



CHARTER SCHOOL

**Student and Family Handbook
2023-2024**

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Welcome Letter

Dear Class of 2024,

Welcome to YouthBuild Philadelphia Charter School! We are excited that you made the decision to reclaim your education and selected YouthBuild as the place to begin that journey. We welcome you with open arms and love. We see you. Your learning, your life, and your future matter.

Big journeys begin with small steps. 2023 has certainly been a year of challenges, big and small, and yet you continued to take those small steps that led you to this moment.. small steps that led you to YouthBuild. Each of you brings unique talents and strengths to our school community. These talents and strengths, combined with the support and opportunities offered through YouthBuild, will lead to lifelong success starting with a high school diploma and an industry-recognized workforce credential.

We know that the journey will present challenges. We each have personal stories, traumas, and challenges, many of which may be invisible but that we know to exist. We acknowledge there is collective hurt and trauma from deep-rooted oppression against communities of color as well as the social, health, and economic challenges facing us as a result of the COVID-19 pandemic. You are not alone. Together, we will take small steps, each day, toward our collective recovery and work toward a brighter future for ourselves, each other, and our school community. We are partners working together toward your education and success.

This handbook is an orientation to YouthBuild Philadelphia Charter School. We strongly encourage you to review the handbook in its entirety. We will make sure to revisit different parts of the handbook throughout your time at YouthBuild. The purpose of the student handbook is to explain all of the school's policies and procedures and should help answer many of your questions as you embark on these challenging and rewarding two years. The handbook is a living and breathing document. We update the handbook at least once per year and sometimes need to make changes throughout the year. When changes need to be made, YouthBuild's Board of Trustees would review and approve the changes before the handbook is updated. We will never make a change to the student handbook without informing you.

Thank you for choosing to share your talents and gifts with us. We are excited for what this year will bring and all that we will accomplish together. Congratulations on the small steps that led you to this moment with us. We are excited to journey with you as you reclaim your education and strengthen your academic, professional, and leadership skills.

Peace & Love,

YouthBuild Philadelphia Charter School

About YouthBuild Philadelphia Charter School

Since 1992, YouthBuild Philadelphia has helped young people reclaim their education and build a brighter future for themselves through education, job training, and service. Our program has grown from just one classroom to being one of the largest YouthBuild programs in the United States. We will forever remain true to our core mission and purpose which is to help motivated young people, like yourself, succeed.

Mission Statement

YouthBuild Philadelphia Charter School's mission is to empower young adults (17-20 year-olds) to develop skills and connect to opportunities by fostering an environment of love, support, and respect for their whole person. Students graduate high school and successfully transition to college and career as critically conscious leaders, committed to positive change for themselves and their communities.

Vision

YouthBuild Philadelphia Charter School provides an outstanding alternative education that activates the capacity of all students to learn, achieve and grow. YBPCS will be recognized as a model of authentic experiential learning, not only among programs serving out-of-school youth, but also among all high-achieving schools and youth programs in the country.

High expectations, a nurturing climate, personalized culture and rigorous real world learning experiences ensures that graduates are poised for life-long learning and career advancement. It is our vision that YouthBuild graduates will emerge as highly accomplished, self-sufficient, self-aware and socially conscious citizens. Graduates will be energized about their futures and build support networks for their personal, social and emotional health and well-being.

YouthBuild Philadelphia Charter School will maximize its capacity to engage each student's passion, tap into their individual potential and provide them with real opportunities for personal and professional transformation.

Impact Statement

Young people in Philadelphia who were previously disconnected from school and work will build skills and access resources and opportunities to achieve economic stability and personal development, and become critically conscious leaders within their community

Values

YouthBuild Philadelphia Charter School's values are deeply held and come from a love of humanity and a perspective that views each student as a community asset. The program's three core values - **respect, excellence and perseverance** – are reinforced through all aspects of the program. As staff and students, we work together to model these values so that we can collectively strengthen our community.

RESPECT: YouthBuild is a collaborative environment where **teamwork** is highly valued and where we believe that developing our **people skills** helps us treat each other with dignity and respect. **Teamwork** and **People Skills** are traits that demonstrate **RESPECT**.

EXCELLENCE: At YouthBuild, we believe that every young person can be inspired to do **high quality work**, and we expect every young person to demonstrate their **motivation** to succeed through words as well as actions. **High Quality Work** and **Motivation** are traits that demonstrate **EXCELLENCE**.

PERSEVERANCE: YouthBuild’s mission drives us to be a school of opportunity and possibility. We reward determined effort and **resilience** in the face of obstacles, and we celebrate personal transformations guided by the principle of continuous **self-development**. **Resilience** and **Self-Development** are traits that demonstrate **PERSEVERANCE**.

Restorative Practices

YouthBuild Philly is a Restorative school, which means we try to minimize traditional punitive consequences by focusing on building community and repairing any harm done by community disruption through Restorative Practices. We believe all students deserve an educational environment that appreciates them as individuals and respects their voice. We believe that if we can build relationships and trust as a community first, we can reduce negative experiences and work through any misunderstandings. Lastly, this means we try to avoid punitive consequences as much as possible and lean on community decisions to resolve conflict and disagreement. By signing up to attend YouthBuild Philly, students sign up to join and contribute to the positive culture we create together.

School Schedule

School hours:

- Monday, Tuesday, Thursday, Friday: 8:30 - 3:15
- Wednesday: 8:30 - 1:05 (12:00 - 1:05 optional)

Your specific daily class schedule will be on the roster you receive each session

School Calendar

August 2023							August							January 2024							January						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5								1	2	3	4	5	6	1							
6	7	8	9	10	11	12								7	8	9	10	11	12	13	2						
13	14	15	16	17	18	19								14	15	16	17	18	19	20	15						
20	21	22	23	24	25	26								21	22	23	24	25	26	27	24						
27	28	29	30	31			29 - 31							28	29	30	31				25						
																					26						
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Graduate Profile

Mission: YouthBuild Philadelphia Charter School’s mission is to empower young adults (17-20 year-olds) to develop skills and connect to opportunities by fostering an environment of love, support, and respect for their whole person. Students graduate high school and successfully transition to college and career as critically conscious leaders, committed to positive change for themselves and their communities.

Graduate Profile: In order to achieve this mission, graduates leave YouthBuild Philly with the following core values, skills, knowledge, and completed milestones

Core Values	Respect	Excellence	Perseverance
Core Skills	<p>Communication - Communicate effectively in personal, academic, and professional settings, accounting for different audiences and mediums</p> <p>Collaboration - Work productively with, and be open to, diverse groups of people and working styles and develop and stay connected to a supportive personal and professional network</p> <p>Conflict Resolution - Resolve conflicts using restorative practices, practice empathy, and use strategies and access resources to regulate emotions and manage triggers</p>	<p>Quality Work - Give best effort on important tasks, embrace productive struggle, and take pride producing quality work</p> <p>Organization - Set clear goals, make concrete plans to achieve them, and use organizational systems to schedule responsibilities and manage task completion</p> <p>Attendance & Punctuality - Attend classes and scheduled responsibilities consistently, arrive on-time, and communicate proactively when challenges arise</p>	<p>Problem Solving - Problem solve to overcome obstacles with persistence and patience by thinking critically, navigating systems, accessing resources, reaching out to support networks, and self-advocating to request support when needed</p> <p>Critically Conscious Leadership - Seek to understand what is happening in the world and feel empowered to find ways to take action to pursue equity and positively impact the community</p> <p>Growth Mindset - Give, receive, and implement constructive feedback and take initiative to self-reflect and continuously learn and grow while working towards physical, mental, and emotional wellbeing</p>
Core Knowledge	<p>Trade-Specific Knowledge - Demonstrate proficiency on trade-specific knowledge and skills list in chosen workforce pathway</p> <p>Reading and Math - Achieve reading and math proficiency needed to successfully transition into chosen postsecondary training or career pathway</p> <p>Critical Reading & Research - Research and read critically to evaluate information sources, identify bias, and assess credibility of media and texts</p> <p>Writing - Write clearly, persuasively, and expressively for a variety of audiences</p> <p>Financial Literacy - Understand basic financial concepts and critically navigate financial decisions</p> <p>Digital Skills - Demonstrate basic proficiency with technologies used in professional and educational settings and learn to use new technologies as they develop</p>		
Core Milestones	<p>Academic Coursework - Complete classes in Language Arts, Math, Science, Social Studies, and Electives</p> <p>Service - Complete 300 hours of meaningful service that leaves a lasting impact in the community</p> <p>Demonstrations of Learning - Demonstrate public speaking skills and reflection on learning in presentations throughout the year and senior project presentation</p> <p>Career Awareness Activities - Participate in career interest assessment, career research, career panels, informational interviews, worksite visits, and postsecondary exposure experiences</p>	<p>Career Portfolio - Complete resume, mock interview preparation, professional email writing practice, and postsecondary plan including career goal, short term bridge plan for training or employment to work towards that goal, and bridge plan prep checklist with all steps needed to successfully transition after graduation</p> <p>Work-Based Learning - Complete workforce coursework, complete internship experience, and earn industry recognized certification</p> <p>Career Launch - Follow through on postsecondary plan to successfully transition into further training or employment within 6 months after graduation and persist in original or new training or employment 12 months after graduation</p>	

Graduation Requirements

The chart below shows all of the requirements that students need to complete in order to graduate.

WHAT IS THE REQUIREMENT?	WHEN DO I MEET IT?	WHO SUPPORTS ME?
WORKFORCE		
Workforce Coursework	During 2 workforce sessions	Workforce Instructor + Support Instructors
Industry Certification	During 2 workforce sessions	Workforce Instructor + Support Instructors
Internship: 50 - 60 hours	During last workforce session	Internship Coordinator + Workforce Instructor
ACADEMICS		
10 Classes <ul style="list-style-type: none"> <input type="checkbox"/> 3 Math <input type="checkbox"/> 3 Language Arts <input type="checkbox"/> 1 Science <input type="checkbox"/> 1 Social Studies <input type="checkbox"/> 1 Exploration <input type="checkbox"/> 1 Senior Seminar 	During 3 academic sessions	Academic Instructors + Support Instructors
Standardized test: 3 point CASAS gains or two post tests (or Accuplacer)	At the end of Sessions 2 and 4	Instructional team
COMMUNITY IMPACT		
300 Community Service Hours	Sessions 1 - 6	Workforce Instructor + CPCs
CAREER DEVELOPMENT		
Career Portfolio	During 2 workforce sessions	Career Coach + Student Advisors

Grading Policies

To successfully complete a class (academics) or session (workforce), students will be evaluated on the following:

- **Daily REP Grade (50% of total):** demonstrating effort and participation following the Guidelines for REP Skills (see below). A REP grade is given daily.
 - Attendance is 10% of the overall grade. To earn full attendance for a class, a student must arrive on time. If a student is marked late, they will earn partial attendance credit for the day.
- **Mastery Grade (50% of total):** demonstrating mastery of core skills on 4 - 6 core assessments is required at a competent level or above (50%). Mastery grades are given 1-2 times weekly.

Daily REP Grade is evaluated based on the following indicators:

Communication and Collaboration: (15%)	
LOOKS LIKE: <ul style="list-style-type: none"> ● <i>participating</i> respectfully in class discussion ● listening to peers ● speaking to the subject at hand 	DOES NOT LOOK LIKE: <ul style="list-style-type: none"> ● speaking over other people and responding without listening ● withdrawing ● shouting or using inappropriate language ● excessively using cell phones or earbuds
Quality work on in-class assignments: (15%)	
LOOKS LIKE: <ul style="list-style-type: none"> ● spending the time to fully engage and do <i>quality work</i> on in class assignments 	DOES NOT LOOK LIKE: <ul style="list-style-type: none"> ● racing to finish without following directions or fully completing the task
Growth: (10%)	
LOOKS LIKE: <ul style="list-style-type: none"> ● being open to feedback and advocating for what you need by respectfully giving feedback to the teacher 	DOES NOT LOOK LIKE: <ul style="list-style-type: none"> ● not accepting feedback ● taking out stress on teachers or classmates
Attendance and Punctuality:	
LOOKS LIKE: <ul style="list-style-type: none"> ● consistently arriving on time to all spaces where you are expected 	DOES NOT LOOK LIKE: <ul style="list-style-type: none"> ● being absent without communicating, not arriving on time, cutting class.

Grading scale:

A = 90 - 100%

B = 80 - 89%

C = 70-79%

RE (request extension) = 60 - 69%

NY (not yet based on not doing well in class; must retake)

NYI (not yet incomplete based on not being present in class; must retake)

Plagiarism

Plagiarism is copying other people's ideas or words without giving them credit. It includes copying words from Internet sites, books or other materials. It also includes copying a classmate's work (for example, copying a math homework assignment). Plagiarism is not tolerated at YouthBuild. A student who is found to have plagiarized will receive a zero for the assignment. Continued instances of plagiarism will lead to a conversation with the Principal or Assistant Principal and could result in more severe consequences, including repeating a course.

Workforce Track Selection

Goal: 85% of applicants get their first choice and 15% get their second choice.

Exposure: During Mental Toughness, applicants will attend [workforce introduction workshops](#) that include a Q & A session with all instructors to see what tracks will be a good fit for them.

Selection: Track selection forms will be emailed to each student following the last workforce demonstration. The applicants will fill out three choices and submit the form.

Rostering: When the submissions are received the programming team will give each student their first or second choices based on clear background clearances.

Communication: The applicants will learn of their tracks prior to the acceptance march on September 1st.

Switching: A and B side students will have a chance to reselect their tracks on 9/11-9/15 and 10/23-10/27. Students will complete a reselection form and track switches will be granted on a case by case basis only.

Applicants will have an opportunity to select a workforce training program during the application process. Applicants will have a 2nd opportunity to select after the workforce introduction rotations during mental toughness.

*** Any student who wants to choose the Healthcare or Child and Youth Care training track **must** be screened for criminal background, child abuse clearances and be vaccinated. You will **not** be allowed to enter these programs if your record is not clear and or is under review at the end of mental toughness.

Attendance Policy

Now that students have a solid understanding of graduation requirements, it is important to discuss attendance. Showing up is the first step toward success at YouthBuild and reaching competent attendance is a great way of completing all of the YouthBuild graduation requirements in time for June graduation. .

To be successful at YB, students must attend school regularly. Students who attend over 80% of days per session have a 99% graduation rate. The goal of our attendance initiative is to create an approach to attendance and punctuality that motivates and incentivizes attendance. Our structures and protocols are designed to provide support and interventions that allow students to pursue individualized pathways for success.

Attendance Expectations:

Students are expected to arrive at school on time, every day. 10% of a classroom grade is based on students' attendance and participation.

- Students are expected to arrive at school or worksite by 8:30 AM daily.
- Students arrive on time and are prepared.
- Students are expected to attend all classes and programming on their schedule.
- Students are expected to proactively communicate with their advisor, teacher, mentor or attendance specialist if they are going to be absent or tardy.
- Students arrange personal appointments to happen outside of school hours as much as possible. When that cannot be avoided, the student communicates with their Student Advisor and/or instructor about having to leave early, arrive late, and/or miss a day.
- When an absence is necessary for a portion of the day or the entire day, students are to provide documentation for the absence to the attendance specialist in order for the absence to be excused on the day they are out or the day they return.
 - Excused absences include appointments, childcare closure, funeral, court, religious observance and illness up to one day without documentation.
- Ten consecutive absences will deem a student inactive. In order to continue towards graduation, a student must successfully complete a re-engagement plan (see re-engagement policy).

Lateness to School Policy:

- Instruction begins at 8:30 am daily. Students who arrive after 8:30 am are considered tardy.

Number of Tardies (Per Session)	Intervention
3	Informal conversation with culture team at the door
5	On time attendance plan with advisor or attendance specialist
7+	Assigned extension time on Wednesday/Office hours with block 1 teacher

Extended Leave: Parental leave, significant health issues, housing challenges, caregiving, legal situations, etc. are approved at the discretion of the Principal to reevaluate graduation pathway. When approved, support plans are managed by Attendance Specialists in conjunction with Student Advisors. YB does not have a virtual option for completing school. Students who have documented reasons for being granted a leave are eligible for up to one session of virtual support.

Re-engagement:

If a student is interested in re-engaging with programming, the following process occurs:

- Student reaches out to their Student Advisor to express interest in re-engaging
- Student Advisor contacts Principal or Assistant Principal who will determine if student has a pathway
 - If student has a pathway, they meet with their advisor to complete the re-engagement form and determine what follow up support, if any, the student needs to be successful
 - If the student does not have a pathway, the Advisor can help connect them to alternative programming options if interested. If the student is age eligible, they could also re-apply for the following year
- A student can not re-engage for a second time if they go inactive after re-enrolling in the same school year

Student Support Services

Student Assistance Program

YouthBuild Philadelphia recognizes that some of its students are returning to school after many years of unsuccessful prior school experiences. These unsuccessful experiences may have resulted from various barriers to learning that went

undetected at their prior schools. Some such barriers may involve problems with learning, or controlling emotions or behaviors, or drug or alcohol use. YouthBuild actively seeks to uncover these barriers to learning through its Student Assistance Program—or SAP. The goals of SAP are to prevent these prior negative school experiences from reoccurring, to get targeted support services to those students who need them, and to help ensure that all students are successful.

Special Education

As a public school, YouthBuild Philadelphia Charter School is required by the Federal Individuals with Disabilities Education Improvement Act (IDEIA) to provide a free and appropriate public education to all students, including those students with disabilities who need special supports and related services.

- Students are eligible for special education services if they are found to have one or more of the following disabilities that interfere with their educational performance: (1) autism/ pervasive developmental disorder, (2) deaf-blindness, (3) deafness, (4) emotional disturbance, (5) hearing impairment, (6) intellectual disability, (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.
- Some potential signs of having a disability include experiencing years of difficulties in: reading, writing or solving math problems; focusing and concentrating on schoolwork; sitting still in the classroom; and controlling emotions (such as anger, anxiety and depression) and behaviors.
- If you have had a lot of difficulty in school over the years and you think that you may have one or more of these conditions, you should contact our Special Education Director, Ms. Johnson. She will talk with you about having an evaluation to determine if you are eligible for special-education and related services. If you received special-education services in the last school you attended, YouthBuild may be required to conduct a re-evaluation to determine if you continue to qualify for services.
- YouthBuild identifies and then evaluates students who are believed to be eligible for special-education services. But before we can legally conduct an evaluation, YouthBuild must obtain written permission from your parent. And parents may, at any time, request that YouthBuild conduct an evaluation. Requests from parents should be made, in writing, to our Special Education Director, Ms. Johnson.
- After we conduct a comprehensive evaluation of a student, an Evaluation Team is formed to review the evaluation report and determine if the student is eligible for special-education and related services. This Team consists of the Student; the student's Parent, General Education Teacher, Special Education Teacher and Student Adviser; and the School Psychologist.
- If the Evaluation Team determines that the student is eligible for special-education and related services, then that Evaluation Team becomes the student's IEP Team and writes a detailed plan for supporting the student over the coming year so that they can be successful in school—and then later in life. This plan is called an Individualized Education Plan—or, an IEP—and is different for each student.

Counseling Services

YouthBuild Philadelphia seeks to support students in acquiring the emotional and behavioral skills they need to transform their lives and achieve the success they want in life. The School recognizes that many students struggle with personal problems. Often these problems are beyond their control. They can include:

- difficulties controlling their emotions or behaviors—such as anger or anxiety, as well as sadness and depression
- dealing with the consequences of violence either at home or in your community—both personally and through someone you know, and
- drug or alcohol use.

Confidential counseling services are available in the School building, during the school day or after school. (NOTE: By law, there is no confidentiality when students tell the Counselor that they intend to harm themselves or others.) Students may access these services either directly by going to a Counselor or by going through their Student Adviser.

English-Language Support and Instruction

YouthBuild Philadelphia recognizes that English is not the primary language of some of our students, and the School is committed to giving every student the English-language skills they need to be successful both in our School and in life after graduation. These English Learners will have equal access to the English content in all of their courses, throughout the day at our School. In our English-language instruction program, students are in classes with native English-speakers. The focus of the instruction in these classes is English-language skills and content, and English Learners' native languages are not used in instruction. This is called a "Mixed Classes with English-Only Support" model.

Student Employment Support

The Alumni Success team helps students that are experiencing extenuating circumstances (homelessness, living on their own and lost their job, supporting a child or other family members etc.) connect with employer partners who will try to work around their school schedule. To request support:

1. Students must speak with their Student Advisor to discuss their situation and learn about supports they can receive.
2. If the Student Advisor determines that employment is necessary, the student will complete an Employment Support Application which will be reviewed by the Associate Director of Partnerships and Alumni Success.
3. The Associate Director of Partnerships and Alumni Success will meet with the student to discuss their application and potential employment opportunities

Student Rights

Freedom from Discrimination

All young people have a right to a free and full public education. No YouthBuild student should be discriminated against at school or subject to disciplinary action because of their race, sex, religion, ethnic background, citizenship status, sexual orientation, gender identity, (dis)ability, or other status.

Equal Opportunity Statement

It is against the law for YouthBuild Philadelphia Charter School, a recipient of Federal financial assistance, to discriminate on the following bases: against any individual in the United States on the basis of race, color, religion, sexual orientation, gender identity, national origin, age, (dis)ability, political affiliation or belief; and against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act of 1998 (WIA), on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or their participation in any WIA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas: deciding who will be admitted, or have access, to any WIA Title I-financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such a program or activity.

What to Do If You Believe You Have Experienced Discrimination

If a student thinks that they have been subjected to discrimination under a WIA Title I-financially assisted program or activity, they may file a complaint within 180 days from the date of the alleged violation with either: YouthBuild Philadelphia Charter School's Equal Opportunity Officer (Executive Director Scott Emerick); or the Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW, Room N-4123, Washington, DC 20210. If the complaint is filed with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give a written Notice of Final Action within 90 days of the day on which the student filed the complaint, the student does not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, the CRC complaint must be filed within 30 days of the 90-day deadline (in other words, within 120 days after the day on which the complaint was filed). If the recipient does provide a written Notice of Final Action on the complaint, but the student is dissatisfied with the decision or resolution, they may file a complaint with CRC. The student must file the CRC complaint within 30 days of the date on which you received the Notice of Final Action

Protecting the Rights of Students Who Identify as Transgender

Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in any education program or activity operated by a recipient of Federal financial assistance from the U.S. Department of Education. According to the 2016 Title IX guidance from the U.S. Department of Education and the U.S. Department of Justice, the gender a student identifies with must be considered the student's gender by the school community.

Preferred Names

Transgender students have the right to be addressed by a preferred name and pronoun that corresponds to the student's gender identity. Preferred first and/or middle names may be designated. However, the school is unable to designate a preferred surname (last name) without documents showing that the surname has been changed legally by a court or government entity.

While a court-ordered name or gender change is not required for a transgender student to designate a preferred first and/or middle name, it is important for the student to understand that designating a preferred name for use at YouthBuild Philadelphia does not constitute a legal name change. If, however, the student has legally changed his/her name from the name recorded on the student's birth certificate, the student should present that court documentation of the legal name-change to the School.

The School's Use of a Preferred Name

A student's preferred name shall be used where feasible in all YouthBuild Philadelphia systems, unless use of the student's legal name is required by law, or unless the use of the student's preferred name is done with the intent to misrepresent the student's true identity. The student's preferred name shall be used on most written School records, including class rosters, report cards, letters from the School, photo ID, and diploma, as well as in all interactions between that student and school staff. Students may request that their legal names be used on their diplomas, if they so desire. [CAUTION: Students who do not use their legal name on their diploma MAY experience challenges when applying for jobs or enrolling in post-secondary education in having to explain why the name of their job or enrollment application does not match their name on their high school diploma.] A student's legal name will continue to be used on certain School documents—including the student's school transcript and Special Education Individualized Education Plans (IEP), if applicable—because these documents are considered legal documents and, as such, YouthBuild Philadelphia is required to use the student's legal name on them.

Requesting Use of a Preferred Name

If a student who identifies as transgender requests to be called by a first and/or middle name other than the legal names recorded on that student's birth certificate, they must submit a request to the school, in writing, on the school's [Transgender Student Name-Change Request Form](#) which they can get from their Student Advisor. The student's written request will be placed in the student's permanent record as documentation of that request and to be used, as needed, to

explain the inconsistencies in the student's name to other agencies, such as prospective employers and other educational institutions. Wherever possible, the school will use gender-neutral language in written communications.

Use of Restrooms

A student who identifies as transgender shall have equal access to the restrooms that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, will be provided access to the single-stall restroom on the 5th floor of the school building, if requested. But no student shall be required to use that restroom.

Privacy/Confidentiality

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender identity private at school. Information about a student's transgender identity, legal name, or sex assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender identity or gender-nonconformity to others, including parents and other school personnel, unless the student has authorized such disclosure. Students who identify as Transgender and gender-nonconforming have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Gender-Segregated Activities

In situations where students are segregated by gender, students will be included in the group that corresponds to their gender identity. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

Dress Code

Transgender and gender-nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression.

Discrimination/Harassment

It is the responsibility of YouthBuild Philadelphia to ensure that students who identify as transgender and gender-nonconforming have a safe school environment. Staff shall not use derogatory or offensive terminologies when communicating with or referring to a transgender or gender nonconforming individual. Staff shall ensure that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender identity or gender-nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Violation of this Policy

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Free Education and Attendance

YouthBuild Philadelphia Charter School does not exclude students from attendance at school or participation in extracurricular activities because they are married, pregnant, handicapped, or eligible for Special-Education services.

Corporal Punishment

YouthBuild Philadelphia does not use corporal punishment on students. That is, teachers and school authorities do not physically punish a student for an infraction of the discipline policy. However, 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 self-defense; and

- for the protection of persons or property.

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 of Pennsylvania. Students 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 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.

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. Identification of the individual student or at least one responsible person in a student group may be required on posted or distributed materials. YouthBuild may require students to submit for prior approval a copy of materials to be displayed, posted or distributed on School property.

The YouthBuild administration 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.

The wearing of buttons, badges or armbands shall be permitted as another form of expression within the restrictions listed above.

With regard to School bulletin boards:

- (1) YouthBuild may restrict the use of certain bulletin boards.
- (2) Bulletin board space will be provided for the use of students and student organizations.
- (3) In some cases, YouthBuild staff 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.

With regard to YouthBuild school newspapers or other publications, if any:

(1) Students have a right to report the news and to editorialize. However, 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 make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution. In addition, 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.

(2) Youthbuild staff 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.

(3) YouthBuild staff will not censor or restrict material simply because it is critical of the school or its administration.

Privacy Rights to Student Information and Education Records

The Federal Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age certain rights with respect to the student's education records. YouthBuild is generally required to obtain a student's permission or consent before it may release any information from the student's education record. Under Federal law, a student receives this right when the student reaches the age of 18. This includes access to a student's records by others, as well as the right to deny parental access to his/her records.

However, information from a student's education record may be released, *without* consent, to the following parties under the following conditions—

- school officials, including teachers, who have a legitimate educational interest in reviewing the record; a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility;
- the student is seeking or intending to enroll in another school;
- the disclosure is pursuant to a lawfully issued court order or subpoena;
- specified officials for audit or evaluation purposes;
- appropriate parties in connection with financial aid to a student;
- organizations conducting certain studies for or on behalf of the school;
- accrediting organizations;
- appropriate officials in case of health and safety emergencies;
- state and local authorities, within a juvenile justice system pursuant to Pennsylvania law; and
- in compliance with a court order or an order of an administrative agency with subpoena power. However, students and parents/legal guardians should be notified of all such orders and the school's compliance.

YouthBuild will make a reasonable attempt to notify the student of a records request.

In addition, YouthBuild may disclose, *without consent*, "directory" information, such as a **student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance**. This includes disclosing appropriately designated "directory information" (name, address and telephone listings) to the Armed Forces Military Recruiters *without* written consent.

However, YouthBuild must allow parents and students a reasonable amount of time to request that the school not disclose directory information about them. *If you want to request that YouthBuild NOT disclose your directory information*, please either see your Student Adviser about this, or write and sign a letter to the school which includes the following statement:

I request that YouthBuild NOT disclose any personally-identifiable information from my student's education records, including what is called "directory information," without my prior written consent, to any outside person or organization except where the disclosure is to the financial funders and supporters of YouthBuild. (I recognize that YouthBuild relies on the financial funding and support provided by outside organizations for the operation of the school.)

Rights to Accessing and Amending Educational Records

The Federal Family Educational Rights and Privacy Act (FERPA) gives students age 18 years and over additional rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Students should submit to the Operations Manager a written request that identifies the record(s) they wish to

inspect. The Operations Manager will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to receive copies of the student's education records. The School will redact or delete the names and other *personally identifiable information* about other students that may be included in the student's education records.

3. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the Operations Manager, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. The School will offer the student a right to place a statement to be kept and disclosed with the record if, as a result of the hearing, the school still decides not to amend the record.

A school is not required to consider requests for amendment under FERPA that: (1) seek to change a grade or disciplinary decision; or (2) seek to change the opinions or reflections of a school official or other person reflected in an education record.

4. The right to consent to disclosures of *personally-identifiable information* contained in the student's education records. Any consent must be signed and dated and state the purpose of the disclosure.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901. Complaints must be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation, and contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:

- Relevant dates, such as the date of a request or a disclosure and the date the student learned of the alleged violation;
- Names and titles of those school officials and other third parties involved;
- A specific description of the education record around which the alleged violation occurred;
- A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the student and the school regarding the matter;
- The name and address of the school and executive director of the school; and
- Any additional evidence that would be helpful in the consideration of the complaint.

Rights Regarding Surveys and the Collection of Other Personal Information

Federal law gives YouthBuild students certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to—

1. Consent before you are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education—

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;

- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

2. Receive notice and an opportunity to opt out of—

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use of—

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

YouthBuild has developed and adopted a policy regarding the protection of students’ privacy rights. That policy is that YouthBuild will not conduct any protected personal-information surveys of the types listed above, nor will YouthBuild engage in any activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. In addition, YouthBuild will not ask students to undergo any non-emergency, invasive physical examination or screening as described above.

Students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, S.W.
 Washington, D.C. 20202-5901

Confidential Communications

YouthBuild Philadelphia Charter School has a legal responsibility to keep confidential whatever personal information we have on you in our educational records. This means that we may not ordinarily give out your personal information to outsiders without your permission or consent, unless it is what is called “directory information.” Directory information includes a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. While under law YouthBuild MAY disclose directory information to outsiders *without* your consent or your parent’s consent, you may request that YouthBuild NOT disclose your directory information to outsiders *without* your consent or your parent’s consent. If you wish to do so, you should discuss this with your Student Adviser.

Student records are maintained by the School in ways that meet all guidelines for student record-keeping as required by the Pennsylvania Department of Education, in accordance with the Family Educational Rights and Privacy Act (FERPA). For more on your rights under FERPA, see above.

FERPA guides us in protecting your personal information when it is written down in an educational record. However, information that you tell a staff member yourself—even if you intend for it to be kept confidential—is not legally required to be kept confidential by the staff (except the School Counselors who are legally required to protect confidential information). Nevertheless, in an effort to do their utmost to protect the privacy rights of all students (consistent with the spirit of FERPA with respect to students’ educational records), staff members may choose (but are not legally required) to maintain the confidentiality of the information they have received in confidence from students. But staff members may not choose to maintain the confidentiality of the information they have received in confidence from students “*when the health, welfare or safety of the students or other persons is clearly in jeopardy.*”

As a **general rule**, if any staff member receives information in confidence from any student that even *suggests* that the health, welfare or safety of the student or other person(s) may be in jeopardy, then that staff member must immediately report the information to the Lead Social Worker or the Principal, for appropriate action. This is required so that we can protect everyone from danger.

Within YouthBuild Philadelphia, the staff regularly work together to ensure the success of each student, as well as the continued success of the School. To do this, staff members periodically need to share information with one another about individual students. This is done to help the other staff members in their work with you and other students. But you should know that all staff members at YouthBuild Philadelphia respect the privacy and the personal information of all students, and all staff members are encouraged to tell others your personal information only in general terms, not in specific detail.

When a student tells a staff member, in confidence, certain information that concerns issues that are beyond that staff member’s personal competency or comfort level to address adequately, then that staff member will refer the student for help to an appropriate person who has the training and experience to address the student’s needs.

Student Responsibilities

The following section summarizes a few significant responsibilities of all students and is copied from the Pennsylvania School Code.

- 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 to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- 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.
- Students should express their ideas and opinions in a respectful manner.
- It is the responsibility of the students to conform to the following:
 - 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.
 - Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
 - Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
 - Assist the school staff in operating a safe school for the students enrolled therein.
 - Comply with Commonwealth and local laws.
 - Exercise proper care when using public facilities and equipment.

- o Attend school daily and be on time at all classes and other school functions.
- o Make up work when absent from school.
- o Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
- o Report accurately in student media.
- o Not use obscene language in student media or on school premises.

Student Fare Card/Transportation Policy

Students will each be provided one Student Fare Card at the beginning of the year which will not expire until they complete their first year. Student Fare Cards do not hold any monetary value until the card is activated by the Student Advisor. If a Student Fare Card is lost/damaged/Stolen the student must report it to their Advisor immediately to have it deactivated and issued a replacement.

- Students who forget their cards at home should not report their cards lost or stolen and will be provided with a 2-trip to travel home that day. Must see the Student Advisor for a 2-trip pass at the end of the day.
- Student Fare Cards will only be active till 8pm Monday thru Fridays.
- Cards will not work during any holidays or School closures.

Student Technology Policy

Use of School Network Resources Is Privilege

Internet access, electronic mail (e-mail) and network resources are available to students at YouthBuild Philadelphia Charter School for educational and instructional purposes and other purposes consistent with the educational mission of YouthBuild Philadelphia. Use of the Internet and e-mail network by students is a privilege. YouthBuild Philadelphia educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

Uses of School Computers and Chromebooks are Not Private

YouthBuild Philadelphia reserves the right to log, monitor and review Internet, e-mail and other network use of each student. This logging, monitoring and review may be conducted without cause and without notice. By using the school computers, each student agrees and consents to such logging, monitoring and review of their computer use and acknowledges that he/she has no right or expectation of confidentiality or privacy with respect to Internet, e-mail or other network usage. In addition, students should expect that files stored on the school's servers or computers will not be private. (Note: Once students graduate and become alumni, their computer files are accessible by all other alumni.) YouthBuild Philadelphia maintains archives of all e-mail messages.

Students may not use the school's computers for access to the Internet or for e-mail without the approval or supervision of a teacher or school staff member.

Prohibited Uses

The following uses of the Internet, e-mail and network technology are expressly prohibited:

- Use for inappropriate or illegal purposes
- Use in an illegal manner or to facilitate illegal activity
- Use for commercial, private advertisement or for-profit purposes
- Use for lobbying or political purposes

- Use to infiltrate or interfere with a computer system and/or damage the data, files, operations, software or hardware components of a computer or system
- Hate mail, harassment, discriminatory remarks, threatening statements and other antisocial communications on the network
- The illegal installation, distribution, reproduction or use of copyrighted software
- Use to access, view or obtain material that is pornography or child pornography
- Use to transmit material likely to be offensive or objectionable to recipients
- Use to obtain, copy or modify files, passwords, data, or information belonging to other users
- Use to misrepresent other users on the network
- Use of another person's e-mail address, user account or password
- Loading or use of unauthorized games, programs, files, music or other electronic media
- Use to disrupt the work of other persons (the hardware or software of other persons shall not be destroyed, modified or abused in any way)
- Use to upload, create or attempt to create a computer virus
- The unauthorized disclosure, use or dissemination of personal information regarding minors
- Use for purposes of accessing, sending, creating or posting, materials or communications that are:
 - Damaging to another's reputation,
 - Abusive,
 - Obscene,
 - Sexually oriented,
 - Threatening,
 - Bullying,
 - Harassing, or
 - Illegal
- Use which involves any copyright violation or for the copying, downloading or distributing copyrighted material without the owner's permission, unless permitted in accordance with the Fair Use Guidelines. (Copies of the Fair Use Guidelines are available upon request.)
- Use to invade the privacy of other persons
- Posting anonymous messages
- Use to read, delete, copy or modify the e-mail or files of other users or deliberately interfering with the ability of other users to send or receive e-mail
- Use while access privileges are suspended or revoked
- Any attempt to circumvent or disable the filter or any security measure, and
- Use inconsistent with Network etiquette and other generally accepted etiquette.

Computer Etiquette

Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not become abusive in messages to others. General school rules and policies for behavior and communicating apply.
 - Use appropriate language. Do not swear or use vulgarities or other inappropriate language.
 - Do not reveal the personal addresses or telephone numbers of others.
- Recognize that e-mail is not private or confidential.
- Do not use the Internet or e-mail in any way that would interfere with or disrupt its use by other users.
- Consider all communications and information accessible via the Internet to be private property.

· Respect the rights of others users to an open and hospitable technology environment, regardless of race, sexual orientation, color, religion, creed, ethnicity, age, marital status or handicap status.

System Security Is High Priority

Security on any computer system is a high priority especially when the system involves many users. Each student is required to report any security problems to the Network Administrator. The problem is not to be demonstrated to other users.

Damage to Equipment, Systems or Software is Strictly Prohibited

Students are responsible for damages to equipment, systems or software resulting from deliberate or willful acts. Failure by any student to follow the procedures and prohibitions listed in this Policy may result in the loss of access to the Internet and e-mail. If a student damages a desktop computer, loses or damages their issued Chromebook, the student will have to participate in a Restorative Conference. Illegal activities or use (for example, intentional deletion or damage to files or data belonging to others, copyright violations, etc.) may be reported to the appropriate legal authorities for possible prosecution. YouthBuild reserves the right to remove a student account from the network to prevent unauthorized or illegal activity.

The use of the Internet and e-mail is a privilege, not a right. YouthBuild administrative staff, along with the Network Administrator, will deem what is appropriate and inappropriate use, and their decision is final. A list of the various levels of discipline is posted in the Student Handbook.

Students Use Computers at Their Own Risk

YouthBuild is not responsible, and will not be responsible, for any damages, including loss of data resulting from delays, non-deliveries, missed deliveries, or service interruption. Use of any information obtained through the use of the school's computers is at the student's risk. YouthBuild assumes no responsibility or liability for any charges incurred by a student. Under normal operating procedures, there will be no cost incurred.

Downloading Software Is Prohibited

A student may not download or install any commercial software, shareware, or freeware onto network drives, disks, or Chromebooks unless he/she has the specific, prior written permission from a teacher or the Network Administrator.

Code of Conduct

Consistent with the school's values of Respect, Excellence and Perseverance, all YouthBuild Philadelphia students are expected to demonstrate appropriate conduct at all times. That is, students are expected at all times—in both their dress and their actions—to be respectful, courteous and cooperative, adapt to change, and demonstrate respect.

Dress Code

Consistent with the expectation that all students demonstrate appropriate conduct, YouthBuild Philadelphia has adopted a Dress Code to both ensure that the primary focus at the school is on learning and education and to begin to prepare students for a work environment. In addition, the Dress Code promotes school safety, improves discipline, and enhances the learning environment. As outlined in the student rights section above, transgender and gender-nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression.

Failure to adhere to this Dress Code will lead to a Rule One: Disruption of School violation and repeated failures could result in a Rule Two: Disruptive Behavior violation.

School Building Uniform Policy

Top

Students should wear any provided clothing with the YouthBuild or AmeriCorps logo—T-shirts, polo shirts, sweatshirts, etc. The clothing with the YouthBuild logo needs to be the outermost layer, with the logo showing at all times, including instances of religious and cultural attire. Students may not alter the clothing, temporarily or permanently.

Bottom

Students should wear pants, jeans (without large rips or excessive holes), capris, or skirts (below the knee). Bottoms should not leave any skin or underwear exposed. Students may not wear leggings, stockings, tights, or stretch pants.

Accessories

Scarfs / Hats – Students may not wear do-rags, hats, fitted caps, ski-masks etc. Religious or cultural attire must be neat.
Footwear – Students may not wear flip-flops, house shoes, slides or slippers. Crocs (in sports mode only)

Workforce Development

In order to ensure safety and meet other industry standards while students are participating in workforce development activities, additional workforce track-specific requirements (such as hard hats, work boots, safety goggles etc.) will be shared with students in writing by workforce instructors.

Dress Down Days

When approved for special program days, students may be allowed to dress out of uniform. Students should still adhere to guidelines provided for those specific days.

Uniform – Dual Enrollment, Bridge Programming, Job Shadowing, and Internships

Professional attire that meets the expectation of the partner organization.

Student Expression

- YouthBuild will use the name and pronouns with which a student identifies in all interactions, as well as in written communication.
- Derogatory or offensive terminologies are prohibited when communicating with or referring to a transgender or gender-nonconforming individual.
- YouthBuild personnel shall take reasonable steps to prevent and promptly correct any derogatory or offensive terminologies used in communication with or in reference to a transgender or gender-nonconforming individual.
- YouthBuild faculty and staff should not disclose information that may reveal a student's transgender identity or gender nonconformity to others, including staff, peers, parents, and other members of the public unless the student has authorized such disclosure.
- YouthBuild minimizes the practice of segregating youth by gender. Nevertheless, when students are segregated by gender, students are assigned and permitted to participate in any such activities consistent with their gender identity.
- Wherever possible, gender-neutral language will be used in written communication.

- YouthBuild students shall have access to the restroom that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, is provided access to a single-stall restroom; but no student shall be required to use such a restroom.
- YouthBuild students shall have access to any locker/dressing room that corresponds to their gender identity. Any student with a need or desire for heightened privacy, regardless of the underlying reason, is provided with a reasonable alternative arrangement that is agreeable to the student.

Behavior Expectation Policies

Purpose

YouthBuild Philadelphia Charter School has adopted the following behavior expectation policies in order to inform students, parents/guardians, and school personnel of the behavior that is expected from all students to ensure a safe and focused learning environment. It is intended to ensure that fair and consistent disciplinary action is taken for similar violations and to inform students and parents of the scope of response they will face for particular violations. YouthBuild expects each student to work to the best of their ability and to cooperate with the other students and school staff in maintaining a safe, healthy and orderly learning environment. An effective learning environment must be free from disruptive, threatening and dangerous behavior that interferes with teaching and learning.

YouthBuild has adopted a restorative approach to foster healthy relationships and productively navigate conflict. This means we try to minimize traditional punitive consequences by focusing on building community and repairing any harm done by community disruption through Restorative Practices. This approach allows for all parties involved in a disruption to sit down together, to hear from those who were affected by the situation, to hold those accountable for any harm that was caused, and to problem-solve to determine what needs to be done to restore the community with expectation that it does not happen again. Thus, the restorative approach at YouthBuild is intended to be a space of understanding, learning, and healing not punishment.

Finally, these behavior expectation policies have been designed to promote safety, structure, accountability and responsible conduct in all school-related activities. These activities include all school activities, functions and extra-curricular programs, as well as traveling to and from school. It also includes misconduct off-school premises where the conduct may reasonably be expected to endanger the safety of students or staff or cause disruption within the school.

The range of disciplinary infractions is listed from the least severe to the most severe. Staff members shall consider all mitigating circumstances prior to disciplinary response and ensure due process for each student. Mitigating circumstances include, but are not limited to, the following factors:

- Health, maturity and academic placement of a student
- Prior conduct
- Attitude of a student
- Willingness to repair harm
- Seriousness of offense
- Willingness of student to enroll in a student assistance program

Scope of Expectations

This code shall apply to any conduct:

- On school grounds during school day or immediately before or after school hours
- On school grounds at any school activity, function or event

- Off school grounds at any school activity, function or event
- Traveling to and from school, including actions on any school vehicle or public conveyance (e.g., bus or subway)
- Off school grounds (including online activity and engagement) when conduct may reasonably be expected to endanger the safety of students or staff, or to cause disruption within the school.

Behavioral Expectations & Responsibilities

Responsibilities of Everyone

- Respect all members of the School community.
- Maintain a positive School climate by being responsible, respectful, and cooperative.
- Communicate Code of Conduct expectations for students and staff.
- Motivate community members to live up to the expectations through positive reinforcement.
- Use social-emotional judgment to prevent minor incidents from becoming major disruptions.

Responsibilities of School Staff

- Respect all members of the School community.
- Implement the Code of Conduct and all disciplinary procedures in a fair and consistent manner.
- Inform all School personnel, parents, and students of discipline policies.
- Review and act upon allegations and requests from School personnel concerning expectations.
- Coach proper behavior and positively reinforce rules of conduct.
- Maintain a learning environment that provides for academic success.
- Hold students accountable for disruptive conduct in our School.
- Use social-emotional judgment to prevent minor incidents from becoming major disruptions.

Responsibilities of Students

- Respect all members of the School community.
- Understand and cooperate with School expectations, including the Code of Conduct and Student Handbook.
- Accept and cooperate with the School’s attendance, dress code, unlawful harassment, and bullying policies.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for meeting expectations.

Due Process

All students are to be treated with fairness and respect. Students have a right to be heard and are to be provided the opportunity to explain their version of events to administrators. Pursuant to Act 26, the School’s CEO may, after a hearing, decide to allow the student who brought a weapon to School to remain in the School.

RANGE OF POSSIBLE CONSEQUENCES

*Consequences for above violations vary according to the **severity** as well as **number of times** an individual student has been in violation of the rule.*

Rules:	Restorative Assignment	Restorative Mediation	Sent home for the day	Parent/ Guardian Conference	1-2 Day Out of School Suspension	3-5 Day Out of School Suspension	Revoked Privileges	Informal Disciplinary Hearing	Expulsion Hearing	Expulsion Hearing with restitution (payment for damages)
Rule 1: DISRUPTION OF SCHOOL	x	x	x	x	x	x		x	x	

Rule 2: DISRUPTIVE BEHAVIOR	x	x	x	x	x	x	x	x	x	
Rule 3: DAMAGE OF PROPERTY	x	x	x	x	x	x		x	x	x
Rule 4: THEFT OF PROPERTY	x	x	x	x	x	x	x	x	x	x
Rule 5: NEGLIGENCE, RECKLESS ENDANGERMENT OR THREATS		x			x	x			x	
Rule 6: POSSESSION OF PROHIBITED ITEMS FOR USE OR TRANSFER						x	x	x	x	x
Rule 7: ABUSE OF COMPUTER / INTERNET PRIVILEGES	x				x	x			x	
Rule 8: INDECENT ASSAULT OR INDECENT EXPOSURE						x			x	
Rule 9: HARASSMENT	x	x				x			x	
Rule 10: POSSESSION OF A WEAPON									x	
Rule 11: SIMPLE ASSAULT									x	
Rule 12: INVOLVEMENT IN CRIMINAL ACTIVITY	x					x			x	

Behavior Expectations

Rule 1: DISRUPTION OF SCHOOL

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

- Failure to cooperate with directions from school staff or facilitating visitors
- Running and/or making excessive noise in the hall or building
- Bringing children to school during class or worksite hours
- Violation of the student dress code
- Failing to attend class without an excuse note from a staff member (e.g., cutting class)
- Returning late from lunch or break
- Smoking during school time or on YouthBuild Philadelphia property
- Unauthorized usage of technology during instructional spaces, worksites, and programming
- Not having necessary materials ready before class or work begins
- Putting your head down and closing your eyes and/or sleeping during class or work
- Refusing to work
- Being loud or disrespectful and causing a disruption in the school
- Cursing or using vulgar, obscene, intentionally disruptive or offensive language in the school
- Constantly arguing and causing a disruption in the school
- Leaving worksite, school site, classroom, or school activity without permission
- Overtly displaying any indications of gang affiliation
- Eating outside of designated times/spaces

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Refer to the Range of Consequences Table for possible consequences.

Rule 2: DISRUPTIVE BEHAVIOR

Students are responsible for respecting all members of the School community. When students demonstrate disruptive behavior, they disrespect the School community. Examples in which students demonstrate such disruptive behavior may include:

- Fighting
- Disrespecting and or undermining staff
- Disrespecting another student or member of the community
- False activation of a fire alarm
- Intentionally providing false information to a staff member
- Cheating and/or copying the work of another student or plagiarism from library or Internet sources
- Forgery – signing somebody else’s name/signature on any school related documents
- Maliciously damaging the reputation of anyone in the school community. This includes spoken and written messages including on any bulletin board, flyer or notice, or displayed on a student’s personal belongings
- Continuously displaying a negative or uncooperative attitude
- Failure to leave upon request by a staff member
- Bullying or cyberbullying—an intentional electronic, written, verbal or physical act, or a series of acts:
 - (1) directed at another student or students;
 - (2) which occurs in a school setting;
 - (3) that is severe, persistent or pervasive; and
 - (4) that has the effect of --
 - (i) substantially interfering with a student's education;
 - (ii) creating a threatening environment; *or*
 - (iii) substantially disrupting the orderly operation of the school.

Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). The conduct may be physical, psychological, verbal, nonverbal, written, or electronic.

Cyber-bullying is bullying that occurs through electronic communication devices including, but not limited to, social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dash boards, or web sites.

A "school setting" means in the school, on school grounds, in school vehicles, at the nearest bus stop or subway station to the school or a workforce-development site, or at any activity sponsored, supervised or sanctioned by the school.

Similar acts that occur *outside* a school setting are also considered to be “bullying” if those acts are directed at another student or students, are severe, persistent and pervasive or have the effect of substantially interfering with a student's education, creating a threatening environment or substantially disrupting the orderly operation of the school.

Claims of “bullying” should be reported immediately to the Dean of Culture. If they are not available, claims should be reported to the Principal.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Refer to the Range of Consequences Table for possible consequences.

Rule 3: DAMAGE TO PROPERTY

Students are expected to respect property, both school property and the property of others. Students shall not damage any property not owned by them. This includes both school property and the property of others. “Damage” includes

writing graffiti, carving, tearing, cutting or otherwise defacing or destroying property. Damage to property will be treated as an aggravated offense under Rule 13.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Refer to the Range of Consequences Table for possible consequences.

Rule 4: THEFT OF PROPERTY

Students are expected to respect all property that does not belong to them and not engage in the theft of any property. Theft is the unlawful taking of property, either school property or the property of others, without the authorization of the owner of the property. A student shall not take, or attempt to take, either school property or the property of others without the authorization of the owner of the property. This rule applies whether the theft or attempted theft is on school grounds, during a school activity, function or event off school grounds, or while traveling to or from any school-sponsored activity, function or event. Theft is a crime and may be reported to the police for investigation and criminal prosecution.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Refer to the Range of Consequences Table for possible consequences.

Rule 5: NEGLIGENCE, RECKLESS ENDANGERMENT, OR THREATS

Students are not only responsible for harmful actions they intend, but they are also responsible for the reasonably predictable consequences of their negligence, reckless actions, or threats. Reckless endangerment is engaging in conduct that places or may place another person in danger of serious bodily injury. A student may not act in a manner which ignores the health, safety or welfare of any member of the school community by placing them in danger of injury, or pain. No student shall attempt, by physical menace, threat, or verbal taunt, to put a member of the school community in fear of injury, pain or social ridicule. The intentional public posting of the addresses or telephone numbers of fellow students or other members of the school community is a violation of this rule.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Refer to the Range of Consequences Table for possible consequences.

Rule 6: POSSESSION OF PROHIBITED ITEMS FOR USE OR TRANSFER

The following items **may not** be brought to school, worksite, or other school activities by students at any time:

- Tobacco or electronic smoking devices
- Alcohol
- Illicit or controlled drugs

Exception: Possession of a legally prescribed medication carried in the container supplied by a pharmacist shall not be considered a violation of this rule where the supply carried by the student does not exceed the amount necessary for use during that school day.

Students themselves are not permitted to possess any form of medical marijuana at any time on school property or during any school activity on school property. However, a parent, legal guardian or caregiver may administer medical marijuana to their student on school premises provided that the parent, legal guardian or caregiver provides the School Principal with a copy of the Patient Authorization Letter, and notifies the School Principal, in advance, of each instance in which the parent, legal guardian or caregiver

will administer the medical marijuana to the student. The School will provide a secure, private location for the parent, legal guardian or caregiver to administer the medical marijuana to the student.

Consequences for possessing, using or transferring these prohibited items vary according to the severity as well as number of times an individual student has been in violation of the rule.

Failure to hand any prohibited item to a staff member when requested will result in a Rule 2 infraction.

Rule 7: ABUSE OF COMPUTER / INTERNET PRIVILEGES

Students are expected to respect the computer privileges given to them. Before students may use a school computer, they must sign an agreement to abide by the school's Student Use of Internet Access, e-Mail & Network Resources Policy. It is against this rule to violate the School's Student Use of Internet Access, e-Mail & Network Resources Policy, which includes—

- harming or destroying data of another student or staff member, the Internet or other networks. This includes, but is not limited to, the creation, downloading or uploading of computer viruses.
- breaking into (hacking) other files or systems, downloading copyrighted material, or conducting a personal business enterprise using the school computer network.
- going into any site on the Internet which contains sexually-explicit material.
- (All students who have permission to use school computers must keep their passwords to themselves.)

Consequences for possessing, using or transferring these prohibited items vary according to the severity as well as number of times an individual student has been in violation of the rule.

Rule 8: INDECENT ASSAULT OR INDECENT EXPOSURE

All students must keep their hands and bodies to themselves at all times. No student may touch the sexual parts of another person, or encourage another person to touch them in the sexual part of the body. No student may show the sexual parts of their body to other persons in any way. See Rule 13(d) for forcible or voluntary sexual acts.

Consequences for possessing, using or transferring these prohibited items vary according to the severity as well as number of times an individual student has been in violation of the rule.

Rule 9: HARASSMENT

No student shall engage in verbal or physical activity which he/she should reasonably expect to have the effect of harassing any student, staff member, or school visitor. Harassment, for the purpose of this rule, includes either a course of conduct or a single aggravated incident. Harassment includes, among other things:

1. Unwelcome verbal, written, graphic, or physical conduct relating to a student or School community member's gender, age, race, color, sexual orientation (known or perceived), gender-identity expression (known or perceived), national origin, religion, disability, English language proficiency, socioeconomic status, and/or political beliefs;
2. Unwelcome sexual advances; requests for sexual relations; sexual comments; sexually-oriented gestures, sounds, remarks or comments about a student, staff member or visitor's sexuality or sexual experience;
3. Offensive expressions concerning a person's race, sex, sexual orientation, religion, disability or national origin,
4. Efforts to intimidate, bully or ridicule. (See Rules 10 and 13 for offenses involving other serious forms of sexual or physical misconduct.)

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. People often react to the same thing in very different ways. Remember that something that does not offend you, may be very hurtful to someone else.

Consequences for possessing, using or transferring these prohibited items vary according to the severity as well as number of times an individual student has been in violation of the rule.

Rule 10: POSSESSION OF A WEAPON

Pennsylvania law requires schools to **expel for one year** any “student who brought onto or is in possession of any weapon on any school property, at a school or a school-sponsored activity or onto any public conveyance providing transportation to a school or school-sponsored activity.”

A weapon is defined as—

- A firearm of any kind (operable or inoperable, loaded or unloaded): including but not limited to hand, zip, pistol, rifle, shotgun, starter gun, flare gun;
- A knife or any object which one can cut or stab such as, but not limited to any type of knife including a pocket or penknife, razor blades, hatchet, ax, cleaver, scissors, glass, broken bottle, dagger, ice pick, dirks, machete, or similar instruments with sharp cutting edges including pencils and pens, nunchucks and brass knuckles; and
- any instrument or object used to inflict harm on another person, or to intimidate any person. Included in this category are all types of chains, metals or pipes, or any objects or instruments that are not being used for the purpose for which they were normally intended and are capable of harming an individual. Chinese stars, billy clubs, tear gas gun, electrical weapon or device (stun gun), toy guns (if they are authentic replicas or are used in a threatening manner), M80's, mace, pepper gas, and any other instrument that when implemented can be capable of inflicting serious bodily injury.

Consequence: potential one-year expulsion (Pursuant to Act 26, the Principal and Administration may, after a hearing, decide to allow the student who brought a weapon to School to remain in the School.)

IMPORTANT: Tools used on Building Trades worksites can be weapons if they are not used properly. You must use these tools responsibly. Any student who uses any tool as a weapon to injure or threaten to injure someone else will be expelled.

Rule 11: SIMPLE ASSAULT

No student shall commit a simple assault. A simple assault is an unprovoked attack by one student on another student or on school personnel or visitors.

Consequences for possessing, using or transferring these prohibited items vary according to the severity as well as number of times an individual student has been in violation of the rule.

Rule 12: INVOLVEMENT IN CRIMINAL ACTIVITY

Any student involved in any criminal activity (as defined by the Commonwealth of Pennsylvania or the City of Philadelphia) at the School building, any School worksite, or any School-related activity, will be in violation of this rule. The Memorandum of Understanding (MOU) between the School and the Philadelphia Police Department lists the crimes that *must* be reported to the Philadelphia Police Department, including:

- Possession of a weapon
- Criminal homicide
- Aggravated assault
- Stalking
- Kidnapping
- Unlawful restraint
- Rape
- Statutory sexual assault
- Involuntary deviate sexual intercourse
- Sexual assault
- Institutional sexual assault
- Aggravated indecent assault
- Indecent assault
- Arson and related offenses
- Institutional vandalism
- Burglary
- Criminal trespass
- Riot, and
- Possession or sale of a controlled substance, designer drug or drug paraphernalia, as defined by PA Law.

Exception: Possession of a legally prescribed medication carried in the container supplied by a pharmacist shall not be considered a violation of this rule where the supply carried by the student does not exceed the amount necessary for use during that school day.

Consequences for possessing, using or transferring these prohibited items vary according to the severity as well as number of times an individual student has been in violation of the rule.

Suspension and Expulsion Procedures

Suspension of Students

Suspension Defined

Suspension is exclusion from school for a period of from one to 10 consecutive days. 22 PA Code Sec. 12.6(b)(1).

Notifications

No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. However, when the health, safety, or welfare of the school community is threatened, prior notice of the intended suspension need not be given. 22 PA Code Sec. 12.6(b)(1).

The parents or guardians and the Principal or Administration shall be notified immediately in writing when the student is suspended.

Informal Disciplinary Hearings

When the suspension exceeds 3 days, the student shall be given the opportunity for an informal hearing. The school shall offer to hold the hearing within the first 5 days of the suspension.

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

suspended. The informal hearing is meant to encourage the student to meet with the principal to discuss ways by which future offenses can be avoided.

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

- Notification of the reasons for the suspension shall be given in writing to the parent or guardian and to the student;
- Sufficient notice of the time and place of the informal hearing shall be given;
- A student has the right to question any witnesses present at the hearing;
- A student has the right to speak and produce witnesses on his/her own behalf. 22 PA Code Sec. 12.8(c)(2).

Duration

Suspensions may not be made to run consecutively beyond the 10-day period. Any student who is suspended will be marked as suspended for attendance for those days.

Responsibility for Work During the Suspension

Students have the responsibility to make up exams and work missed while being disciplined by suspension and will be permitted to complete these assignments within the following guidelines set by the Board of Trustees:

In order to be permitted to make up exams and work missed while being disciplined, you must—

- within two (2) school days of returning to school from suspension, go to the teacher or course instructor and tell them that you want to make up tests, exams, work or other assignments you missed while on suspension,
- within two (2) school days of going to the teacher, agree on a day and time that is convenient for the teacher to sit down with you and review the missed tests, exams, work or other assignments;
- within five (5) school days of receiving the missed work or assignments from the teacher, complete and submit the missed work or other assignments to the teacher; and/or
- within five (5) school days of the student being notified of the missed tests or exams, take make-up tests or exams on a day and time that is mutually convenient for both the teacher and the student.

If a student chooses **not** to assume his/her responsibilities for making up tests, exams, work or other assignments missed while on suspension, the consequences are that the student will receive no credit for the missed tests, exams, work or other assignments.

Expulsion of Students

Expellable Offenses

Expulsion is an exclusion from school by the Board of Trustees for a period exceeding 10 school days and may be permanent expulsion from the School roll. The types of offenses that would lead to expulsion from school are described in more detail in the Discipline Policies section of this Handbook. These offenses include, among other things:

- Bringing a weapon to school premises or at a YouthBuild activity
- Conduct that physically endangers other community members
- Engaging in criminal activity (as defined by state or local law) on or around school premises. For example,
- Deliberately damaging or defacing property
- Assaulting another member of the community
- Possessing, selling, distributing or using illegal drugs or controlled substances on school premises
- Theft or trafficking of stolen property
- Violence, threats or intimidation against community members

- Sexual activity on school grounds or when participating as YouthBuild students in extra-curricular and off-campus activities.

Expulsion Hearings

All expulsions require a prior formal hearing. This hearing may be held before:

- A representation of the Board of Trustees or
- an authorized committee of the Board or
- a qualified hearing examiner appointed by the Board.

In any event, a majority vote of the entire Board is required to expel a student.

Placement Prior to a Hearing

During the period prior to the hearing and decision by the representation of the Board of Trustees, the student shall be placed in his/her normal class, except if it is determined after an informal hearing that a student's presence in his/her normal class would create a threat to the health, safety, morals or welfare of others. 22 PA Code Sec. 12.6(b)(2)(c) & (d).

If it is determined that a student's presence in his/her normal class would create such a threat to others, and it is not possible to hold a formal hearing within the period of the suspension (that is, up to 10 consecutive school days), 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 that is mutually agreed upon by both parties. Any students so excluded shall be provided with alternative education, which may include home study.

Prior to the expulsion hearing, the following due-process steps must be taken:

- Notification of the charges shall be sent to the student's parents or guardian by certified mail,
- The hearing shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A student may request the rescheduling of the hearing when the student demonstrates good cause for the extension.

A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

- (i) Laboratory reports are needed from law enforcement agencies;
- (ii) 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); or
- (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.

- At least 3 days' notice of the time and place of the formal hearing must be given to parents/guardians. The notice must include:
 - a copy of the expulsion policy
 - notice that legal counsel may represent the student
 - the hearing procedures.

At the expulsion hearing, the student's due-process rights include:

- the hearing shall be held in private unless the student or parent requests a public hearing,

- the student has a right to be represented by counsel,
- the student has the right to be presented with names of witnesses against the student, and copies of the statements and affidavits of those witnesses,
- the student has the right to request that any such witnesses appear in the person and answer questions or be cross-examined,
- the student has the right to testify and present witnesses on his/her own behalf,
- A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript;
- The proceeding must be held with all reasonable speed.

After the expulsion hearing—

- When a committee of the Board of Trustees or a hearing examiner conducts the hearing, a majority vote of the entire Board is required to expel a student. The entire Board of Trustees will vote within 5 school days of the end of the expulsion hearing.
- Notice of the decision of the Board of Trustees shall be sent to the student and the student's parent/guardian by certified mail and regular U.S. Mail, within one school day of the vote of the Board.
- Notice of a right to appeal the decision of the Board must be provided to the student and parent/guardian with the expulsion decision.

Appeal

When the student disagrees with the decision of the Board of Trustees to expel, the student may appeal that decision to the appropriate court of the Commonwealth. Appeals usually have to be made within 30 days of the receipt of notice of the expulsion decision.

Suspension or Expulsion of Special Education Students

Students Identified as Intellectually Disabled: The School can suspend students identified as Intellectually Disabled only with either written agreement of the parent/guardian or the written approval of the Bureau of Special Education of the Pennsylvania Department of Education (PDE).

Suspension and Expulsion for All Other Special Education Students Including Students with 504 Service Agreements: The School may suspend students with disabilities and cease educational services for up to 10 consecutive school days or 15 cumulative school days in one school year without providing special-education procedural safeguards.

The School must complete the following due-process steps A through G below, for students with an Individualized Education Program (IEP) or Section 504 Service Agreement, if any of the following is being considered:

1. Expulsion Referral.
2. Suspension for more than 10 consecutive days.
3. Suspension for more than 15 cumulative days.
4. Suspensions totaling more than 10 days in an academic school year and when there is a pattern or problem behavior.

Due-Process Steps

A team must convene a Manifestation Determination meeting within 24 hours of the misconduct, and will invite the parents/guardian. The team must:

A. Provide written notice to the parent/guardian of the recommended disciplinary action and the date of the proposed Individualized Education Program (IEP) team meeting.

B. During the IEP/Manifestation Determination meeting, the IEP team will review the student's most current evaluation, IEP and placement to determine if the referred misconduct is related to the student's disability. Two questions are to be answered by the school team at the manifestation meeting:

- (1) is the conduct caused by, or did it have a direct and substantial relationship to, the student's disability? or
- (2) was the conduct in question a direct result of the school's failure to implement the student's IEP?

If the IEP Team determines that either of those conditions was met, then the student's conduct must be determined to BE a manifestation of the student's disability.

C. If the student's conduct IS determined to be a manifestation of the student's disability, then School personnel may not apply the disciplinary suspension or expulsion to that student for the violation of the Code of Conduct. Instead, the IEP Team must either (1) conduct a functional behavioral assessment and implement a behavior support plan for the student, or (2) modify the student's existing behavior support plan, as necessary.

D. If the school team determines that the student's behavior is NOT a manifestation of the disability, school officials may apply the Code of Conduct. In no event, however, may the student be suspended without providing appropriate educational services for more than 5 consecutive or 15 cumulative school days in a school year. Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

E. 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 parents or caregivers disagree with the decision, they can request an expedited Special Education Hearing and the Commonwealth-appointed hearing officer will review the manifestation determination.

F. The IEP team determines the appropriateness of an interim alternative educational setting, and as indicated, includes 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.

G. If the student's behavior IS a manifestation of the disability, the student's placement may be changed if:

- (1) The student carried a dangerous weapon* to school or a school function;

*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. However, in the case of a pocket-knife, blades less than two-and-one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a "dangerous weapon."

- (2) 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; and

- (3) The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

In these special circumstances and over parent/guardian objections, School officials may remove the student, by issuing a NOREP to an interim alternative education setting for not more than 45 school days.

- If the behavior IS determined to be a manifestation of the student's disability, and the conduct is not a "special circumstances" (see step G.1-3 above), and the student is substantially likely to cause injury to themselves or others if maintained in the current placement, then the School may ask for an expedited hearing conducted by a Special Education Hearing Officer to obtain a 45-day interim placement.

Search Policy

Whenever School authorities have reasonable suspicion that students possess illegal or prohibited (contraband) materials on any school property--either on the students' person or in their belongings--School authorities may search those students and their belongings. "Illegal or prohibited (contraband) materials" include drugs, alcohol, or weapons, as well as school property or property belonging to another person obtained illegally through theft. "School property"

includes the school site and any worksite, as well as at any school-sponsored activity off-site (e.g., the School picnic, prom, etc.),

Prior to a search of students' belongings, the students shall be notified and given an opportunity to be present. However, when School authorities have a reasonable suspicion that the belongings contain materials that pose a threat to the health, welfare or safety of students or staff in the school environment, students' belongings may be searched without prior warning. Illegal, prohibited or stolen materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding and/or criminal proceeding.

Drug-Free School Policy

All YouthBuild Philadelphia students are physically and mentally healthy, job-ready, and employable. Drug-and-alcohol abuse poses threats to the health, safety and employability of students, as well as to the health and safety of School staff. Accordingly, YouthBuild Philadelphia is a drug-free learning environment. This policy provides for the wellness and safety of our YouthBuild Philadelphia Community.

- Self-Referral

If students are concerned that they have a substance-abuse problem and would like help with it, they can seek an appointment with the Counseling Team for an assessment of the problem and appropriate referrals for treatment. Students may seek this appointment either through their Student Advisor or a Lead Counselor. *The students' requests in meetings are strictly confidential.*

- Possession, Use, or Under the Influence of a Prohibited Substance

Students may not have, use, or be under the influence of alcohol, marijuana or any controlled substance at School. Unless students have valid medical prescriptions for using and/or possessing a controlled substance, these substances are prohibited at YouthBuild Philadelphia. As used here, the term "School" includes the School site, a worksite, or an off-site School-sponsored event.

- Coming to School Under the Influence of a Prohibited Substance

Students who come to School impaired by being under the influence of a prohibited substance will be sent home for the day, and their Student Advisor will be notified of the situation. But before they are sent home, School staff will conduct a behavioral assessment based on specific behaviors that are most commonly associated with those of people who are under the influence of a prohibited substance. The purpose of this assessment is to determine the level of the students' impairment and whether the students are (1) safe to be sent home, or (2) so impaired--that is, so "high" or drunk--that they are in danger of hurting themselves or others if they are sent home immediately.

- If the conclusion of the assessment is that it would be unsafe to dismiss the students from the School immediately, then the students' emergency contact and Student Advisor will be called and notified of the situation. If School staff are unable to contact the students' emergency contact, then the students will be directed to remain at their current location (or escorted to a more appropriate site) until it is decided that it is safe for the students to leave.
- If the conclusion of the assessment is that the students are so impaired that their health and safety may be in jeopardy, then School staff will call 911 to request that the students be transported to a hospital for appropriate treatment.

Students who come to School impaired by being under the influence of a prohibited substance will be barred for the next five (5) school days from participating in any School activity that may result in danger to themselves or others as

a result of the prohibited substance being in their physical system. The appropriate on-site staff person will make this determination of potential danger, and the staff person will make this determination with an abundance of caution for the safety of the formerly-impaired students and other students and staff in the area of the activity. *These limitations on the students' participation in certain potentially-dangerous School activities may affect the students' abilities to meet certain graduation requirements.*

- Referral for Assessment

Students who have been sent home will meet with their Student Advisor on the first day they return to School to discuss wellness options. In addition, the students will be referred to the School Drug & Alcohol Counselor for a drug-and-alcohol assessment. If applicable, recommendations for treatment services will be given to the SAP Team for follow-up with the students and monitoring.

- Consequences of Following or Not Following Through with Assessment and Treatment Recommendations

- If students voluntarily agree to a drug-and-alcohol assessment and to follow through on the treatment recommendations, including drug-and-alcohol counseling, the student may return to full participation in all School activities after the initial five (5) days of conditional participation in School activities described above.
- However, if the student either (1) declines the drug-and-alcohol assessment or (2) has not followed through with the recommended drug-and-alcohol treatment by a date two weeks after the drug-and-alcohol assessment or (3) misses a drug-and-alcohol counseling session before the student is discharged from drug-and-alcohol counseling, the student will be asked to provide a urine sample for drug-testing.

- Drug Testing

- Until the results show that no prohibited substances are detected in the students' urine and thus that the students are drug-free, the students will be barred from participating in any School activity that may result in danger to themselves or others as a result of prohibited substances being in their physical system. The appropriate on-site staff person will make this determination of potential danger. *These limitations on the students' participation in certain potentially-dangerous School activities may affect those students' abilities to meet certain graduation requirements.*
- During this testing and re-testing process, the students are expected to attend their regular School-rostered assignments.