W/LOGO

NAVY V-NECK CARDIGAN WITH LOGO

NAVY BLUE PANTS

SS BLUE PETER PAN BLOUSE

LS BLUE PETER PAN BLOUSE

BOYS GRADES K-8

SHORT SLEEVE LIGHT BLUE POLO W/LOGO

LONG SLEEVE LIGHT BLUE POLO W/LOGO

NAVY V-NECK CARDIGAN WITH LOGO

BOYS NAVY BLUE PANTS 4-16 27H-38H

GYMWEAR GRADES K-8

LIGHT BLUE GYM TEE W/LOGO

NAVY BLUE GYM PANTS W/LOGO

No oversize shirts, baggy pants, hoodies, sandals, Crocs or flip flops. Students WILL be excluded from school activities and special programs SUCH AS ASSEMBLIES, PROMOTION CEREMONIES, FIELD TRIPS, SCHOOL DANCES, SCHOOL CARNIVALS, SCHOOL MOVIES, SPECIAL AWARDS, MOVE-UP DAY, ETC. if not in uniform ON A DAILY BASIS. Students who need assistance with uniforms should contact the Home and School Visitor/Parent Liaison.

IF STUDENTS ARE NOT IN UNIFORM, PARENTS WILL BE CONTACTED AND REQUIRED TO BRING THE STUDENT A PROPER UNIFORM.

## **NCLB: Parents' Right to Know Qualifications of Child's Teachers**

\*\*\*\*\*

Note: Congress has reauthorized the Elementary and Secondary Education Act (ESEA), the statute formerly known as No Child Left Behind. The new statute, Every Student Succeeds Act, was signed into law by President Obama on December 10, 2015.

\*\*\*\*\*

Did you know you have a right to know the qualifications of your child's teachers and paraprofessionals? Did you know that your school district must notify you of your right to request information about the qualifications of your child's teachers and paraprofessionals?

At the beginning of the school year, the school district must notify parents of all children who attend Title I schools of their right to request information about the qualifications of your child's teachers and paraprofessionals, including:

Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

## **Qualifications of Substitute Teachers**

Is your child being taught by a substitute teacher? If your child has been taught by a teacher who is not highly qualified for 4 consecutive weeks, your school district must notify you of this fact. This requirement applies to substitute teachers, many of whom do not meet "highly qualified" requirements. [Source: NCLB, Title I, Section 1111(h)(6)]

### **How to Request Information about Teacher Qualifications**

If you want to learn the qualifications of your child's teachers and paraprofessionals, you need to write a letter to request this information from the school.

Since people often lack confidence in their ability to write letters, we wrote a sample letter that you can use as a template. Just change the identifying information - your name, address, and phone number, your child's name, school, and principal, etc.

The letter to request teacher qualifications is in two formats:

In pdf: <https://www.Wrights law.com/info/nclb.ltr.teacher.qual.pdf>

In Word: <https://www.Wrights law.com/info/nclb.ltr.teacher.qual.doc>

You may want to print a copy of the article, Teacher Quality: Frequently Asked Questions from the U. S. Department of Education, and include this with your letter. [no longer available]

Learn how to write effective letters - and why you need to learn this skill.

If you have our book, Wright's Law: From Emotions to Advocacy, look at the two chapters about writing letters. These chapters include more than a dozen letters to the school that you can tailor to your circumstances.

## LAB CHARTER SCHOOL SCHOOL-WIDE RULES

Be Safe

Be Prepared

Be Respectful

Be Responsible

Be a Problem Solver

School Expectations

Arrive on Time: **Punctuality is essential.**

Complete All Assignments: **Ensure all tasks are finished on time.**

Wear the School Uniform: **Adhere to the school dress code.**

Keep Hands and Feet to Yourself: **Maintain personal space at all times.**

No Bullying or Fighting: **Engage in positive and respectful behavior.**

No Electronic Devices: **Do not bring cell phones, headphones, or other electronic gadgets to school.**

## SCHOOL SECURITY

Video recording only in designated common areas of the Charter School facilities and not in bathrooms, classrooms, offices, and teacher and staff common gathering rooms.

To ensure the safety of the staff, students, and community in an increasingly violent society, The Laboratory Charter School installed an audio and video recording system funded by the Pennsylvania Department of Education PCCD grant in 2020. The system was installed ONLY in ALL common areas of the school buildings, including entry

areas, hallways, foyers, and public conference rooms. At no time were recording devices installed in classrooms, bathrooms, offices, or staff lounges.

Signage (Large Yellow 11x14 signs and Small white 5x7 signs) is clearly and has always posted at all entryways and throughout the entire building of both campuses.

All recording devices left by the School District of Philadelphia were removed from classrooms and staff offices by the installation vendor.

I certify that the above statements are true and correct to the best of my knowledge, information, and belief.

(i) The storage, maintenance, and use of previously recorded video and audio recordings, in accordance with the Family Educational Rights and Privacy Act

Access to any recordings shall be limited to the Charter School's Chief Executive Officer, the IT Director, and, as otherwise determined by the Board of Trustees, through board action.

If the recordings have not been overwritten by the system, the BUILDING PRINCIPAL can alert the CEO that a recording is needed for an investigation or serious incident. The CEO must approve the Building Principal's contact via email with the IT Director. The request for the recording is then made in writing via email to the IT Director for a specific recording by the Building Principal. Once the request is received, IT will forward it to the CEO to ensure that it matches what the CEO approved the Building Principal to request. Once confirmed, the recording is recovered and sent to the Director of Technology via a secure download for the Building Principal's review.

Electronic Communications Privacy Act of 1986 (ECPA), **18 U.S.C. §§ 2510-2523**

## View Federal Statutes

### **Background**

The Electronic Communications Privacy Act and the Stored Wire Electronic Communications Act are commonly referred to together as the Electronic Communications Privacy Act (ECPA) of 1986. The ECPA updated the Federal Wiretap Act of 1968, which addressed interception of conversations using "hard" telephone lines, but did not apply to interception of computer and other digital and electronic communications. Several subsequent pieces of legislation, including The USA PATRIOT Act, clarify and update the ECPA to keep pace with the evolution of new communications technologies and methods, including easing restrictions on law enforcement access to stored communications in some cases.

### **General Provisions**

The ECPA, as amended, protects wire, oral, and electronic communications while those communications are being made, are in transit, and when they are stored on computers. The Act applies to email, telephone conversations, and data stored electronically.

## **Civil Rights and Civil Liberties**

"The structure of the SCA reflects a series of classifications that indicate the drafters' judgments about what kinds of information implicate greater or lesser privacy interests. For example, the drafters saw greater privacy interests in the content of stored emails than in subscriber account information. Similarly, the drafters believed that computing services available 'to the public' required more strict [sic] regulation than services not available to the public...To protect the array of privacy interests identified by its drafters, the [Act] offers varying degrees of legal protection depending on the perceived importance of the privacy interest involved. Some information can be obtained from providers with a subpoena; other information requires a special court order; and still other information requires a search warrant. In addition, some types of legal process require notice to the subscriber, while other types do not."

The Act reflects a general approach of providing greater privacy protection for materials in which there are greater privacy interests. For a more in-depth analysis, U.S. Dept. of Justice, *Searching and Seizing Computers and Obtaining Electronic Evidence In Criminal Investigations* (2009), pp. 115-116, (287pp | 1.01mb | PDF).

### **Specific Provisions**

The ECPA has three titles:

Title I of the ECPA, which is often referred to as the Wiretap Act, prohibits the intentional actual or attempted interception, use, disclosure, or "procure[ment] [of] any other person to intercept or endeavor to intercept any wire, oral, or electronic communication." Title I also prohibits the use of illegally obtained communications as evidence. 18 U.S.C. § 2515..

Exceptions. Title I provides exceptions for operators and service providers for uses "in the normal course of his employment while engaged in any activity which is a necessary incident to the rendition of his service" and for "persons authorized by law to intercept wire, oral, or electronic communications or to conduct electronic surveillance, as defined in section 101 of the Foreign Intelligence Surveillance Act (FISA) of 1978." 18 U.S.C. § 2511. It provides procedures for Federal, State, and other government officers to obtain judicial authorization for intercepting such communications, and regulates the use and disclosure of information obtained through authorized wiretapping. 18 U.S.C. §§ 2516-2518. A judge may issue a warrant authorizing interception of communications for up to 30 days upon a showing of probable cause that the interception will reveal evidence that an individual is committing, has committed, or is about to commit a "particular offense" listed in Section 2516. 18 U.S.C. § 2518.

Title II of the ECPA, which is called the Stored Communications Act (SCA), protects the privacy of the contents of files stored by service providers and of records held about the subscriber by service providers, such as subscriber name, billing records, or IP addresses. 18 U.S.C. §§ 2701-12.

Title III of the ECPA, which addresses pen register and trap and trace devices, requires

government entities to obtain a court order authorizing the installation and use of a pen register (a device that captures the dialed numbers and related information to which outgoing calls or communications are made by the subject) and/or a trap and trace (a device that captures the numbers and related information from which incoming calls and communications coming to the subject have originated). 18 U.S.C. §§ 3121 – 3127. No actual communications are intercepted by a pen register or trap and trace. The authorization order can be issued on the basis of certification by the applicant that the information likely to be obtained is relevant to an ongoing criminal investigation being conducted by the applicant's agency.

#### **Amendments**

The ECPA was significantly amended by the Communications Assistance to Law Enforcement Act (CALEA) in 1994, the USA PATRIOT Act in 2001, the USA PATRIOT reauthorization acts in 2006, and the FISA Amendments Act of 2008 (116pp | 303kb | PDF). Other acts have made specific amendments of lesser significance.



## **Title I LEA and School Parent and Family Engagement Policy**

**2025-2026**

**Reviewed and revised on the following  
dates:**

**TBD (Spring Meeting)**

**August 27, 2025 (Back to School Nights)**

**TBD (Fall Meeting)**

**May 21, 2025 (WHYY Family Math  
Workshop)**

The Laboratory Charter School is dedicated to the philosophy that parent involvement is integral to the success of each student, and that forging a strong partnership between school and the home is essential in providing a quality education to all students.

Therefore, Lab will implement programs, activities, and procedures for the involvement of parents in accordance with Title I of the Elementary and Secondary Education Act of 1965 (ESEA). This federal statute defines "parent and family engagement" as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- The carrying out of other activities, such as those described in Section in 1118 of the ESEA.

Laboratory Charter School has developed this Title I School Parent and Family Engagement Policy in conjunction with our Parent Involvement Committee on June 6, 2024 to inform our school community. This

policy will be posted on Lab's website for accessibility to parents and members of the community, will be distributed at the annual Title I meeting and will be in the Student-Parent Handbook.

## School Responsibilities

In order to involve parents in the Title I Program, The Laboratory Charter School will:

- Convene an annual Title I meeting to inform parents of The Laboratory Charter School's participation in the Title I Program, the Program's requirements, and parents' involvement and rights.
- Hold parent meetings at various times throughout the school year in order to familiarize parents with The Laboratory Charter School's Title I Program. In addition, conferences with the principal and teachers may be scheduled as needed in order to facilitate open communication.
- Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I Program, Parent Compact, and Parent Involvement Policy.
- Provide parents with a description and explanation of The Laboratory Charter School's curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet.
- Communicate with parents through email, flyers, calendars, student folders, website postings, letters/notices, and electronic means.
- Provide parents with timely information about the Title I Program.
- Provide assistance to parents in understanding the State's academic content standards and student achievement standards, academic assessments, and how to monitor a child's progress, with encouragement to work with teachers to improve the achievement of their children
- Provide materials and training to help parents work with their children to improve their academic achievement and, as appropriate, to foster parent involvement.

- Disseminate to parents data regarding their child's achievement, progress reports, and classroom and standardized assessment results, to enable parents to know of, and to remain actively engaged in, their child's educational progress.
- Provide, if requested by parents, opportunities for additional meetings for solicitation of suggestions from parents and to participate, as appropriate, in decisions relating to the education of their child. The Laboratory Charter School will respond to any such suggestions as soon as practically possible.
- Provide a written agreement (School-Parent Compact) explaining the roles of parent, student and staff to be signed by all parties responsible for academic achievement in an effort to improve his/her skill levels as a student enters the Title I Pull-out Program.
- Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet State academic standards
- Inform parents that their children will be taught for four or more consecutive weeks by a teacher who is not highly qualified, should the need arise
- Support schools and non-profit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies
- Support programs that reach parents and family members at home, in the community, and at school
- Disseminate information on best practices focused on parent and family engagement of economically disadvantaged parents and family members
- Collaborate, or provide subgrants to schools, to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement

- Engage in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy
- Employ teachers who meet Pennsylvania’s statutory and regulatory requirements, will be provided with professional development, and will continually update resources and maintain an environment that facilitates learning
- With regard to professional development, provide training to school staff to strengthen parental involvement efforts relating to:
  - o The value and utility of the contributions of parents
  - o How to reach out to, communicate with, and work with parents as equal partners
  - o Implementing and coordinating parent programs
  - o Building ties between parents and The Laboratory Charter School
- Ensure full opportunities for participation of all parents, regardless of whether they or their children have disabilities, migratory status, or limited English proficiency, by providing information about The Laboratory Charter School’s Title I Program and other programs, school meetings and associated activities to all participating families in an understandable and uniform format and language that parents can understand

**Parent Involvement**

- Parents will be involved in the planning, review and improvement of The Laboratory Charter School’s Title I Program and the Parent and Family Engagement Policy, through feedback, suggestions, the Annual Title I Parent Meeting, additional parent meetings and parent-teacher conferences.
- Parent representatives will serve on a committee to review, develop, and update the Title I policies, School-wide Improvement Plan, forms, and the Title I Program.

- A Title I Parent Survey will be conducted annually to evaluate the effectiveness of the Title I Program, and to assess levels of parent involvement and barriers. The evaluation findings will serve as the basis for planning and the improvement of the Program.
- Report cards distributed six times annually and trimester Title I progress reports will allow parents to monitor their child's progress and take steps to improve individual academic achievement level as needed.
- Periodic Parent Partnership meetings will provide recommendations, materials, and training to help parents work with their child to improve academic achievement and to help parents better understand the State's academic standards and results of local assessments.
- The Laboratory Charter School will provide programs or activities throughout the year to encourage parents to become active participants in increasing student achievement and learning, such as Back to School Night, Parent Partnership Meetings, Kindergarten Readiness Workshops, High School Readiness Meetings, and Parent-Teacher Conferences.

## Family Summary

This Parent and Family Engagement Policy was developed jointly with and agreed upon by parents and family members of Title I children. It is written in an understandable format and provided in a language parents can understand. The Family Summary reflects the school's shared commitment to supporting families and is distributed annually to all Title I parents and the broader school community. The Parent and Family Engagement Policy is distributed annually to all Title I families and is presented at Title I meetings, parent-teacher conferences, and posted on the school website. Printed translations and oral interpretations are provided as needed.

## Summary of Required Components

Component	Federal Requirement (ESSA § 1116)	Pennsylvania PDE Requirement
Written Policy	Required, co-developed with parents	Distributed annually, documented alignment with LEA
Annual Review	Required to assess effectiveness and equity	Must include parent input and monitoring documentation
School-Parent Compact	Required for all Title I schools	Reviewed and submitted during PDE monitoring
Stakeholder Consultation	Required in school planning and improvement efforts	Meaningful, ongoing, and documented
Capacity Building	Required for families and staff	Encouraged through ongoing workshops and resources

### I. LEA-Level Provisions

Laboratory Charter School complies with all federal requirements under the Elementary and Secondary Education Act (ESEA), as amended by ESSA, including Section 1116 (Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), codified at 20 U.S.C. § 6318)(a)(2). Parents and family members are involved in the joint development of the Title I Plan (Title I Plan under Section 1112 of ESSA (20 U.S.C. § 6312)) (Title I Application), the process of school review and improvement, and in the implementation of meaningful engagement strategies.

Technical assistance is provided to schools in planning and executing effective parent and family engagement activities to support academic achievement and school performance. Engagement strategies are coordinated with other federal, state, and local laws and programs. Each year, with meaningful involvement from parents and family members, Laboratory Charter School conducts an evaluation of the content and effectiveness of this policy. The evaluation identifies barriers to participation, family needs for supporting learning, and successful school-family interaction strategies. Results are shared with families through the school website, Title I meetings, and the school's annual report and are used to revise engagement practices accordingly.

A parent advisory board is currently being developed to ensure consistent input from a representative group of families. This board will support the review and continuous improvement of parent and family engagement strategies.

If the LEA receives more than \$500,000 in Title I funding, at least 1% of those funds (1% of Title I, Part A funds as required under Section 1116(a)(3)(A) of ESSA (20 U.S.C. § 6318(a)(3)(A))) will be set aside to support parent and family engagement activities, including not less than one of the following:

- Supporting schools and nonprofits in providing professional development on engagement strategies.
- Supporting programs that reach families at home, in the community, and at school.
- Disseminating best practices for engaging economically disadvantaged families.

- Providing subgrants to schools to collaborate with community-based organizations.
- Engaging in other appropriate and evidence-based family engagement activities.

## **II. School-Level Provisions**

At the school level, Laboratory Charter School jointly develops, updates, and distributes this policy with the families of Title I students. The policy is written in a clear and understandable format, made available in multiple languages, and shared with the local community. Parents are involved in the planning, review, and improvement of Title I programs and services.

An annual Title I meeting is held at a convenient time to inform all families of the school's participation in Title I, explain program requirements, and discuss parents' rights to be involved. The school offers a flexible number of meetings in the morning and/or evening. Transportation, childcare, and home visits may be provided to enhance participation.

Parents are encouraged to participate in regular meetings, receive timely information about curriculum and academic assessments, and engage in collaborative decision-making to improve their children's education. If parents find the schoolwide plan (schoolwide plan under Section 1114 of ESSA (20 U.S.C. § 6314)) unsatisfactory, their comments will be submitted to the LEA.

The school educates teachers and staff, with assistance from parents, on the value of parent contributions, strategies for equitable engagement, and how to build meaningful ties with families. Training, materials, and guidance are offered to parents to help them support student learning, including technology use and literacy development.

The school coordinates family engagement with public preschool and other community programs. Communications are provided in formats and languages that ensure access for all families, including those with limited English proficiency, disabilities, or migratory backgrounds.

The School-Parent Compact (School-Parent Compact as required under Section 1116(d) of ESSA (20 U.S.C. § 6318(d))), developed jointly with parents, outlines shared responsibilities for improving academic achievement. It describes the school's commitment to high-quality instruction, the parent's support for learning, and methods for fostering two-way communication, such as annual parent-teacher conferences, frequent progress reports, volunteer opportunities, classroom observations, and language-accessible interactions.

This policy is reviewed annually in meaningful consultation with parents and family members. It is posted on the school website, shared at events and meetings, included in student packets, and made available in accessible formats and languages to ensure all families can participate in the engagement process.

Communications and meetings related to this policy and Title I programming will be made accessible to parents with disabilities in accordance with Section 1116(f) of ESSA and Title II of the Americans with Disabilities Act (ADA), through auxiliary aids, interpreters, or accessible materials as needed.

Parent and family engagement strategies are coordinated with other federally funded programs, including IDEA (Individuals with Disabilities Education Act), McKinney-Vento Homeless Assistance, Head Start, and Early Head Start, to ensure cohesive and supportive family services across programs.

Documentation of this policy's development, implementation, and annual review—including meeting agendas, parent sign-in sheets, and policy feedback—is maintained by the LEA and made available upon request or during PDE monitoring.

This policy aligns with the U.S. Department of Education's Non-Regulatory Guidance on Parent and Family Engagement (2016) and reflects best practices outlined by the Pennsylvania Department of Education.



## School-Family Compact (2025–2026)

Reviewed 10/31/2024

### **1. Legal Basis and Purpose**

The School-Family Compact is required by federal and state laws to foster shared responsibility for student academic achievement. Specifically, Section 1116(d) of the Every Student Succeeds Act (ESSA), codified at 20 U.S.C. § 6318(d), mandates that each Title I school develop this Compact in collaboration with parents. It outlines mutual commitments from school staff, families, and students. ESSA Section 1116(f) further requires accessibility of this Compact for families with limited English proficiency or disabilities, in accordance with Title II of the Americans with Disabilities Act (ADA). The Pennsylvania Department of Education (PDE) monitors implementation to ensure that the Compact is developed, reviewed annually with parental input, and distributed widely. This Compact also aligns with Pennsylvania School Code, which establishes expectations for equity, communication, and transparency in public education.

### **2. Shared Responsibilities for Student Achievement**

The Laboratory Charter School and the parents of students participating in Title I-funded programs mutually agree that this School-Family Compact outlines shared responsibilities and commitments to foster student academic achievement. This document defines how the entire school staff, students, and families will collaborate to ensure educational success and establish a sustained partnership that enables every child to meet Pennsylvania's academic standards. The school will uphold its responsibility by offering high-quality curriculum and instruction within a supportive and effective learning environment. All teaching staff at Laboratory Charter School are required to maintain full compliance with Pennsylvania's statutory and regulatory requirements regarding certification. The school will deliver Title I support through small-group, targeted direct instruction using both pull-out and push-in service models, in addition to differentiated classroom instruction.

### **3. Communication and Transparency**

Parent-teacher conferences are scheduled after each report card period. Parents of students receiving Title I services also receive progress reports at the end of each trimester. Parents may schedule additional conferences and may communicate through phone, email, letters, or ClassDojo. The school ensures two-way communication that is timely and accessible to all families. Interpreters, translated documents, and plain-language formats are provided when needed.

### **4. Parent Responsibilities**

Parents are expected to return school forms, support regular attendance, create positive learning environments at home, reinforce school expectations, and engage with school communications and events. They are encouraged to join the Parents as Partners in Education group and complete the annual Parent Survey. Examples include reading with their child, attending parent workshops, volunteering at events, and using ClassDojo for communication.

### **5. Student Responsibilities**

Students agree to:

- Arrive at school on time, ready to learn.
- Respect teachers, classmates, and school property.
- Complete classwork and homework to the best of their ability.
- Follow the Code of Conduct and school rules.
- Ask questions and seek help when needed.
- Take responsibility for their own learning.

### **6. Commitment to Equity and Inclusive Practices**

Laboratory Charter School implements a comprehensive Equity Plan, benchmark assessments, and instructional strategies to ensure no student group is disproportionately taught by ineffective educators. The school supports all students with access to meals, digital tools, small-group instruction, extended-day programs, and trained teachers. MTSS and Child Find processes identify and support struggling students. Professional development, weekly data meetings, and ongoing monitoring ensure equity in instruction.

## **7. Accessibility for All Families**

The Compact is available in accessible formats for families with disabilities and/or limited English proficiency. Upon request, auxiliary aids, translation services, or oral interpretation will be provided to ensure full access.

## **8. Compact Distribution and Review**

This Compact is jointly developed with families annually, presented at Title I meetings, and distributed in multiple languages. Parents are invited to give input during review sessions, and feedback is documented for continuous improvement.

## **9. Conclusion**

The School-Family Compact and Equity Plan are central to Laboratory Charter School's mission to provide every student with an inclusive and high-quality education. Through clear responsibilities, transparent policies, and strong school-home partnerships, the school promotes academic excellence and equity for all learners. This Compact aligns with the U.S. Department of Education's Non-Regulatory Guidance on Parent and Family Engagement (2016).

## **2025-2026 Equity Plan**

Under the Every Student Succeeds Act (ESSA) of 2015, Local Educational Agencies (LEAs) that accept Title I funding must develop an equity plan. This plan ensures that poor and minority students in Title I schools are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers. The following outlines our LEA's equity plan, based on data from the 2019-20 school year:

### **1. Teacher Assignment Analysis**

We analyze how teachers are assigned to minority and low-income students using the following data points:

- **School Improvement Status:** TSI (Targeted Support and Improvement) or A-TSI (Additional Targeted Support and Improvement)
- **School Poverty Percentage:** 94%
- **School Minority Percentage:** 97%
- **Percentage of Minority and Low-Income Students Taught by Appropriately Certified Teachers:** 87%
- **Percentage of Minority and Low-Income Students Taught by Out-of-Field Teachers:** 0%

- **Percentage of Minority and Low-Income Students Taught by New Teachers:** 65%
- **Percentage of Minority and Low-Income Students Taught by Experienced Teachers:** 35%
- **Percentage of Minority and Low-Income Students Taught by Ineffective Teachers:** 0%

## 2. Identifying Possible Inequities

Our analysis has not identified any inequities based on minority or poverty status. Key factors include:

- Small class sizes
- Daily small group instruction for 100% of students
- 100% student access to computers
- Consistent use of academic strategies in both regular and special education settings
- Provision of breakfast and lunch for all students
- Availability of extended day programs for all students
- Staff training in Restorative Practices and Social Emotional Learning
- Use of MTSS (Multi-Tiered System of Supports) and Child Find to identify and assist students needing additional support

## 3. Strategies to Ensure Equitable Teacher Distribution

To ensure low-income and minority students are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers, we implement the following strategies:

- **Benchmarking Assessments:** Using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for ELA and Exact Path for Reading, Writing, and Math
- **Pre and Post Testing:** Applied in all classes to assess student progress
- **Data Team Meetings:** Regular meetings to discuss necessary academic adjustments
- **Instructional Strategies:** Use of CUBE, RACE, Pre-teaching, Summarizing, CFU's, tiered instruction, PSSA data, and classroom-based measurements to accommodate diverse learning needs

## 4. Evaluating Strategy Effectiveness

We use the following methods to determine the effectiveness of our strategies:

- **MTSS and Child Find:** Identifying students needing additional support
- **Benchmark Assessments:** Monitoring student progress towards PDE/SAS benchmarks
- **Professional Development:** 10 days of training during summer and half-day sessions each month to ensure staff support
- **Weekly Data Meetings:** Monitoring and supporting early learning of skills

# Importance of a Compliant Parent/Student Handbook

## **Legal Compliance**

Adhering to Pennsylvania School Law ensures that LCS operates fairly, transparently, and accountably. A compliant Parent/Student Handbook demonstrates LCS's commitment to upholding the rights and responsibilities of all stakeholders.

## **Clarity and Consistency**

A compliant handbook provides clear guidelines and policies for parents and students, outlining rights, responsibilities, and expectations to promote fairness and accountability, thereby fostering a harmonious and productive learning environment.

## **Protection of Student Rights**

Incorporating Pennsylvania School Law into the handbook ensures students receive equal educational opportunities and fair treatment, covering areas such as disciplinary procedures, anti-bullying policies, attendance requirements, and special education services.

## **Parental Engagement and Communication**

A compliant handbook encourages parental engagement and establishes open communication lines between parents, students, and the school. It serves as a comprehensive resource that informs parents about their rights, responsibilities, and the school's educational approach, fostering strong partnerships and enhancing the educational experience for students.

## **Liability and Risk Management**

Outlining safety protocols, liability limitations, and procedures for incidents within the school premises or during school-sponsored activities helps manage risks and provides a safe learning environment for all students.

## **Adaptability and Accountability**

Staying compliant with Pennsylvania School Law demonstrates LCS's commitment to adaptability and accountability, showing that the school remains informed about current regulations and aligns its policies and procedures accordingly.

## Conclusion

A Parent/Student Handbook compliant with Pennsylvania School Law is crucial for Laboratory Charter School. It ensures legal compliance, promotes clarity and consistency, protects student rights, encourages parental engagement, manages liability, and fosters adaptability and accountability. This commitment ultimately supports the well-being, rights, and educational success of both students and parents at LCS.

### Title I Parent Survey 2025-2026

**Dear Parent or Guardian:** We are in the process of conducting an evaluation of our parental involvement program for the 2025-2026 school year. We are hoping to stay in-person for learning this year, and we would like your input on our Title 1, 2, 3, and 4 Federal Programs. The Federal Programs fund initiatives including academics, professional development, parent activities, technology, and interventions for students. Please take a few minutes to complete this survey. The responses will be used to improve the Federal Programs Parental Involvement Program.

		Yes	No
1	<u>Do you feel welcome in your child's school?</u>		
2	<u>Does your school encourage you to be involved in your child's education?</u>		
3	<u>Do you know what it means to be a Title I School and what your rights are?</u>		
4	<u>Do you know how additional help with reading and/or mathematics is given to students through the Title I program?</u>		
5	<u>Do you know what your child should know and be able to do in reading and/or mathematics for the grade he/she is in? (Academic Content Standards)</u>		
6	<u>Does the Title I School-Parent Compact help to remind you about things you can do to help your child do better in school?</u>		
7	<u>Do you have any suggested changes for the Parent Involvement Policy?</u>		

**Prior to Covid-19, did you participate in any of the following activities offered this year?**

Please check all that apply:

	<u>Annual Meeting of Federal Programs</u>		<u>Family Reading/Math Nights</u>
	<u>Parent Advisory Committees/Councils</u>		<u>Development of School-Parent Compact</u>
	<u>Federal Programs Planning/Evaluation for the 2020- 2021 school year</u>		<u>Explanation of Adequate Yearly Progress, School Improvement, Interventions, Healthy and Safe Schools, and Professional Development, Parent Programs, Student Data</u>
	<u>Explanation of State Standards and Curriculum</u>		<u>Volunteering in the Classroom, Understanding what your child is being taught</u>
	<u>Feedback on Parent Involvement Plan</u>		<u>Parent-teacher Conferences</u>

Did you receive a copy of the following three documents this year:

	<b><u>Yes</u></b>	<b><u>No</u></b>
LAB Parent Involvement Policy		
LAB Right to Know Letter		
LAB Parent/Student Compact		
LAB Parents as Partners In Education Information		

**Please List Any Additional Questions, Comments, or Concerns You Have In Order To Improve The Federal Programs At LAB Charter:**

Name (Optional) \_\_\_\_\_ Campus \_\_\_\_\_

**Do you wish to be contacted by a LAB Charter Staff member to discuss this survey? If so, please provide:**

Name: \_\_\_\_\_ Email:

Phone Number: \_\_\_\_\_ Child(ren):

Campus: \_\_\_\_\_

**If you have further feedback or wish to contact the school, Ms. Lewis, Parent Coordinator, is always available to assist you. She can be reached at [labannouncements@labcharter.com](mailto:labannouncements@labcharter.com) or 267-817-4720. Please return all surveys to LAB Charter.**

**Thanks for your time,**

**The LAB Charter School Staff**

Parent and Family Handbook Page for Your Signature

I, \_\_\_\_\_ have read, understand, and

(Parent-Please Print Your First and Last Name.)

agree with what the School and Parent Handbook and School Guidelines,  
Parent and Family Engagement Policy, School-Family Compact, and Equity Plan.  
I discussed it with my child to ensure that he/she understands it as well.

\_\_\_\_\_  
Parent Signature Date

\_\_\_\_\_  
Child Signature Date

Contact Information: \_\_\_\_\_  
Phone # 1 Phone # 2

\_\_\_\_\_  
Email Address

Child's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Note: This Parent/Student Handbook and School Guidelines follows Pennsylvania Charter School Law and reflects the policies and procedures in effect as of its publication. Any updates or changes to the policies will be communicated to parents and students in a timely manner.

Please consult the school administration for any questions or clarifications regarding the information contained in this handbook.