

**Tidioute Community  
Charter School**

**POLICY  
MANUAL**

# TCCS Policies

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TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 001  
SECTION: Local Board Procedures  
TITLE:  
ADOPTED: 2/22/05

**001 LOCAL BOARD PROCEDURES**

- 001 Name And Classification
- 002 Authority And Powers
- 003 Functions/Change Of Policy
- 004 Membership
- 005 Organization
- 006 Meetings
- 007 Distribution

The aforementioned local Board procedures that constitute section 000 of the TCCS Board of Trustees policies are introduced, explained and fleshed out in the Tidioute community charter school application and the bylaws of the Tidioute community charter school, which is a 501 C3 organization.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. **101**  
SECTION: Programs  
TITLE: Mission  
ADOPTED: *2/22/05*

101 MISSION STATEMENT

The mission statement of the TCCS is found in the charter application.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 105  
SECTION: Programs  
TITLE: Curriculum  
Development

REVISED:

## 105 CURRICULUM DEVELOPMENT

105 Curriculum Development  
106 Course Guides  
107 Adoption Of Planned Instruction  
108 Adoption Of Textbooks  
109 Resource Materials

The aforementioned policies are outlined in the description of the Curriculum Committee's tasks and the charter application of the Tidioute Community Charter School.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 113  
SECTION: Programs  
TITLE: Special  
Education

8/15/2006  
REVISED:

## 113 SPECIAL EDUCATION

Every exceptional student attending the Charter School shall be offered an educational program that meets his/her individual needs and is suited to his/her unique abilities. Such a program of special education shall be designed to comply with law, conform to the goals of the Charter School and shall, to the extent feasible and consistent with the best interests of the student and other pupils, integrate programs of special education with the regular instructional program of the schools.

Exceptional children to be served by the special education program of this Charter School shall include those school-age children as defined by law resident in the Charter School who so deviate from the average in physical, mental, emotional or social characteristics that they require special educational programs, facilities or services and shall include all school-aged persons in detention homes and State schools and hospitals.

In order to maintain a more effective program of special education, the Board will, at its discretion:

participate in special education programs;

enter into agreements with other agencies for the purpose of sharing special education facilities, transportation, and costs; and providing a quality program.

The Chief Executive Officer is directed to annually recommend to the Board the employment and retention of such staff, and the provision of such facilities, as may be necessary and feasible to provide for the needs of exceptional children of this Charter School.

## Referral Evaluation Placement/Procedures

The intent of this document is to assist the Chief Executive Officer and guidance staff in implementing appropriate measures for students having learning and/or behavioral needs. It must be stressed that these measures are guidelines only and that depending on the circumstances; these procedures may be adjusted with the approval of the Chief Executive Officer and in concert with existing laws and regulations.

### The Referral Process

Grades K - 12

At this level referrals for assistance involve the Instructional Support Team (1ST). Any professional school staff member or parent may request assistance from the Instructional Support Team by contacting the chief executive officer or instructional support teacher in the school. The Instructional Support Team will issue a form for the person referring the student. At this time, unobtrusive minimal screening tests may be completed as well as observations by members of the team. In addition to referral for academic or behavioral concerns, a similar sequence of Instructional Support Team intervention will be followed for requests involving speech and language assistance.



The Chief Executive Officer or his designee shall convene a meeting that may be attended by the child's teachers, counselor, chief executive officer, parent(s), school nurse, school psychologist, and appropriate specialists. The Child Study Plan shall be completed at the conference. The plan should outline the specific intervention strategies deemed appropriate by the team, and may include a recommendation for additional evaluation.

#### Multidisciplinary Team Evaluation Process

1

If the recommendation of the Instructional Support Team or Child Study Team is for a multidisciplinary evaluation, the designated team member contacts the parents to inform them of the recommendation and obtains their signatures on the REQUEST FOR PERMISSION TO EVALUATE.

2. Step 2

after a multidisciplinary team evaluation has been completed; an Individualized Education Program (IEP) meeting is convened. The Individualized Education Program team must include the parent, teacher, and chief executive officer or other designated Local Education Agent (LEA) who is knowledgeable about program and service options which may be available. The counselor, psychologist, teachers, and other specialists may attend as appropriate. It is the responsibility of the Individualized Education Program team to determine whether a child is exceptional and in need of special education. If the child is found to be exceptional, the team determines which services can best serve the child, which subjects can continue to be taught in the regular education classroom, and which need to be taught in a special education setting.

#### Placement/Due Process Procedures

1. First Step

If the child is found to be "exceptional" and thus in need of special educational services, the following procedures are followed:

- a. MEETING is mailed to the parent/guardian. If the parent/guardian does not respond within five (5) days school personnel are required to make additional attempts to contact the parent by phone, letter, or home visits if needed. If they choose not to attend the planning conference, the conference is to be held without them and the completed Individualized Education Program is sent to them.
- b. At the Individualized Education Program Planning Conference, parents are invited to make their recommendations pertaining to the program.
- c. For newly identified students the IEP (Individualized Education Program) is developed based on test data and information provided by the psychologist, classroom teacher, the special education teacher, and other appropriate specialists as well as parents/guardians.
- d. Parents are invited to assist in developing the Individualized Education Program and to sign the Notice of Recommended Educational Placement (NOREP). In cases where the parents are unable or unwilling to attend a conference, the Individualized Education Program and Notice of Recommended Educational Placement may be mailed to the parents/guardian by certified mail, return receipt requested. For new placements the parent/guardian must sign the Notice of Recommended Assignment before the placement may begin. For continued placements, if the parent/guardian does not respond within ten (10) days, it will indicate that the parent approves the recommended placement, and the program may be implemented.
- e. If a parent/guardian refuses recommendations at any step in the referral and/or placement process, it shall be the responsibility of The Chief Executive Officer, in consultation with the appropriate parties, to determine whether to begin the pre-hearing procedures.

2. Second Step - Continuing Students in Special Education

- a. An Individualized Education Program meeting is convened annually to make recommendations regarding the education needs, the need for continued placement, and the level of services. The team must consist of The Chief Executive Officer or other designated Local Education Agent, parent, and teacher. The counselor, other teachers, and specialists may be included if appropriate. The child's records are reviewed and current levels of functioning are reported. The team's recommendations are reviewed and a new Individualized Education Program is written reflecting these recommendations.
- b. When a re-evaluation is scheduled, a NOTICE OF INTENT TO RE-EVALUATE is sent to the parent/guardian and a copy placed in the file. Retesting may be recommended for any special

## 2. Exceptional Students Transferring into The Charter School

When an exceptional student transfers into The Charter School and an Individualized Education Program and Notice of Recommended Educational Placement are received, an Individualized Education Program Team meeting must be convened and all documentation pertaining to the placement (Comprehensive Evaluation Report, Individualized Education Program, Notice of Recommended Educational Placement, achievement testing and other pertinent data) is to be reviewed. Based on recommendations of the team, a new Individualized Education Program, or revised Individualized Education Program, and Notice of Recommended Assignment are issued following all due process procedures.

The Charter School Local Education Agent is the chief executive officer.

### Special Education Files/Due Process Procedures

The special education records of all exceptional (including gifted) students will be maintained in The Charter School Office. All due process activities related to referral, testing, placement and re-evaluation will be coordinated through this office.

## NOTICE OF RIGHTS FOR INTERDISTRICT TRANSFER STUDENTS

Dear Parent(s):

If you have just moved to a new school district and your child was assigned to a special education program in your old district, please read the following statement carefully. The statement outlines your rights and the responsibility of your school district concerning the proposed assignment of your child.

1. If you want the charter school to maintain the same Individualized Education Program developed in your former school district, the charter school must do so until you have agreed on a new Individualized Education Program or until due process proceedings have been completed. The charter school may make only those variations in your child's program that are unlikely to affect, in any significant way, your child's learning experience. The charter school may not change your child's Individualized Education Program without your approval.
2. The charter school must either evaluate your child or adopt the old district's evaluation if it is acceptable. The charter school has the right to propose a new Individualized Education Program for your child. However, if you and the charter school do not agree on an alternative, then the charter school must maintain the old Individualized Education Program during the time that it takes for the charter school to develop the new Individualized Education Program and for you to review and approve it. If you do not approve the new Individualized Education Program, then the charter school must maintain the old Individualized Education Program during the time it takes to hold a hearing and to pursue any appeal of the hearing officer's decision.
3. If you do not agree to whatever arrangements the charter school proposes regarding the old Individualized Education Program, then the charter school must request that a hearing will be held on an expedited basis. The hearing will be held within six days of the hearing request, and a decision will be issued within five days after the hearing. The hearing officer will decide only the following questions:
  - o Does the charter school's proposed program maintain the old Individualized Education Program?
  - o If not, is it impossible for the charter school to maintain the old Individualized Education Program?
  - o If it is impossible for the charter school to maintain the old Individualized Education Program, do the proposed alternative arrangements approximate, as closely as possible, the old Individualized Education Program?

If there are additional issues regarding your child's placement that you wish a hearing officer to address, you may request a regular due process hearing.

This notice is an addition to the full statement of rights and safeguards to be followed in providing a free, appropriate public education. Nothing in this notice changes any of the rights described in that statement.

## TRANSFER OF SPECIAL EDUCATION STUDENTS from outside the Warren County School District

1. The school secretary or clerk carries out full registration process, determines if the student was in a special education program (for all students).
2. The school secretary or clerk immediately notifies the Chief Executive Officer if the new student was in a special education program.
3. The Chief Executive Officer or designee contacts the sending school to confirm the student's placement status. An attempt to obtain a verbal verification that specific special education documents are available (i.e., Individualized Education Program, Notice of Recommended Assignment, psychological report, Multidisciplinary Team report) and attempt to obtain additional information regarding specific instructional levels, behavioral observations, instructional needs, related services, etc. In the process, the Chief Executive Officer or designee will make a formal request for student records.

1. As mandated by the Pennsylvania Department of Education BEC 14-89 and the Education of the Handicapped Act (EHA):

"If a handicapped child moves to a new school within the State and the parents and the new school is unable to agree on an interim placement, the new school must implement the old Individualized Education Program to the extent possible until a new Individualized Education Program is developed and implemented. To the extent that implementation of the old Individualized Education Program is impossible, the charter school must provide services that as as the old Individualized Education Program."

As such, the Chief Executive Officer will discuss the student's educational needs and program options with the parents, and will outline the following program options which are available. The first three require agreement between the parent and the district; the fourth option applies in the event of a disagreement:

- a. The parent and the charter school may agree to adopt the old Individualized Education Program as the student's new permanent program. The charter school may rely on the sending school's evaluation if it satisfies Section 504, or the charter school may conduct its own evaluation. The charter school will make any necessary clerical changes to the sending district's Individualized Education Program (e.g., changing the names of the school district and the school, retyping the Individualized Education Program onto the form used by the receiving district/school). The charter school Notice of Recommended Educational Placement (NOREP) and the Individualized Education Program will also be attached. The charter school must implement the Individualized Education Program, either immediately or as otherwise agreed.
- b. The parent and the charter school may agree on a new Individualized Education Program as the student's new permanent program. The charter school may rely on the sending district's evaluation if it satisfies Section 504, or the charter school may conduct its own evaluation. The charter school will issue a Notice of Recommended Assignment with the new Individualized Education Program attached. The charter school must implement the Individualized Education Program, either immediately or as otherwise agreed.
- c. The parent and the district may agree on an interim program while the charter school conducts an evaluation and develops and proposes a new Individualized Education Program. (Parent is issued notice of intent to re-evaluate.) The interim Individualized Education Program may be the same as the old Individualized Education Program, or it may be newly developed. The charter school will issue a Notice of Recommended Assignment with the interim Individualized Education Program attached and will immediately implement the interim Individualized Education Program while it develops and proposes a new Individualized Education Program. If the parent disagrees with the proposed new Individualized Education Program and seeks due process, then the interim Individualized Education Program constitutes the student's "present educational placement" for purposes of the Education of the Handicapped Act pendency provision. The charter school must maintain the interim Individualized Education Program until due process is exhausted or an agreement is otherwise reached.

The charter school either adopts the sending district's evaluation or conducts a new one and then proposes a new Individualized Education Program as the student's permanent program. In the event the parent wants the charter school to maintain the old Individualized Education Program, or otherwise objects to the proposed new Individualized Education Program, the charter school must implement the old Individualized Education Program while the parent seeks due process. The old Individualized Education Program constitutes the student's "present educational placement" for purposes of the Education of the Handicapped Act pendency provision. The district must maintain the old Individualized Education Program until due process is exhausted or an agreement is otherwise reached.

1. Once the placement recommendation is established, the Chief Executive Officer or designee will issue the NOTICE OF RECOMMENDED ASSIGNMENT along with the NOTICE OF RIGHTS FOR INTERDISTRICT TRANSFER STUDENTS [113.1 (G)] to the parent or legal guardian.
2. The Chief Executive Officer will contact the receiving special education classroom teacher in order to provide information useful in providing the interim or permanent instructional program.
3. The Chief Executive Officer or designee will contact the charter school's transportation office and assist in the arrangement of transportation services .

4. The Chief Executive Officer or designee determine the student's homeroom, mainstreaming assignments and arranges the student schedule. The Chief Executive Officer will also notify other receiving teachers (homeroom and mainstream), counselor, and other appropriate staff.

The Chief Executive Officer will forward a copy of the Individualized Education Program and Notice of Recommended Assignment to the classroom teacher and a copy of the confidential reports (psychological, psychiatric, neurological, etc.) to the school guidance counselor for inclusion in the student's cumulative record. Medical records will be forwarded to the school nurse.

State and federal laws and regulations outline your rights and the safeguards to be followed in providing a free appropriate public education.

At any time you feel that the program is not appropriate, you may initiate due process procedures by forwarding a written statement to the charter school. You may also request reevaluation of the student and/or revisions to the individualized education program. Your request to initiate your rights to a due process hearing means that your child must remain in his/her present educational placement, unless you and the charter school both agree to a change while any disagreement is resolved through these procedures. Additionally, if your child has not started school at the time you initiate these due process procedures, the charter school cannot deny your child admission.

Before the recommended placement and program is implemented, you have the right to further discuss the recommendation. When this discussion does not resolve differences, you have the right to request a pre-hearing conference, mediation, or an impartial due-process hearing. You may also request a combination of these alternatives. Each of these alternatives is described below, in addition to other parental rights.

#### PRIOR NOTICE TO PARENTS

The charter school must provide you with prior written notice each time it proposes, refuses to initiate, or changes the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education to your child.

The written notice must include:

1. a full explanation of all the procedural safeguards available to you;
2. a description of the action proposed or refused by the charter school, an explanation of why the agency proposes or refuses to take the action, and a description of any options the charter school considered and the reasons why those options were rejected;
3. a description of each evaluation procedure, test, record, or report the district uses as a basis for the proposal or refusal; and
4. a description of any other factors which are relevant to the charter school proposal or refusal.

The notice must be written in language understandable to the general public, and provided in your native language or other mode of communication, unless it is clearly not feasible to do so. If your native language or other mode of communication is not a written language, the charter school must take steps to ensure that: the notice is translated orally or by other means to you in your native language or other mode of communication; that you understand the content of the notice; and that there is written evidence that these requirements have been met.

## PARENT CONSENT

Your district must obtain your consent before conducting an initial pre-placement evaluation and before an initial placement of your child in a program providing special education and related services. (Except for pre-placement evaluation and initial placement, consent may not be required as a condition of any benefit to you or your child.) The charter school may require parental consent for other services and activities, if it establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with a free appropriate public education.

This means that no part of a free appropriate public education or other benefit for you or your child can be denied because of your electing to not consent to the charter school proposal. For example, the charter school cannot refuse to provide one service because of your unwillingness to consent to another service. Similarly, the charter school cannot cease providing special education (or any other particular benefit) because of your unwillingness to consent to a change in the array of services or benefits provided to your child.

Where State Law requires parental consent before a child with disabilities is evaluated or initially provided special education and related services, State procedures govern the charter school in overriding your refusal to consent. Where there is no State law requiring consent before a child is evaluated or initially provided special education and related services, then the charter school may use the Federal procedures for due process hearings to determine whether your child may be evaluated or initially provided special education and related services without your consent. If the hearing officer upholds the charter school, it may evaluate or initially provide special education and related services to your child without your consent, subject your rights to appeal the decision and to have your child remain in his or her present educational placement during the pendency of any administrative or judicial proceeding.

## INDEPENDENT EDUCATIONAL EVALUATION

You have the right to obtain an independent educational evaluation of your child.

You have the right to an independent educational evaluation at public expense if you disagree with an evaluation obtained by the charter school. However, the charter school may initiate a due process hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, you still have the right to an independent educational evaluation, but not at public expense. This provision for independent evaluation at public expense excludes students who are solely gifted or thought-to-be gifted.

If you obtain an independent educational evaluation at private expense, the results of the evaluation must be considered by the charter school in any decision made with respect to the provision of a free appropriate public education to your child, and may be presented as evidence at a due-process hearing regarding your child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense.

The charter school will provide to you, on request, information about where an independent educational evaluation may be obtained.

Whenever an independent evaluation is conducted at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications the examiner, must be the same as the criteria which the public agency uses when it initiates an evaluation.

## PRE-HEARING CONFERENCE

At the Pre-Hearing Conference, every attempt will be made to reach agreement on an appropriate placement and program. The purpose of the conference is to foster discussion, not confrontation.

The Pre-Hearing Conference is held with you and school officials to discuss your concerns about the recommended program. The impartial hearing officer is not present at this conference.

The Pre-Hearing Conference will be scheduled within 10 school days from the date the school

receives your request.

The Pre-Hearing Conference will include but not be limited to: the parent, guardian, surrogate parent, and/or student, if appropriate, and representative(s) of the charter school.

The charter school personnel will provide written evidence to support the appropriateness of the recommended program.

You may present records or reports, which may not have been previously available to the charter school or intermediate unit, which you feel will be helpful in determining the appropriateness of the recommended assignment.

You may be accompanied by any person of your choice, including legal counsel, to either advise or represent you at the conference.

If an agreement is reached, the Individualized Education Program will be implemented. If agreement is not reached, an impartial due-process hearing will be arranged if requested.

Following the Pre-Hearing Conference, you will be given documentation of the conference. You may then give approval or may request a hearing before an impartial hearing officer.

The parents or the school district may waive the right to a pre-hearing conference and immediately request an impartial due process hearing.

## MEDIATION

Mediation is a voluntary process in which the parents and agencies involved in an early intervention or special education dispute, regardless of whether an impartial due-process hearing has been requested, agree to obtain the assistance of an impartial mediator in attempting to reach a mutually agreeable settlement of issues in dispute.

During a mediation conference the mediator shall meet with the parties together in a joint session and individually in private sessions.

Discussions occurring during the mediation session shall be confidential, and no part of the mediation conference shall be recorded.

The mediator may not be called as a witness in future proceedings.

The written mediation agreement is not a confidential document and shall be incorporated into the student's Individualized Education Program and is binding on the parties.

The mediation agreement shall be enforceable by the Department of Education.

An Individualized Education Program team shall be convened, no later than 20 school days following the mediation agreement, to incorporate the mediation agreement into the Individualized Education Program.

When the mediation conference results in a resolution of the dispute, each party shall receive an executed copy of the agreement at the conclusion of the mediation conference.

Mediation may not be used to deny or delay a party's right to an impartial due-process hearing. The parents or the charter school may immediately proceed to an impartial due process hearing.

## IMPARTIAL DUE PROCESS HEARING

You or a public educational agency may initiate a hearing regarding the public agency's proposal or refusal to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education to your child.

The hearing will be conducted by the public agency directly responsible for your' child's education.

The public agency must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, or if the agency initiates a due-process hearing.

A hearing officer is involved in the education or care of your child, or by any person having a personal or professional interest which would conflict with his or her objectivity in the hearing. (A person who otherwise qualifies to conduct a hearing is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer)

Each public agency shall keep a list of the persons who serve as hearing officers. The list must include a statement of the qualifications of each of those persons.

The public agency shall ensure that a final hearing decision is reached and mailed to the parties within 45 days after the receipt of a request for a hearing, unless the hearing officer grants a specific extension at the request of either party.

The decision made in a due-process hearing is final, unless a party to the hearing appeals the decisions under the procedures for impartial administrative appeal described below.

#### DUE PROCESS HEARING RIGHTS

Any party to a hearing has the right to:

1. be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
2. present evidence and confront, cross-examine, and compel the attendance of witnesses;
3. prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five days before the hearing;
4. obtain a written or electronic verbatim record of the hearing;
5. obtain written findings of fact and decisions. (After deleting any personally identifiable information, the public agency shall transmit those findings and decisions to the State advisory panel and make them available to the public.)

You must be given the right to have your child present, and to open the hearing to the public.

Each hearing must be conducted at a time and place which is reasonably convenient to you and your child.

#### ADMINISTRATIVE APPEAL - IMPARTIAL REVIEW

Any party aggrieved by the findings and decision in the hearing may appeal to a three person panel appointed by the Pennsylvania Department of Education. If there is an appeal, the review panel will do the following:

1. Examine the entire hearing record.
2. Insure that the procedures at the hearing were consistent with the requirements of due process.
3. Seek additional evidence if necessary. If a hearing is held to receive additional evidence, the hearing rights described above apply.
4. Afford the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing official.
5. Make an independent decision on completion of the review.

Give a copy of written findings and the decisions to the parties. (After deleting any personally



1. identifiable information, the State educational agency will transmit those findings and decisions to the State advisory panel and make them available to the public.)

Each review involving oral arguments must be conducted at a time and place that is reasonably convenient to you and your child,

The State educational agency shall insure that a final decision is reached in an administrative review and mailed to the parties within 30 days after the receipt of a request for a review, unless the reviewing official grants a request of either party, ...The .dt=cisiOTIrnClct=byth\$ .reyit=lfifiT19.Officiali\$JiTiall, unless a party brings a civil action under the procedures described below,

#### CIVIL ACTION

Any party aggrieved by the findings and decision made in an administrative review has the right to bring a civil action in State or Federal Court,

#### CHILD'S STATUS DURING PROCEEDINGS

During the pendency of any administrative or judicial proceeding regarding a complaint, unless you and the charter school agree otherwise, your child must remain in his or her present educational placement,

If the hearing involves an application for initial admission to the charter school, your child, with your consent, must be placed in the charter school program until completion of all the proceedings,

#### AWARD OF ATTORNEYS' FEES

In any action or proceeding brought under Part B of the Individuals with Disabilities Education Act, the court may award reasonable attorneys' fees to the parents or guardians of a child or youth with disabilities who is the prevailing party, This provision for attorney fees excludes students who are solely gifted or thought-to-be gifted,

#### SURROGATE PARENTS

The provisions for surrogate parents does not apply to students who are solely gifted or thought-to-be gifted,

Each public agency shall ensure that an individual is assigned to act as a surrogate for the parents of a child when no parent can be identified,

Organizations which may assist you:

If the student has a disability which is mental retardation or emotional disturbance, he/she is entitled, under the Pennsylvania Mental Health and Mental Retardation Act of 1966 and the Pennsylvania Mental Procedures Act of 1976, to the services of a local MH/MR center for an independent medical, psychological, and educational evaluation to be performed by a state-certified professional at no cost to the parent per agreement by the Pennsylvania Department of Public Welfare (DPW) in the 1972 Pennsylvania Association for Retarded Citizens (PARC) Consent Agreement,

Name/Address/Phone-MH-MR Base Service Unit:

Local chapter of the Pennsylvania Association for Retarded Citizens:  
ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (ACLD)  
PENNSYLVANIA ASSOCIATION FOR GIFTED EDUCATION (PAGE)  
TRI-COUNTY INTERMEDIATE UNIT #5

Organizations providing low cost or free legal assistance which may assist you: Pennsylvania Bar Association  
Education Law Center of PA

Legal Services for Exceptional Children, Harrisburg, PA 17108 215/238-6970 800/932-4637

### 113 - S SURROGATE PARENTS

The Tidioute Community Charter School (TCCS) policy on the use and training of surrogate parents has been adopted to comply with law. The TCCS recognizes that in the process of a child's education, parents play an important role in safeguarding the rights of a child with disabilities. To ensure the rights of children who are wards of the state or where parents are unknown or unavailable, the TCCS will identify those children and appoint an individual to represent the child in matters of education.

A surrogate parent is a trained individual acting in place of a parent in matters of education for a child. The surrogate parent will be assigned by the TCCS to ensure that the child's rights for a free appropriate public education are developed and maintained. The surrogate parent will act in place of a parent for the child concerning his or her educational program by being involved in planning, understanding of procedure and rights, and will receive notices concerning evaluation and placement.

#### Parent Status Not Determined By Residency

A person who satisfies the definitional criteria established above in this guideline shall have all the rights, protections, and obligations of a parent under IDEA 2004 and Chapter 14 of the regulations of the State Board of Education regardless of whether he or she resides with the child for whom he or she is serving as a parent. School district staff may presume that legal notices and other papers required by law to be given to the parent of a child with a disability have been effectively delivered to all persons qualified to act as a parent of that child when such notices or papers are mailed or sent by other reliable means of conveyance to the address identified through the registration process as the residence of the child for school attendance purposes. If the TCCS staff have actual knowledge that a person qualified to act as a parent of the child is not receiving such notices when mailed or delivered in accordance with this section, copies of notices or papers shall be sent or delivered separately to the residence of the parent. If a staff member responsible for contacting or providing notice to the parent of a child with, or thought to have, a disability determines after reasonable investigation of the circumstances that:

- 1. No parent, as defined by this policy, can be identified.*
- 2. Neither the TCCS nor other social services or law enforcement agencies involved with the child or the family of the child can discover the whereabouts of a parent as defined by this policy.*
- 3. The child is a ward of the state as defined by the Secretary of Education.*

The school district shall appoint a qualified surrogate parent to perform the functions and exercise the rights of a natural parent/guardian in accordance with IDEA 2004 and Chapter 14.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No.113-A

TITLE: Positive Behavior  
Support  
ADOPTED: 11/1/11

**POSITIVE BEHAVIOR SUPPORT**

The Tidioute Community Charter School (TCCS) believes that positive measures form the basis of behavior support programs to ensure that all students must be free from demeaning treatment, the use of aversive techniques, and unreasonable use of restraints. Positive Behavior Support Plans will be developed as required pursuant to 22 Pa. Code § 711.46 and other applicable provisions of the law.

Philosophical Strategies:

1. Social and emotional skills form a foundation for young people's success not just in school, but also as healthy and caring adults, productive workers, and engaged citizens. Positive behavior support in school is directly connected to increased motivation, efficient academic learning, high achievement, diminished disciplinary action, and increased graduation rates.
2. Student and school personnel have the right to work in a safe environment.

Procedure:

1. Behavior support programs include research based practices and techniques to develop and maintain skills that enhances an individual student's opportunity for learning and self fulfillment.
2. Behavior support programs and plans are based on a functional assessment of behavior and utilize positive behavior techniques.
3. When an intervention is needed to address a problem behavior, the types of intervention chosen must be the least intrusive necessary.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 115  
SECTION: Programs  
TITLE: Movie Policy  
ADOPTED: 6/18/09

### **115 MOVIE POLICY**

Educational films may be shown to enhance a particular unit, lesson, or class. The film **MUST** have educational value. All films must have written approval from the CEO or his or her designee. In addition to this, any R rated films that are to be shown must have a permission form signed by the parent or guardian of the student viewing the film. Some examples of educational movies are those produced by The Discovery Channel, specific curriculum companies, and The Discovery Channel. Any film that is being shown as a 'reward' must be approved 2 weeks ahead of the showing by the CEO or his or her designee.

## 117 HOMEBOUND INSTRUCTION

The Board shall provide, pursuant to law and regulations, homebound instruction to students confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The period of homebound instruction for an individual shall not exceed three (3) months unless extended with the approval of the PDE.

### 2. Delegation of Responsibility

Application, submitted via a doctor or other provider, for homebound instruction shall certify the nature of the illness or disability injury or other urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons, state the probable duration of the confinement, and be recommended by the Superintendent or designee. The Superintendent shall develop procedures to safeguard the privacy of each child placed on homebound instruction.

The Superintendent or designee may request approval from the Department of Education to extend the period of homebound instruction for an individual, which shall be reevaluated every three (3) months.

### 3. Guidelines

The Board shall provide homebound instruction only for those confinements expected to last at least two (2) weeks.

Exceptions may be recommended by the Superintendent or designee.

The program of homebound instruction provided to each student shall be in accordance with the standards established by the state.

The Board reserves the right to withhold homebound instruction when:

1. The instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher.
2. A parent/guardian or other adult in authority is not present with the student during the hours of instruction.
3. The condition of the student precludes any benefit from such instruction.

### 4. Responsibilities

The Board will provide an instructor for homebound instruction for any student qualified for services under this policy. The instructor will be a duly certified teacher, but will not necessarily be specialized in any particular field of instruction. The Board will also

provide textbooks and materials for qualified homebound students. The hours of instruction to be provided will be at the discretion of the Board, the CEO, or a designee.

The responsibilities of the student will include active participation **in** the homebound instruction program to the maximum extent permitted by the student's disability or other condition. The student will be expected to complete all assignments given by the instructor on a timely basis. -The-student-s family will be expected to provide an area within the home suitable for homebound instruction without undue interruptions.

## 122 EXTRA CURRICULAR ACTIVITIES

Tees will have a list of activities that students may choose to participate in. Any student desiring information about one particular activity should contact the advisor, coach, or office for details.

### CO-CURRICULAR ACTIVITIES / TCCS

#### Purpose

The Board of Trustees believes that the goals and objectives of this school are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom curriculum program of the school. All learning experiences offered by the school, curricular and co-curricular, should be planned and integrated toward the attainment of the school's objectives with the mission in mind.

#### Definition

For the purpose of this policy, "co-curricular activities" shall be those activities which are sponsored or approved by the Board but are not offered for credit toward student participation in the processes of initiation, planning, organizing, and execution; by being available to all students who voluntarily elect to participate except that where eligibility requirements are necessary or desirable, the eEO shall be so informed and must approve the establishment of eligibility standards before they may be operable, and shall ordinarily include: intramural sports, band, chorus, and clubs.

#### Philosophy

Participation in co-curricular activities is a privilege afforded to students that carries with it the responsibility of good behavior. Students have no absolute rights or property interest in participation in co-curricular activities. The TeeS recognizes that acceptable behavior is essential to the development of responsible and self-disciplined citizens and to the effective school programs. Positive behavior is based on respect for one's self and for the worth and dignity of others. The TeeS has a legitimate and substantial community interest in promoting respect for authority and traditional values and in developing positive behavior.

It is the intention of the eEO that the school's programs help students achieve maximum development of individual knowledge, skills and competence; and that they provide behavior patterns which will enable students to be responsible, contributing members of society.

The CEO will periodically review and approve rules of conduct for students. The basis for these rules are that such rules:

1. Honor the inherent right of parents
2. Will not infringe on constitutionally protected rights
3. Will be printed in a manner to be made available to students and parents
4. Will be applicable on the school grounds during and immediately
5. On the school grounds at any other time when the school is being used by any school group
6. Offthe school grounds at a school activity, function, or event, or
7. On and during district provided transportation

The CEO or designee(s) will develop specific rules of conduct which will reflect the schools philosophy and intent regarding participation, in co-curricular activities.

The purpose of establishing common co-curricular rules and regulations is to promote, protect, and conserve the health and physical welfare of the student who participates in any sanctioned co-curricular activity. The rules and regulations are also designed to help safeguard and enhance the educational values for our students and to cultivate active participation, good sportsmanship, and the emichment of each participant through the development of skills, health, strength, self-reliance, emotional maturity, and social growth. The Tidioute Community Charter School strives to attain the ideal of total student growth; physical, social, and intellectual.

### **Authority**

The CEO shall make school facilities, supplies, and equipment available and shall assign staff members for the support of a program of co-curricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act.

Any co-curricular activity will be considered to be under the sponsorship of the school when it has been approved by the CEO.

The Board will maintain the program of co-curricular activities at no cost to the participating students, except that the Boards responsibility for provisions of supplies will carry the same exemptions as listed in the Board's policy on regular school supplies, and students may assume all or part of the costs of travel and attendance at co-curricular events and tips.

### **Delegation**

The CEO shall prepare Procedures of Responsibility to implement a co-curricular program that shall:

-Access the needs and interest of the students of The Tidioute Community Charter School

-Invite the participation of parents and community in the development of a program of co-curricular activities. Such participation shall be in accordance with the Equal Access Act.



- Involve students in the planning of co-curricular activities
  - Be responsive to the articulated needs of students
  - Ensure the provision of competent guidance and supervision of staff
  - Guard against the exploitation of students
  - Provide for a variety of experiences and a diversity of organizational models
  - Provide for the continuing evaluation of the co-curricular program; and
  - Ensure that all co-curricular activities are open to all students and that all students are fully informed of the co-curricular opportunities open to them.

#### Equal Access Act

TCCS shall provide the opportunity for one or more non-curriculum related secondary student groups to meet on the school premises during non-instructional time for the purpose of conducting a meeting within the limited open forum on the basis of the religious, political, philosophical, or other content of the speech at the meetings. Such meetings must be voluntary, student initiated, and not sponsored in any way by the school, its agents or employees. Non-instructional time is the time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

The meetings cannot materially and substantially interfere with the orderly conduct of educational activities in school. The CEO or his or her designee shall establish the length of sessions, number per week, and other such limitations as may be reasonably necessary.

The school retains the authority to maintain order and discipline on the school premises to protect the well being of students. Such meetings are on a voluntary basis.

#### Guidelines to Co-Curricular Activities

- Any action relative to the activity
  - During normal school hours
  - On school property
  - On all TCCS provided transportation
  - In transit to and from a co-curricular activity
  - During the hours a co-curricular activity is taking place (includes overnight trips)
  - While serving as an official representative to the co-curricular activity
- The student participants represent the Tidioute Community Charter School as well as their families and their community.

Student participants should be exemplars of good behavior. It is the intent of the co-curricular policy to complement and coincide with the athletic policy. To achieve this it is necessary to define for the purpose of this policy the term: season.

The fall season extends from the second week in August until the second Friday in November.

The winter season begins the following Monday in November and ends the last Friday of February.

This is followed immediately by the spring season which ends the last day of school.

Club organization advisors, with the approval of the CEO, may establish rules within their constitution or by-laws that are more stringent than the adopted rules of the co-curricular policy. Students violating any co-curricular regulation while participating in a club organization activity will be subjected to disciplinary action as defined in the specific rules section.

#### Specific Rules

The following separate and distinct co-curricular rules and regulations are promulgated by the Board of Directors of the Tidioute Community Charter School as follows:

1. The use and or possession of illegal drugs or alcoholic beverages by a student shall result in exclusion from all co-curricular activities for the remainder of that season. The rule effecting tobacco will be applicable.
  - a) On school grounds during and immediately before or after school hours
  - b) On school grounds at any other time when the school is being used by any school group
  - c) Off the school grounds at a school activity, function or event, or
  - d) On and during TCCS provided transportation
2. Distribution or sale of alcoholic beverages, drugs, or substances falsely represented as illegal drugs shall result in exclusion from all co-curricular activities for the remainder of the year.
3. Stealing of equipment or supplies on school property, on school buses, or at school functions shall result in exclusion from participation in all co-curricular activities for the same period.
4. Any student who uses obscene language, gestures, is insubordinate, misbehaves, or commits other acts reflecting poorly upon philosophy, goals, and aims of the Tidioute Community Charter School property, on school buses, or at school functions shall be referred by the advisor-sponsor to the building administration for disciplinary action.
5. A student who has been absent from school during a semester for a total of twelve (12) or more schooldays shall not be eligible to participate in any co-curricular activity until the student has been in attendance for a total of sixty (60) days following his or her twelfth (12) day of absence, excepting absences certified by a physician as due to illness, injury or quarantine.

6. Permanent removal from an activity shall result in the sacrifice of awards for recognition in that particular activity. The discipline set forth in the above specific rules is intended to establish only a minimum discipline. Greater discipline may be imposed depending upon the circumstances of the infraction.

122-A

## Non-School Sponsored Student Trips

The mission of the Board of Trustees of the Tidioute Community Charter School is to support student organizational activities that will directly enhance on-campus life, and allow students to develop leadership and other skills. **It** is important for students and parents to note that receiving funds is a privilege and not a right, funds will be considered for distribution on a first-come-first-served basis. The Board is entrusted with the responsibility for ensuring that funds are allocated wisely and as fairly as possible.

### I. Operating Procedures

- A. *Request(s) must be made in person to the Board by the March meeting.* Exceptions may be made at the discretion of the President of the Board of Trustees.
- B. The Board of Trustees retains the right to evaluate how students use funds for programs.
- C. The Board of Trustees will set a side \$5000.00 per academic year for assistance with the funding of all outside student trips. Each applicant for these funds will receive a share of the total amount that is equal to the funds allotted by the Board of Trustees, divided by the number of qualified student applicants; in no instance will a student receive more than \$1,500 of assistance.
- D. The Board of Trustees reserves the right to reduce or eliminate funding for any academic year, depending on the approved budget for the year.

### II. Program Information

- A. The basic premise for which funds will be allocated is to promote on-campus programming and is based on the general contribution of a program to the *on-campus* cultural, educational, recreational or physical well-being of all TCCS students.
- B. Multiple requests are not permitted. Once a student has applied and received funds from the Board of Trustees they are not eligible to apply for more funds to finance a second trip.

### III. Amounts Requested from the Board of Trustees

- A. Student funds may not exceed \$1,500.00 per student for anyone event.
- B. Funds must be encumbered or spent for the submitted event. Any unspent funds will revert to the General Fund account, unless otherwise specified by the Board.

I. Club/Other Funding Sources: All funding sources for a student's proposed event must be disclosed in the application request including but not limited to those requests from other departments and/or organizations and funding requests coming from a co-sponsoring organization.

A. Funds will not be allocated where the primary spending will be used:

1. To finance political campaigns or candidates.
2. To violate TCCS policies, or Local, State or Federal laws.

V. The Board will not consider funding for any debts incurred or financial obligations of an organization or student prior to a Board presentation. In addition, organizations or students entering into any agreement, either oral or written, for products or service, with the expectation that funds will be forthcoming are solely responsible for the funding service of that agreement. In short, no Student is authorized to obligate Tees in any matter.

VI. The Tees Board of Trustees reserves the right to reject any proposal whether or not the proposal meets all the criteria of these guidelines.

VII. Tees does not give money directly to an organization or a student, but rather pays the actual bill from the organization sponsoring the trip.

VIII. Absolutely no reimbursement of past expenditures are allowed.

IX. The Tees does not, by making funds available, assume or accept any liability for claims of personal injury, or property damaged suffered by the students or any other person or entity related to the activity. Tees neither sponsors nor endorses any student activity to which a contribution is made under this policy

123 INTERSCHOLASTIC ATHLETICS

ATHLETICS

ATHLETIC COURTESY AND SPORTSMANSHIP

All students, whether players or spectators, should observe the rules of good sportsmanship and fair play. All students are expected to act in such a manner that they must be a credit to themselves, their school, and their community.

The following guidelines are taken from the PIAA Constitution and By-Laws, Article XIX, Section 1. "Athletics should foster clean sports. It is a privilege and duty of every person connected with athletics to exemplify their principles in his or her own actions and earnestly advocate them before other."

1. The rules of the game are to be regarded as mutual agreements, the spirit of letter of which no honorable person could break.
2. No advantages are to be sought over others except those in which the game is understood to show superiority.
3. Unsportsmanlike or unfair means are not to be used even when they are used by opponents.
4. Visiting teams are to be honored guests of the home team, and should be treated as such.
5. No action is to be taken nor course of conduct pursued which would seem unsportsmanlike or dishonorable if known by one's opponent or the public.
6. Remember that a student spectator represents his or her school the same as the athlete.
7. Any spectator who continually shows poor sportsmanship will be requested not to attend further contests.
8. Decisions of officials are to be abided by, even when they seem unfair.
9. Officers and opponents are to be regarded and treated as honest in intention. In games when opponents conduct themselves in an unbecoming manner, and when officers are manifestly dishonest or incompetent, future relationships with them should be avoided.
10. Good points in others should be appreciated and suitable recognition given.
11. The practice of "booing" is regarded as discourteous and unsportsmanlike.

## GUIDELINES GOVERNING CONDUCT

1. School and Game Officials reserve the right to refuse admissions to school property and to remove from school property any person or persons who violate rule of
2. Alcoholic beverages are prohibited on school property.
3. Obscene cheers or gestures, erratic behavior, and unsportsmanlike conduct will not be tolerated. This includes outlandish dress, hair, and face paint.
4. Artificial noisemakers (bells, horns, wood clackers, etc.) are not permitted in the gym.
5. Home and visiting cheerleaders may use megaphones and pom-poms but must keep them in their possession at all times.

## STUDENT ATHLETIC ELIGIBILITY REQUIREMENTS

The following is the student athletic eligibility requirements for athletic participation in the Tidioute Community Charter School:

- A weekly checklist be placed in the teachers' mailboxes on Monday morning.
- Teachers return checklist no later than Wednesday morning.
- The CEO or his or her designee reviews the checklist.
- A list of "no" along with the teacher's name will be given to the head coach on Thursday or Friday. The coach will be encouraged to discuss these "no's" with the student athletes.
- Students receiving more than one "no" in any given week will be called in by an administrator or designee to discuss his or her academic or conduct problem.
- "No's" in conduct will be subject to review by the administration. Ineligibility based upon these "no's" will be completely at the discretion of the CEO.
- Those students who are declared ineligible will be ineligible to participate in athletic practices and events for the period of one week, beginning the following Monday through Saturday. After ineligibility is determined, the head coach, student athletic, and parents will be notified of the proposed action by the administration.
- Academic eligibility will be made in accordance with the school, head coach and CEO. A student must pass all courses to be eligible.
- Athletic eligibility questions not covered in the above items will be determined by the PIAA Constitution and By-Laws.

## ATHLETIC PHYSICALS

All athletic physicals are to be paid for by the parent and or guardian unless otherwise notified by T.C.C.S.

## ATTENDANCE AT HOME EVENTS

1. Students attending home events, athletic or otherwise, should remain within the gated or used areas at all times.
2. Students leaving an event will not be permitted to re-enter and will forfeit any entrance fee collected.



130HOMEWORK

## HOMEWORK

"Practice makes perfect" is an expression many of us have heard. It means the more we practice or do something, the better we get at it. Homework is assigned to reinforce classroom instruction. If a student chooses not to do it or to copy someone else's work, he or she forfeits the opportunity to get the needed practice.

Written work and studying constitute homework. One objective in education is to teach students proper study habits. Students should do their homework whenever possible in an appropriate location - a place free from distractions, with proper lighting, and with necessary supplies (reference books, pencils, pens, paper, desk, etc.). Students are encouraged to take pride in their field of knowledge and for enjoyment.

### HOMEWORK REQUESTS

It takes a great deal of time for each of your child's teachers to prepare work to be sent home when a student misses school. We ask your kind cooperation in the following manner:

For a prearranged absence: If you know ahead of time that your child is going to be missing school due to surgery, hospitalization, or if you are taking your child out of school for an educational trip, (you must receive permission for the trip in advance) Please contact the office or CEO.

For an absence of one or two days: We suggest asking a friend in the same room for the assignment and/or check with the teacher upon return to school to make up assignments.

For a longer absence:

1. Request work on the third day your child is out of school. Call the school office in the morning (best between 8:00 and 8:30, but no request will be honored after 11:00 a.m.) to allow teachers time to put work together.
2. Please **pick up** the work promptly at the arranged time.
3. When you request the work to be sent home with another student, you are asked to:
  - a. select a responsible student
  - b. speak with that student personally so the student agrees to the arrangement and is aware of the responsibility

5. See that your son or daughter does indeed take the time to do the work you requested. If your child does not do these assignments while at home, we will not be able to send work the next time it is requested.
6. It is still your child's responsibility to see each teacher when returning to school to:
  - a. turn in completed work to the teachers
  - b. ask if there are other things of which he/she needs to be aware of.

### Section 1:05

#### **Siblings of TeeS Students and founder students**

We strongly support keeping families together in one school. Priority will be given to enrolling siblings of currently enrolled students and children of parents who have actively participated in the development of the charter school as per Act 22 Section 1723- A. They . Will be placed in the Waiting list according to the enrollment date of their sibling; It is the responsibility of the parents to notify the TCCS at the time of new student application if there is a sibling already enrolled at the TCCS.

### Section 1:06

#### **Children of School Staff Members**

Children of school staff members Will receive priority in enrollment before the general waiting list but after any siblings and founder students who are waiting as per Act 22 section 1723- A.

### Section 1:07

#### **Offering Available Positions**

As positions in the school become available, they Will be offered to sibling students, founder students, then to staff students and then to students on the general waiting list If TCCS is unable to make contact with the persons on the waiting list, those names Will be deleted.

### Section 1:08

#### **Declining an Offered Position**

Parents will have 48 hours to decide whether to accept a position after it has been offered. If extenuating circumstances justify additional time for a family to make a decision, that additional time may be granted by agreement with TCCS administrators when the offer is made. The names of students on the waiting list will be removed when an offered position is declined. Parents may reapply for a position in the school by attending a parent orientation meeting and completing a Letter of Interest in order to be placed on the waiting list for future openings.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No.  
SECTION: Pupils  
TITLE: Enrollment In

*ADOPTED: 8/18/09*  
REVISED:

200 ENROLLMENT IN CHARTER SCHOOL

## Tidioute Community Charter School Admissions and Waiting List Policy

Implemented 2005, Revised May 2008, Revised June 2009

*(This policy will supersede and replace the current Admissions Policy approved in May of 2008)*

### Section 1:01

#### Admission Criteria

1. TCCS will accept applicants on a first come first served basis up to a total enrollment of 250 students in the first year. Should applicants exceed that number TCCS will conduct a lottery as described in Section 1:02 below. TCCS shall not discriminate in its admission policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district as provided for in Act 22 section 1723-B. Because it is a comprehensive school without an academic or arts specialty, there will be no admission criteria. Should TCCS receive more than 250 applications the first year, TCCS reserves the right to increase the number of students served to 275 the second year and to 300 for the third.
2. Children are considered school age from the time they are admitted to the public school educational program until graduation from high school or the age of 21. Enrolling children will be at least 4 years 0 months old for K4 as of the first day of the school term or 5 years 0 months old for K5 as of August 31<sup>st</sup> of the current school term. Students who turn 21 during the school term are entitled to finish that school term. If a student is under age 21 and has a Graduation Equivalency Diploma ("GED"), the student can enroll in school and work towards a diploma.
3. A parent or guardian shall furnish proof of age with an original birth certificate notarized copy of birth certificate; baptismal certificate; copy of the record of baptism - notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth upon submission of the Enrollment Agreement and the Enrollment Notification Form.

4. A parent or guardian shall furnish immunization records, proof of residency and a parent registration statement upon submission of the Enrollment Agreement and the Enrollment Notification Form. Parents must also furnish a signed current physical exam (exam conducted after January 1<sup>st</sup> of the current year) either at the time of registration or within 30 days after registration. This includes students in grades K4 or K5 (if student has not previously attended K4 at TCCS), 6, 11 and all new students. In the event registration is within 90 days of the start of the school year, the physical exam of the child must be completed, signed, and turned into the TeeS prior to the child starting/attending school.

## Section 1:02

### Letter of Interest Period/Lottery

Tees will publish and distribute an application for admission by March 1 of each school year, beginning in 200S. The applicants will self address a post card, included in the application packet, which will be mailed as a receipt. Applications will be due at the school by May 1<sup>st</sup> of each school year. If more than the number of students than the school is able to serve in a given school year applies, places will be awarded first to students previously enrolled and their siblings, founder students and next to children of school staff members. See Admissions and Waiting List policy sections 1:0S and 1:06 below for more information. Any remaining places will be assigned through a neutral lottery conducted by May 20<sup>th</sup> of each year as per Act 22 section 1723-A. First preference shall be given to students who reside in the Warren County School District.

Persons unsuccessful in the lottery will be placed on a waiting list in order of the date of their application. Applicants will be notified by May 2Sth of each year concerning the outcome of their applications. Should places remain open after May 2Sth; TeeS will accept applicants until the places are filled. See Admissions and Waiting List Policy sections 1:03 through 1:08.

## Section 1:03

### Application to the Waiting List

In order to ensure that those who are on our waiting list are well informed and able to make a decision when offered a position, we encourage all families to carefully review our school philosophy and charter, and to place their children on our waiting list if they value our vision, mission, philosophy, and program and attend a parent orientation meeting. Names will not be taken over the phone.

## Section 1:04

### Order of the Waiting List

The waiting list will be operated on a first come, first served basis. Student selection must be based on equitable and fair district-wide criteria and ensure that there is equal access for all students regardless of race, color, religion, gender, national origin, or disability. Parents of applicants may be informed of their position on the waiting list.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 201  
SECTION: Pupils  
TITLE: Admission of  
Beginners

REVISED:

## 201 ADMISSION OF BEGINNERS

The enrollment and admissions policies are explained in the TCCS charter application. The age of admission for Kindergarten students parallels the Warren County School District. The TCCS insists that the child be 5 years of age before the cut off date of August 31<sup>st</sup>.

### 203~PEDICULOSIS CAPITIS (HEAD LICE) AND NITS

A student may not attend school when a lice infestation is present. **If** a student comes to school with the parasites or nits present, the parent will be notified to take the student home.

The procedure for readmission is as follows:

1. The parent will treat the child with an "over the counter" product such as NIX or RID, reading and following the label directions. Bedding that can not be washed, and all furniture must be treated with recommended pesticide (called Bedding Spray). Clothing and bedding that are washable must be washed with detergent and hot water.
2. The treatment for the hair is carefully explained on the product label. After application of the shampoos and rinsing, the hair must be combed with the lice comb that is in the kit. This is an important step. The nits (the tiny white flecks on the hair shaft) must be removed. These are the lice eggs and may hatch and re-infest your child.
3. If treatment is successful, the student will be readmitted to classes.
4. Siblings of the student will be examined for the presence of lice infestation. Parents will be responsible for treatment of each sibling affected.
5. The treatment must be repeated in one week after the initial infestation. (To prevent re-infestation with newly hatched parasites.)
6. The child will be re-examined by school personnel after the first and second treatments. **If** the lice and/or nits are still present, the child will again be until cleared.
7. A parent must accompany the child upon return to school for readmission.

204 ATTENDANCE

The Board of Trustees of the Tidioute Community Charter School requires that school-aged students enrolled in the school attend school regularly in accordance with the laws of the state. The educational program offered by this school is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and participation in well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. As the Board believes there is an educational nexus between classroom presence and grading and that class attendance is relevant to the pupils' overall performance and grades, it is the policy of the Board that pupils who are "truant" or have missed class due to unexcused or illegal absences will receive a zero for the class for the days much were actually missed by the student. **Furthermore, failure to maintain at least a 90% attendance rate (missing more than 18 days of school without proper documentation or extenuating circumstances) ~ considered grounds for dismissal of the student from the Tidioute Community Charter School**



## 209 HEALTH EXAMINATIONS

Screening activities are held on an ongoing basis. The purpose of screening is to identify students who may need further evaluation. Areas screened are as follows:

1. Height and weight - every year.
2. Vision screening -every year.
3. Hearing screening - Grades K, 1,2,3,7, & 11.  
(Screening may be done in other grades if there has been a problem.)
4. Dental examination - Grades 1, 3, & 7. (This is an examination only, no reconstruction. )
5. Physical examination - Grades K., 6, & 11. (This is an examination only, no treatment.)
6. Scoliosis screening - Grades 6 & 7. (This exam is done visually.)
7. Blood Pressure Screening - Grades 8 & 12.
8. Tuberculosis Test - when mandated by the State. This test shows whether or not TB germs are present. It does not mean your child has active TB.

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210 USE OF MEDICATIONS

This is a review of the TCCS procedures for administering medication at school. Please read carefully.

1. All medications, both prescription and non-prescription, must be brought to school by a parent or guardian. Medication should never be brought to school by a student.
2. Medications must be brought to school in the original pharmaceutically dispensed and properly labeled container.
3. "Administration of Medicine" permission forms must be completed by the student's physician and parent or guardian prior to the administration of medications (prescribed and non-prescribed) in school. The only exceptions of this procedure is that students are permitted to carry their inhalers after the permission forms are complete and they are also permitted to carry cough drops without permission forms.
4. Many medication schedules, including antibiotics, can be arranged to avoid administration during school hours. Please consult your physician when medications are prescribed.
5. Medications may only be administered by the Nurse, the CEO or one of their designees.

These procedures may be inconvenient, but they are in place to ensure student safety. TCCS will follow these guidelines carefully. Student safety is always a priority.

211 STUDENT ACCIDENT INSURANCE

TCCS DOES NOT purchase accident/health or hospitalization insurance or ambulance services for any of our students. It is the responsibility of the parents to provide this coverage.

It is suggested that you review your insurance coverage in these areas if you have a student participating in athletics and/or extra-curricular activities.

1. Ambulance Service - consider purchasing coverage from an agency in your local area. This is usually provided by a fire dept. ambulance service or coverage can be provided by local insurance agents as part of a total accident/health package.
2. Accident and Hospitalization Coverage - this can be purchased for a nominal fee from a local insurance agent. Make sure your child's sport and/or activity is included in the coverage.
3. Student Insurance Plan - please review the student accident insurance policy available through a local insurance agency. (This policy does not cover football or wrestling participation.) Insurance is also available through the school (please contact the school for details).

212 REPORTING PUPIL PROGRESS

2007-2008 GRADE REPORTING SCHEDULE  
GRADING SCHEDULE:

- 4 ½ weeks into the semester - Progress reports.  
1<sup>st</sup> 9 Weeks grades.
- 13 ½ weeks into the semester - Progress Reports.  
Midterm Grades.
- 4 ½ weeks into the semester - Progress reports.  
Third nine weeks Grades.
- 13 ½ weeks into the second semester - Progress reports.  
Final grades.

\*\*\*GRADES\*\*\*

The Tidioute Community Charter School has adopted a percentage grading system for grades 9-12. The grading system for the students at TCCS is as follows:

90 to 100	A	60 to 69	D
80 to 89	B	Below 60	F
70 to 79	C	Incomplete	I

Required Remedial - R; A student that has not achieved a percentage grade equal to or above 60 percent will be given a R. The student:

1. Must complete class work as assigned by the teacher to earn a maximum of 60 percent.
2. Must complete assigned work within ten school days from the end of the marking period.

Report cards will be sent home each 9 week period.

## 213 CHILD ABUSE REPORTING

### Mission statement.

Vigilant attention to our student's well-being must require TCCS employees to protect all children from abuse and or neglect. This shall be achieved through the reporting of all suspected cases of abuse and/or neglect.

### Who's legally required to report child abuse and or neglect?

All persons who in the course of their employment, occupation, or practice of their profession come into contact with children are required to report.

### Procedure for reporting abuse and or neglect.

Any person suspecting abuse and/or neglect must immediately contact the CEO. Both reporting individual and the CEO will be present during the initial contact with Childline. Remember, it is not the school's responsibility to interrogate suspected victim, determine if abuse and/or neglect is occurring, or document evidence of abuse (photographs etc.), only to report all suspected cases of abuse and/or neglect.

### Emergency reporting.

All situations involving eminent harm or requiring immediate protective custody shall be brought to the CEO's attention immediately, who shall then contact the appropriate child protective agency. If the concern regarding violence or interference on behalf of the parent exists, the CEO shall notify the police. The police shall then be present for the intervention.

### Required reporting information.

Name, address, age of child.

Nature and extent of the injuries or maltreatment.

Name, address, of caretakers.

Names of all other adult residence at home.

Names and ages of all other children known to reside in home.

### PA CHILDLINE:

1-800-932 -0313.

### Examples of reportable conditions.

Sexual abuse: in a sexual act between an adult and a child and or exposing the child to adult sexuality.

Fondling, touching, rape, observation of sexual acts, etc.

Physical abuse: non-accidental injury to child.

Burns, bone injuries, bruises, welts, lacerations, head injuries, etc..

Neglect: a failure to provide for the child's basic needs, including physical, educational, and emotional.

Physical neglect: lack of supervision, expulsion from home, inadequate hygiene, etc.

Educational neglect: failure to provide child with adequate educational and or educational assistance.

Emotional neglect: failure to provide adequate psychological care and emotional support.

## 215 PROMOTION AND RETENTION

### *Parental Notification of retention (Middle School)*

Teachers will bring to the core team (consisting of members of the middle school faculty, the guidance department, and the administration) the name of any student who is showing limited progress in school. Team meetings will be held and a decision regarding the possible retention will be forwarded to the CEO of the school. The CEO will notify parents in writing of the team decision and schedule a meeting if it is so desired by the parent.

A letter should be sent at the end of each of the first two marking periods to the parent of any student who has failed two or more core classes.

#### Discretionary Retention

1. Limited academic progress may be indicated by students who:

- are failing in two or more subjects
- have attendance problems
- have poor work and study habits
- have not mastered the skills required to experience success in the next grade level

2. Data which could be considered include:

- PSSA test performance in Grades 5 and 8
- Stanford / IOWA Performance in all grade levels
- Report card/ progress reports
- Age and prior retentions
- Response to interventions offered
- Performance in physical education and related arts courses

- o Attendance data
- .. Other test data
- o Discipline record

## Mandatory Retention

Promotion for students in 7 or 8 is based at least of the 4 core courses (Mathematics, Language Arts, Social Studies, Science). Therefore, retention will be mandatory for students that do not meet this requirement.

## Retention Timeline\*

- By the second week of February the students that are failing two or more core areas will be notified of their possible retention through a letter that will be mailed from the office of the CEO. If the student should exhibit that they are not meeting the minimum requirements by the end of the third nine weeks a first notice or a second notice will be mailed home to the parent or guardian explaining the possible retention.
- By the third week in February or April, a letter requesting a conference will be mailed to parents or guardians of students not making adequate progress. It will be the responsibility of the parent to contact the school to set up a time for this meeting.
- By the first Friday in March or April, conferences regarding retention will be held with the parents or guardians. A letter documenting the conference will be sent to parents. Unsuccessful attempts to contact parents must be documented and kept on file.
- .. Upon receipt of the PSSA, Stanford, or IOWA test results and the grades for the academic year, the CEO or designee will review the list of students being considered for retention and use the results as a factor in the final decision to retain a student.
- Within two weeks of the date that report cards are issued for the final nine weeks, the CEO or designees will send a final retention letter to parents whose child will be retained.
- For students considered for retention, school officials should keep written documentation and letters of the retention process for future reference. All letters should be dated and properly signed on school letterhead stationery.

- .. A child's placement should be that which, in the judgment of the school, best serves his/her educational welfare. The responsibility and authority for making this placement belongs to the school, not to the parent.

\*This time line may be altered for students who enroll in TeeS during the course of the school year.

### Alternative Placement

Students enrolled in middle school who are sixteen years of age or older could be considered for an alternative placement.

A student in grades 9 through 12 will determine his or her progress through the earning of credits.

The elementary students will be retained only after meeting with the parents and coming to a decision based on all stakeholder input and emphasizing what is best for the student.



### Policy for Advanced Placement classes and Dual Enrollment Courses

Advanced Placement courses are available through APEX Learning at TCCS and Dual Enrollment courses through the St. Bonaventure program. Students must be in good academic standing to enroll in these courses. There is an application for the St. Bonaventure courses. Students must meet the eligibility requirements and complete the application. The TCCS Board of Trustees has determined that each college credit is equivalent to 0.33 high school credit. Therefore a 3 credit college course equals 1 high school credit. Advance placement Classes and Dual Enrollment courses will receive a 1.0 weighting with a passing grade upon course completion.

Weighted Courses QPT Scale	Non- Weighted Regular QPT Scale
A-S quality pts.	A-4 quality pts.
B-4	B-3
C-3	C-2
D-1	D -1
F-O	F-0

AP Courses or Dual Enrollment College Courses will be given increased weight (weighted) to impact the TCCSGPA Calculation at the end of each quarter and academic year for students enrolled into them as TCCS students grades 10-12. Class rank will recognize the weight factor in calculations for high school students 10-12 but primarily for juniors and seniors preparing for College or Military application.

## 216 CONFIDENTIALITY AND MAINTENANCE OF STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERP A) affords parents and students over the age of 18 ("eligible students") certain rights with respect to 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 that TCCS receives a request for access.

Parents or eligible students should submit to the CEO a written request that identifies the record(s) they wish to inspect. The CEO will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

No fee can be charged for the retrieval of education records. Should the parent request a copy of their child's education records; the TCCS will charge a copying fee of \$ 0.25 per page. (This fee may be waived by the CEO).

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.

Parents or eligible students may ask the TCCS to amend a record that they believe is inaccurate or misleading. They should write to the CEO, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the TCCS decides not to amend the record as requested by the parent or eligible student, the CEO will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The parent or eligible student may also write a statement outlining their objection to the record. This statement will be attached to the document in question and will remain in the student's file for the length of time that the document continues to be a part of the student's education record.

1. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate education interests. A school official is a person employed by the TeeS as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Trustees; a special task (such as an attorney, auditor, medical consultant, or therapist); a person or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

Upon request the TeeS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

2. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the TeeS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

## 217 GRADUATION REQUIREMENTS

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding a diploma or certificates at graduation ceremonies.

The Board shall adopt the graduation requirements students must achieve, which shall include course completion and grades, completion of a culminating project, and results of school and state assessments aligned with academic standards.

The Board shall award a regular high school diploma to every student who is a enrolled in this school who meets the requirements of graduation established by this Board.

Requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12, which are aligned to established academic standards.

The Board requires that each candidate for graduation shall have earned twenty-four and three quarters (24.75) credits.

The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation and attends a postsecondary institution as a full-time student.

A student may qualify for graduation by attending the high school part-time when officially enrolled part-time in a postsecondary institution.

The CEO or designee shall be responsible for planning and executing graduation ceremonies that appropriately recognize this important achievement.

### Students With Disabilities

A student with a disability will be granted a high school diploma upon successful completion of school district requirements of graduation established by this Board or by the successful completion of the goals and objectives of his/her Individualized Education Program (IEP). The Board recognizes that for some students with disabilities, the meeting of graduation requirements or the goals and objectives of the IEP may occur several years past the twelfth year of school. Oftentimes students with a disability continue to receive an appropriate education after the twelfth year through job training, attending additional academic courses to prepare them to attend postsecondary institutions, and to gain necessary apprentice skills or work on other life skills. All of these examples of continued public school education will hopefully result in these students earning high school diplomas, albeit perhaps several years later. However, the opportunity to participate in graduation ceremonies several years later is diminished when not shared with age appropriate classmates with whom the student has spent his/her school career.

A student with a disability in the Tidioute Community Charter School will have the opportunity to be recognized as a senior during the twelfth year of his/her education.

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senior graduation, senior banquet, senior group photo, yearbook listing as a senior, etc.). The student will participate in graduation ceremonies, but will not receive a diploma until one (1) of the above two (2) requirements is met. The parent/guardian and student will be provided an opportunity to decide whether to participate in graduation ceremonies at the end of his/her twelfth grade year or delay participation until requirements are met or at the end of the school year in which the student with a disability turns twenty-one (21) years of age.

If a student chooses to participate in graduation ceremonies during his/her twelfth grade year, for each year beyond his/her twelfth grade year, the student with a disability will be listed in the yearbook as a continuing education student. Upon successful completion of the requirements of graduation established by this Board or by the successful completion of the goals and objectives of his/her Individualized Education Program (IEP), a private ceremony with the student's immediate family will be arranged during which a diploma will be issued.

#### General Provisions

Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and state regulations - portfolios.

Students shall be informed of graduation requirements they are required to complete.

Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements.

A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure, but the student may be denied participation in the graduation ceremony when personal conduct so warrants. Such exclusion shall be regarded as a school suspension.

A student that has not completed the requirements necessary for graduation from the Tidioute Community Charter School will not be permitted to participate in the graduation ceremony.

Policy for Advanced Placement classes and Dual Enrollment Courses

Advanced Placement courses are available through APEX Learning at TCCS and Dual Enrollment courses through the St. Bonaventure program. Students must be in good academic standing to enroll in these courses. There is an application for the St. Bonaventure courses. Students must meet the eligibility requirements and complete the application. The TCCS Board of Trustees has determined that each college credit is equivalent to 0.33 high school credit. Therefore a 3 credit college course equals 1 high school credit. Advance placement Classes and Dual Enrollment courses will receive a 1.0 weighting with a passing grade upon course completion.

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A-S quality pts.	A-4 quality pts.
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AP Courses or Dual Enrollment College Courses will be given increased weight (weighted) to impact the TCCSGPA Calculation at the end of each quarter and academic year for students enrolled into them as TCCS students grades 10-12. Class rank will recognize the weight factor in calculations for high school students 10-12 , but primarily for juniors and seniors preparing for College or Military application.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 218  
SECTION: Pupils  
TITLE: Student  
Discipline

REVISED:

## 218 STUDENT **DISCIPLINE**

All elements of the Discipline code are contained in the TCCS Discipline Policy manual.

## 221 DRESS AND GROOMING

It is the policy of TCCS to limit the use of backpacks during school hours. The students will be permitted to bring backpacks to school. However, the backpack must be kept in the student's locker during the school day. Students will not be permitted to carry backpacks between classes.

### DRESS

Dress reflects the quality of our school, behavior, and the student's school work. Students are expected to dress neatly in clothes suitable for school. Young ladies shirts - tops, have sleeves and must be worn long enough to be tucked in at the waist (if re-quested). Young men's shirt must also have sleeves and capable of being tucked in at the waist. Clothing which may constitute a disturbance or distraction to the learning environment should not be worn and will result in a student required to change. Students will not be permitted to wear clothing that negatively reflects the values of the TCCS discipline code. Examples of such clothing are those that promote the use of tobacco, alcohol, illicit drugs and those that are found to be sexually or socially offensive. Chains and bandannas also may not be worn while in attendance at school or during extra curricular activities.

The following is not acceptable dress:

- Halter tops or similar styled tops that expose a bare midriff
- Shorts, skirts, or skorts above mid thigh
- Bare feet, slippers, open toe sandals or flip flops
- Hats
- Clothing, patches, buttons or jewelry suggesting or depicting obscene gestures and or sayings
- =Co-Ed Naked shirts or Big Johnson shirts or similar prints
- Any item or dress that directly or indirectly promotes or references alcohol, drugs, or racial epithet (example of indirect reference would be NASCAR shirt depicting a car advertising beer or cigarettes.)

Students may be required, however, to wear certain types of clothing while participating in physical education classes, or in extra-curricular activities.

Please see the TCCS discipline handbook for clarification. Staff discretion determines what is appropriate. Anything deemed inappropriate by staff is unacceptable.



233 SUSPENSION AND EXPULSION

SUSPENSIONS AND EXPULSIONS

- A) Reasons for exclusion from school shall include items such as, but not limited to: persistent disruption of classes; insubordination; violence; smoking or other use of tobacco; assault; vandalism; disruption on school buses or at school activities; dangerous or illegal acts; violation of the rights of others; possession, use or involvement with alcohol or drugs including marijuana on school property or at school activities or on the way to and from school under Section 1317 of the School Laws of Pennsylvania; willful violation of Student Responsibilities as defined by the State Board of Education, September 13, 1974.

A temporary suspension shall be defined as "not more than three (3) consecutive school days."

The CEO making the suspension shall:

- a) Hold a preliminary hearing with the student.
- b) Confirm notification to parent or guardian in writing, stating the reason for suspension and the date of re-admittance for the suspended pupil
- c) Furnish the Board a complete anecdotal record of the incident.

No temporarily suspended pupil shall be removed from the rolls unless permanently expelled as prescribed in Section 1318 of the School Laws of Pennsylvania.

Three (3) suspensions of any individual pupil in a single school term shall result in an automatic recommendation by the CEO to the Board for expulsion of said pupil. However, this shall not defer the CEO from recommending the expulsion of pupil on first offense. The judgment of the CEO in weighing the gravity of the offense shall accompany the recommendation for either suspension or expulsion.

"Full Suspension" shall mean exclusion from school for an offense for a period of up to ten (10) school days. A temporary suspension may be followed by a full suspension for the same offense, provided that the ten (10) school day limitation is not exceeded. Temporary or full suspensions may not be cumulated or made to run consecutively beyond this ten (10) school day limitation.

The maximum period a student may be suspended for an offense shall not exceed ten (10) school days.

In the case of recalcitrant pupil(s) whose behavior is a hindrance to the proper conduct of the school, and wherein the CEO has exhausted all possible means of improving the conduct and attitude of said pupil(s), it shall be the responsibility of the CEO to recommend to the Board that said pupil(s) be expelled.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 224  
SECTION: Pupils  
TITLE: TOBACCO  
USE  
ADOPTED: 2/22/05  
REVISED:

222 TOBACCO USE

**ACT 145**

School Tobacco Control Act

It is a summary offense for a pupil ages 6 - 21 who is enrolled in school to possess or use tobacco products or smokeless tobacco in a school building, on a school bus or on school property at any time. Students who are convicted, may be sentenced to pay a fine of not more than \$50.00 and pay court costs.

Act 145 became Pennsylvania Law on February 3, 1997. TCCS Discipline Policy shall also be in effect.

## 246 STUDENT WELLNESS

### Goals for Nutrition Education

- Nutrition education will occur sequentially from Kindergarten through secondary school.
  - Grade appropriate nutrition curriculum will be established and taught sequentially by the Kindergarten through Sixth Grade instructors.
  - In grade 8 students are required to enroll in Health 8.
  - In grade 9 students are required to enroll in Health and Wellness.
  - Another Health elective that features nutrition education will be available in the form of Health 10 - 12.
- Assemblies will be held once a year featuring an outsourced professional to talk to the students about the importance of life long healthy nutrition.
  - There will be two assemblies; one will be geared towards grades K - 6 and the other grades 6 -12.
  - Each assembly will feature material that will be presented in a fashion that the age group will understand the topics and facts based on their learning ability.
- Expeditionary learning projects that feature the entire student body will be featured every 4 - 5 years.
  - During these expeditionary projects every grade K - 12 will be involved in curriculum that deals with health and wellness.
  - The project features putting information taught in the classroom into hands on experiments and exercises to help fully understand the concepts.
- Nutrition education will provide children with the knowledge and skills needed to lead healthy lives.
  - Basic nutrition facts and information will be part of the curriculum for the elementary children and become more detailed as the students rise through the grade levels.
- Lifelong lifestyle balance will be reinforced by linking nutrition education and physical activity.

## B. Physical Activity During the School Day Through Physical Education

- A varied and comprehensive curriculum that leads to becoming and remaining physically active for a lifetime will be provided in the physical education program.

Through various programs, games, exercises, and demonstrations students will learn how to become and remain physically active to achieve overall wellness.

Curriculum starting at the elementary level and continuing through high school will stress the importance of lifetime physical fitness and how it will benefit them overall.

- Students will be moderately to vigorously active as much time as possible within the physical education class or as physically active within the as documented medical condition will allow.

The 45 minute Physical Education classes begin physical activity as soon as the students enter thus, maximizing time of activity.

Each class begins with stretches and calisthenics, the next phase in all Physical Education classes is to experience cardiovascular exercise through running various pre-determined routes across the gymnasium, after a short 2 or 3 minute break the class will begin the day's activity, and the last 3 minutes of class are used as a cool down.

- A physical and social environment that encourages safe and enjoyable activity for all students will be provided.

During nearly all Physical Education classes games that teach basic skills, knowledge, and aspects of physical activity are used to help make the experience enjoyable for the students.

- .. Safe and adequate equipment, facilities and resources will be provided.

All equipment, facilities, and resources will meet up to date standards and hold the proper organizations approval. (ex. NOSCAE, AAHPERD, etcetera)

- .. Appropriate professional development for staff will be provided.

Courses and programs to assist in professional development will be offered at the school on occasion and also through other venues when available.

## C. Physical Activity During the School Day Beyond Physical Education

- School will offer organized before-school and after-school intramural programs, physical activity clubs and interscholastic activities that meet the needs and interests of all students that promote physical activity.
  - Open gymnasium time may be available occasionally in the mornings, during lunch, and in the evenings, this will not be on an everyday basis but will occur from time to time.

- Intramural programs offered will include: golf, volleyball, basketball, cross-country, softball, and baseball.
  - P.I.A.A. athletics sponsored by T.C.C.S. include: cross-country, volleyball, boys and girls basketball, and softball.
- Schools will partner with parents and community members to institute programs that support physical activity.
    - Adult "Open" gymnasium time will be available to the community throughout the year.

#### Goals for Other School Based Activities

##### A. School Environment

- Drinking water will be available at all meal periods and throughout the school day.
  - Drinking fountains are placed periodically through out the school and bottled water is available for purchase in the cafeteria.
- Students will have access to hand washing or hand sanitizing before meals and after snacks.
- Fundraising will be supportive of healthy eating.
- Teachers, administrators, students, and foodservice professionals will be encouraged to serve as appropriate role models of the wellness plan throughout the school day.

##### B. Family and Community

- Students and the community will have access to the physical activity facilities outside of school hours.
  - "Open" gymnasium time may be available occasionally in the mornings, during lunch, and in the evenings, this will not be on an everyday basis but will occur from time to time.

##### C. Nutrition Services

See the attached nutritional plan.

##### D. Professional Development

- School will provide appropriate in-servicing training to all staff on components of Local Wellness Policy.
  - In-service training regarding the Local Wellness Policy will be held before the first week of classes every year and again any time that the need for explanation arises.

#### E. Health Promotion for Staff

- Health education/wellness program information will be offered to the staff when available.  
**If** there are local organizations such as the YMCA that are hosting any program that may be related to health and wellness education staff will be made fully aware of the opportunity.
- School will offer health education/wellness programs as in-service training when available.  
These programs may be outsourced or taught by a member of the staff.

### 248-1 BuUying/Cyber bullying

#### PURPOSE

The Tidioute Community Charter School (TCCS) is committed to providing all students and employees with the right to a safe and civil educational environment, free from harassment or bullying, in accordance with 22 PA Code #12.3 C. The TCCS recognizes that bullying interferes with the learning process and may present an obstacle to the academic, vocational and social/emotional development of students. The objective of this policy is to:

1. Provide a safe, positive environment for learning through prompt resolution of bullying incidents;
2. Educate students, employees and parents about bullying, its adverse impact on students and the TCCS generally, and how to prevent and resolve bullying incidents so as to minimize the potential for bullying;
3. Communicate to TCCS students, employees and parents the TCCS' s commitment to countering and preventing bullying and to inform the TCCS community of the specific measures the TCCS will undertake to resolve problems in this area.

#### DEFINITIONS

"Bullying," for the purposes of this policy, is defined as an intentional electronic, written, verbal or physical act, or a series of acts, whether in the school setting or outside the school setting, that:

- (a) are directed at another student or students;
- (b) are severe, persistent or pervasive; and have the effect of:
  - (i) interfering with the student's education;
  - (ii) creating a threatening environment and/or
  - (iii) substantially disrupting the orderly operation of the school.

Bullying includes, but is not limited to, physical intimidation or assault; extortion; oral or written threats; malicious teasing, putdowns, or name calling; threatening looks, gestures, or actions; cruel rumors; and false accusations, including any of the foregoing via electronic communications such as the internet, e-mail, text messaging or other methods. "School setting" includes school buildings, grounds (including travel to and from school), vehicles and all school-sponsored activities and events, whether or not on school grounds or during school hours. The TCCS reserves the right to investigate acts of bullying that occur outside the school setting if these acts meet the above definition.

## Bullying/Cyber bullying

248-1b

### POLICY

#### A. General

The TCCS shall not tolerate any bullying. The TCCS requires all employees to observe and be aware of bullying and to take immediate, appropriate steps to intervene. The employee shall report the bullying to the school CEO or appropriate supervisor. In addition, the TCCS expects students and parents who become aware of bullying to report it to the teacher, school counselor or CEO for further investigation. Where made to the teacher or school counselor, they will forward the report to the CEO. All reports of bullying shall be recorded in writing by the CEO or appropriate supervisor and investigated as necessary. Where the TCCS deems it appropriate, law enforcement authorities may be notified.

#### B. Investigation Procedures/Discipline - If Student Involved

Upon learning about a bullying incident, the CEO or his/her designee shall conduct an investigation, which may include interviewing the students, or others involved in the matter, contacting the parents of the students, and undertaking a more thorough investigation. This investigation may include interviews with students, parents and school employees, and a review of school records. Bullying is also a violation of the TCCS policy on student conduct; as a result, consequences for students who bully others may include not only counseling or a parent conference, but also discipline such as detention, suspension and/or expulsion.

#### C. Investigation Procedure/Discipline - If TCCS Employees Involved

Where a TCCS employee has been accused of bullying, the CEO shall undertake an investigation. Any investigation and discipline will be consistent with federal and state law, including the Pennsylvania Public School Code of 1949, as amended.

#### D. Administrative Responsibility

1. Employees shall receive support to recognize and help prevent bullying behavior, and shall promptly report any incidents of bullying to the CEO.
2. Students shall receive support to recognize and help prevent bullying behavior. Students shall receive information regarding this Policy and shall be expected to report any and all incidents of bullying to a teacher, guidance counselor or the CEO.
3. Parents shall receive information regarding this Policy and shall be expected to report to the CEO any suspected incidents of bullying involving their own children or other TCCS students.
4. This Policy shall be posted on the TCCS's website and at a prominent location within the school building where notices are usually posted, and shall be available in every classroom. This Policy shall be reviewed with students at least once every school year.



## **Bullying/Cyber bullying**

### **248-1c**

5. The TCCS will review this Policy every three years. The Administration will annually provide POE with a copy of this bullying policy and information related to the development and implementation of any bullying prevention, intervention and education programs. This information will be attached to the Annual School Safety Report. In addition, acts of bullying will be reported to the Office of Safe Schools as required by law.

6. The Administration shall develop any administrative procedures deemed necessary or advisable to implement this Policy.

#### **E. Communication**

This Policy shall be communicated to all employees, students and parents, including, but not limited to, the forms of communication described above.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 249

SECTION: Pupils TITLE:  
Confidential Communication  
of Students

ADOPTED: 11/1/11

249 CONFIDENTIAL COMMUNICATION OF STUDENTS.

The Board requires that certain written and oral communications between students and school personnel must be confidential.

The Board directs school personnel to comply with all federal and state laws, regulations, and Board policy concerning confidential communications of students

Information received in confidence from a student may be revealed by the staff member who received the information when the health, welfare, or safety of the student or other clearly is in jeopardy.

Use of a student's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceedings.

In qualifying circumstances, a staff member may reveal confidential information to the building principal and other appropriate authorities.

In qualifying circumstances, the CEO, building principal, or designated administrator may reveal confidential information to a student's parent or legal guardian and other appropriate authorities, including law enforcement personnel.

No. 250

SECTION: Pupils

TITLE: Procedures for  
Visitation

ADOPTED: III 2011 d.

### PROCEDURES FOR VISITATION

The Tidioute Community Charter School encourages parents and guardians to interact with teachers and other staff. At the same time the school administration shall have the authority to prohibit the entry of any person to the school unless or until the following procedures for school visitation have been complied with:

1. If the visitation is for a parent or teacher-initiated parent conference concerning the parent or guardian's child, the visit must be scheduled in advance with the teacher. Upon arrival at school, a person visiting for this purpose shall register at the office prior to proceeding to the conference site.
2. If the visitation is for any other purpose, arrangements must be made in advance through the office and approved by the Principal.
3. All visitors must register at the office upon arrival.
4. No visitor may confer with a student in school, other than the student whom he/she is the parent or guardian, without prior permission of the building principal or Director of Special Education.
5. No visitor shall be allowed to photograph or video tape any person or any part of the building or to tape record any conversation of any kind without proper approval of the building principal or Director of Special Education.

Additionally, visitation of classrooms by persons other than school employees while class is in progress invariably leads to disruption of the learning process. Accordingly, such visitations are not encouraged. Such visitations may be specifically approved subject to the preceding steps and the following additional guidelines:

1. Where the classroom teacher of a student requests that a parent or guardian be allowed to observe a class for a specified period and approval is obtained from the building principal or Director of Special Education.

2. Where a specified period of observation by a parent or guardian of his/her child or by a recognized professional on behalf of the parent or guardian is approved by the is approved by the Director of Special Education as a necessary part of the evaluation of an exceptional or thought to be exceptional student.

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TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 301  
SECTION:  
Administrative  
Employees  
TITLE: Employment  
Of Relatives  
ADOPTED: 7/25/05  
REVISED:

### 301 EMPLOYMENT OF RELATIVES

#### Introduction.

The following policy statement sets forth the general policy of the Tidioute community charter school (TCCS) with respect to the employment of related persons. This statement is not intended to provide comprehensive coverage of every situation that may arise, and interpretations and decision shall be made by the chief executive officer on a case-by-case basis whenever this policy does not provide a clear solution.

#### Definition.

For purposes of this policy, "family members" shall mean parent and child, husband and wife, siblings, parents-in-law and son or daughter-in-law, and brothers-in-law and sisters-in-law.

#### Statement of policy.

##### One.

No person shall be employed by TCCS in a position that would require such person to supervise or discipline that persons family member. Likewise, no person shall be employed by TCCS in a position that would require such person to report to or to be subject to discipline by that persons family member. The potential of any such relationship to exist is the grounds for rejection of an application for employment with TCCS.

##### Two.

No employee of TCCS shall be promoted or demoted into a position that would result in a supervisory relationship, and subordinate or supervisor, with a family member.

##### Three.

In the event formally unrelated employees should enter into a family relationship, efforts shall be made to transfer the less senior employee (determined based upon tenure of employment) to another position within TCCS. If the transfer is not possible or feasible, the less senior employee shall be discharged from employment.

##### Four.

No employee shall approve the rate of pay, expense reimbursements, expense accounts or other matters of pecuniary benefit to or for a family member. In the event such a situation should arise, the matter shall be approved by the chief executive officer of TCCS rather than by the employee who ordinarily would have such responsibility. Should the chief executive officer be unable to approve the matter due to this policy, the matter should then be referred to the Board of Trustees for approval.

Appeal.

If a person who disagrees with any application of this policy shall have the right to request a review of the decision by the Board of Trustees.

Examples:

Employment by TCCS of two family members as teachers would not constitute a violation of this policy, as there would be no supervisory relationship. However, a department head could not supervise a family member as a teacher in that department.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 308  
SECTION:  
Administrative  
Employees  
TITLE: Employment  
Contract  
ADOPTED: 2/22/05  
REVISED:

308 EMPLOYMENT CONTRACT

Administrative employees who are certificated and who are covered by tenure law must have an employment contract that is in conformance with the School Code. Noncertificated and nontenured administrative employees are generally covered by an employment contract that sets forth certain elements considered essential to such contracts. This policy establishes considerations for both categories.

The Board has the authority under law to prescribe employment conditions for the personnel of the school. Willful misrepresentation of facts material to the employment and determination of salary level shall be considered cause for disciplinary action or dismissal of the employee.

**It** shall be the policy of this school that all administrative employees shall execute an employment contract upon employment.

Other noncertificated administrative employees shall be employed through Board resolution which shall set forth the full conditions of employment and continue from year to year until changed by Board action.

The contract shall specify those matters contained in statute for certificated administrative employees and other conditions consistent with this policy. For noncertificated administrative employees the contract or Board resolution shall be in accordance with this policy.

The contract or resolution shall include: the beginning compensation; term of employment and work period for which compensation will be paid; a statement of fringe benefits entitlement; and a statement of seniority rights, if any.

The Board shall be promptly notified of any controversy that arises regarding any error in the salary paid to any employee.

The Board shall be notified of any misunderstanding arising from the application of a given contract

No. 314  
SECTION:  
Administrative  
Employees  
TITLE: Physical  
Examination  
ADOPTED: 2/22/05  
REVISED:

### 314 PHYSICAL EXAMINATION

In order to certify the fitness of employees to discharge efficiently the duties which they will be performing and to protect the health of students from the transmission of communicable diseases, physical examinations of all administrative employees will be required prior to employment.

For purposes of this policy, a physical examination shall mean a general examination by a licensed physician.

All candidates for employment, prior to being placed on the rolls of the school, shall undergo a medical examination, as required by law.

The Board requires that all employees undergo a tuberculosis examination upon initial employment in accordance with the regulations of the Advisory Health Board. The Board will accept an affidavit in lieu of an examination where circumstances warrant such action.

The results of all required medical examinations shall be made known to the CEO on a confidential basis and discussed with the employee. Such medical records shall be kept in a file separate from the employee's personnel file.

The school will consider the employment/contractual rights, rights to due process and the current guidelines issued by the Centers for Disease Control for any AIDS affected employee.



### 324 PERSONNEL FILES

It is necessary for the orderly operation of the school to maintain a file for the retention of all papers bearing upon an individual's duties and responsibilities as an employee of the school.

The Board requires that sufficient records be maintained to ensure an employee's qualifications for the job held, compliance with federal and State statutes, local benefit programs, and conformance with district rules and evidence of completed evaluations.

An official file shall be maintained for each employee in the office of the CEO subject to the following provisions:

1. All materials placed in the employee's file and originating through employment in the school shall be available to the employee at his/her request for inspection.
2. Materials and information in the employee's file shall not be subject to review by any person other than administrative personnel, except with the approval of and in the presence of the individual employee.
3. No material derogatory to an employee's conduct, service, character or personality shall be placed in the file unless the employee has had an opportunity to read the material and, also, to respond in writing.
4. The employee's file, in whole or in part, shall not be removed from the office of the CEO and may be reviewed by the employee only in that same office.

Files of inactive personnel will be maintained in the central administrative office. These files will be available only to the administration and the specific individual concerned. These files will not be revealed to any other party without the specific written consent of the individual, except by order of the court.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 325  
SECTION:  
Administrative  
Employees  
TITLE: Dress And  
Grooming  
ADOPTED:2/22/05  
REVISED:

### 325 DRESS AND GROOMING

Administrators set an example in dress and grooming for staff and students to follow. An administrator should present an image of dignity and encourage respect for authority.

The Board has the authority to specify reasonable dress and grooming guidelines for administrators. Such employees should be physically clean, neat, well groomed and dressed in a manner reflecting professional assignment.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 331  
SECTION:  
Administrative  
Employees  
TITLE: Job Related  
Expenses  
ADOPTED: 8/2/05  
REVISED:

### 331 JOB RELATED EXPENSES

Job related expenses are negotiated with each contract and may differ from employee to employee.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 334  
SECTION:  
Administrative  
Employees  
TITLE:Leave  
ADOPTED: 8/2/05  
REVISED:

**334 LEAVE**

Each employee shall be given three days of leave for any reason.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 335  
SECTION:  
**Administrative  
Employees**  
TITLE: Maternity  
Leave  
ADOPTED: 6/20106  
REVISED:

### 335 MATERNITY LEAVE

Maternity leave is covered under the short and long term disability policies that have been secured by the TCCS. Short term disability is defined as 60 days or less. During this time the TCCS will carry your benefits. If this period exceeds 60 days the insurance coverage will be dropped and the employee can purchase COBRA insurance. The FMLA does not apply to the TCCS as we do not employ 50 or more employees and thus will not extend those benefits to our employees.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 337  
SECTION:  
Administrative  
Employees  
TITLE: Vacation  
ADOPTED: 8/2/05  
REVISED:

### 337 VACATION

Each contract specifies the amount of vacation and all other specifics covering vacations.

### 348 UNLAWFUL HARRASSMENT

It is the policy of Tidioute Community Charter School to maintain a learning and working environment that is free from all forms of harassment including sexual harassment. The Tidioute Community Charter School does not condone and will not permit discriminatory harassment of any employee or student based on race, sex, color, religion, ancestry, age, martial status, citizenship or disability. Any employee who violates Tidioute Community Charter School's harassment policy will be subject to corrective action up to and including termination of employment. Furthermore, it shall be a violation of this policy for any member of the Tidioute Community Charter School staff or any student to sexually harass a student or staff member through either verbal or physical conduct described below.

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or any other unwelcome verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or treatment; or when
2. Submission to or rejection of such conduct by an individual is used as the basis for treatment or employment decisions affecting that individual; or when
3. Such conduct has the purpose or effect of substantially interfering with an individual's employment or treatment or creates an intimidating, hostile, or offensive treatment or employment environment.

Sexual harassment, as defined above, may include, but is not limited to the following:

- o Unwelcome touching
- o Sexually offensive jokes or remarks
- o Pressure for sexual activity
- o Posting of displaying sexually suggestive material of literature.

It is understood that student/counselor therapeutic relationships require discussion of a sexual nature at times. Such clinically indicated discussion does not constitute sexual harassment of a student by a counselor and is not defined as such by this policy.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 401  
SECTION:  
Professional  
Employees  
TITLE: Employment  
Of Relatives  
ADOPTED: 7/25/05  
REVISED:

401 EMPLOYMENT OF RELATIVES

Introduction.

The following policy statement sets forth the general policy of the Tidioute community charter school (TCCS) with respect to the employment of related persons. This statement is not intended to provide comprehensive coverage of every situation that may arise, and interpretations and decision shall be made by the chief executive officer on a case-by-case basis whenever this policy does not provide a clear solution.

Definition.

For purposes of this policy, "family members" shall mean parent and child, husband and wife, siblings, parents-in-law and son or daughter-in-law, and brothers-in-law and sisters-in-law.

Statement of policy.

One.

No person shall be employed by TCCS in a position that would require such person to supervise or discipline that persons family member. Likewise, no person shall be employed by TCCS in a position that would require such person to report to or to be subject to discipline by that persons family member. The potential of any such relationship to exist is the grounds for rejection of an application for employment with TCCS.

Two.

No employee of TCCS shall be promoted or demoted into a position that would result in a supervisory relationship, and subordinate or supervisor, with a family member.

Three.

In the event formally unrelated employees should enter into a family relationship, efforts shall be made to transfer the less senior employee (determined based upon tenure of employment) to another position within TCCS. If the transfer is not possible or feasible, the less senior employee shall be discharged from employment.

Four.

No employee shall approve the rate of pay, expense reimbursements, expense accounts or other matters of pecuniary benefit to or for a family member. In the event such a situation should arise, the matter shall be approved by the chief executive officer of TCCS rather than by the employee who ordinarily would have such responsibility. Should the chief executive officer be unable to approve the matter due to this policy, the matter should then be referred to the Board of Trustees for approval.



Appeal.

If a person who disagrees with any application of this policy shall have the right to request a review of the decision by the Board of Trustees.

Examples:

Employment by TCCS of two family members as teachers would not constitute a violation of this policy, as there would be no supervisory relationship. However, a department head could not supervise a family member as a teacher in that department.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 408  
SECTION:  
Professional  
Employees  
TITLE: Employment  
Contract  
ADOPTED: 2/22/05  
REVISED:

**408 EMPLOYMENT CONTRACT**

Professional employees and temporary professional employees must have an employment contract that is in conformance with the School Code. This policy establishes considerations for these categories.

The Board has the authority under law to prescribe employment conditions for the personnel of the school. Willful misrepresentation of facts material to the employment and determination of salary level shall be considered cause for disciplinary action or dismissal of the employee.

It shall be the policy of this school that all professional and temporary professional employees shall execute a written employment contract upon employment and each subsequent year thereafter.

The contract shall specify those matters contained in statute for professional and temporary professional employees. For part-time employees of a professional category the contract or Board resolution shall be in accordance with this policy. The contract or resolution shall include: the beginning compensation; term of employment and work period for which compensation will be paid; and a statement of seniority rights, if any.

For the performance of special services separate from reasonable duties both of an instructional and non-teaching nature as assigned in the course of the employee's service under either a temporary professional contract or a professional contract, the Board may issue, upon an annual basis, a supplemental contract. The issuance of any and all supplemental contracts shall be subject to the district's current financial status and the determination of need.

The terms and the compensation under each supplemental contract shall be in accordance with the nature and extent of the services provided and the amount of compensation shall be paid, at the employee's option, either at the conclusion of the service or added to the annual compensation payable under the employee's regular contract. Once made, the option shall not be subject to change either by the employee or the employer.

The Board shall be promptly notified of any controversy that arises regarding any error in the salary paid to any employee.

The Board shall also be notified of any misunderstanding arising from the application of a given contract.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 412  
SECTION:  
Professional  
Employees  
TITLE: Evaluation Of  
Professional!  
Temporary  
Professional  
Employees  
ADOPTED: 2/22/05  
REVISED:

412 EVALUATION OF PROFESSIONAL/TEMPORARY PROFESSIONAL  
EMPLOYEES

There shall be a plan for regular evaluation of all professional and temporary professional employees of the district.

The evaluation plan for such employees shall be in accordance with the state plan for such purposes or in accordance with Board approval. Following are the guidelines for the plan:

The administrative observations are done according to a model that was adapted from Charlotte Danielson's work.

The evaluations are done right on the appropriate PDE forms (426 (a), 428 (a)).

Level I teachers are observed four times a year and evaluated twice.

Level II teachers are observed twice a year and evaluated once.

These observations / evaluations are only a part of the overall evaluation process. The teachers are also responsible for creating a portfolio that demonstrates proficiency in 14 categories. The overall evaluation plan is merit based and not based solely on time served. It shows a devotion to the craft not just the ability to spend time at one school. The portfolio and the various observations are used for artifacts that justify the teacher moving up to the next level.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 414  
SECTION:  
Professional  
Employees  
TITLE: Physical  
Examination  
ADOPTED: 2/22/05  
REVISED:

414 PHYSICAL EXAMINATION

In order to certify the fitness of employees to discharge efficiently the duties which they will be performing and to protect the health of students from the transmission of communicable diseases, physical examinations of all professional employees will be required prior to employment.

For purposes of this policy, a physical examination shall mean a general examination by a licensed physician.

All candidates for employment, prior to being placed on the rolls of the school, shall undergo a medical examination, as required by law.

The Board requires that all employees undergo a tuberculosis examination upon initial employment in accordance with the regulations of the Advisory Health Board. The Board will accept an affidavit in lieu of an examination where circumstances warrant such action.

The results of all required medical examinations shall be made known to the CEO on a confidential basis and discussed with the employee. Such medical records shall be kept in a file separate from the employee's personnel file. The school will consider the employment/contractual rights, rights to due process and the current guidelines issued by the Centers for Disease Control for any AIDS affected employee.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 419  
SECTION:  
Professional  
Employees  
TITLE: Outside  
Activities  
ADOPTED: 2/22/05  
REVISED:

419 OUTSIDE ACTIVITIES

The Board recognizes that members of the staff must enjoy private lives and may associate with others outside of school for political, economic, religious, cultural or personal reasons. The Board and its supervisory staff, however, have a responsibility to evaluate staff members in terms of their faithfulness to, and effectiveness in discharging school duties and responsibilities. Therefore, when nonschool activities threaten a staff member's effectiveness within the school system, the Board reserves the right to evaluate the impact of such activities upon a professional employee's responsibilities to the students and to the school's programs.

The Board directs the CEO to promulgate guidelines so that staff members may avoid situations in which their personal interests, activities, and associations may conflict with the interests of the district.

The following guidelines are provided for the information and direction of staff members:

1. Do not utilize school material for personal gain. Copyrights to materials or equipment developed, processed, or tested by school employees in the performance of school activities in fulfillment of the terms of their employment, reside with and may be claimed by the school.
2. Do not use school property or school time to solicit or accept customers for private enterprises. The Board does not endorse, support nor assume liability for any staff member from this school district who conducts nonschool outside activities in which students and employees of this school may participate.
3. Do not use school time for outside activities when there is no valid reason to be excused from assigned duties.

#### 424 PERSONNEL FILES

It is necessary for the orderly operation of the school to maintain a file for the retention of all papers bearing upon an individual's duties and responsibilities as an employee of the school.

The Board requires that sufficient records be maintained to ensure an employee's qualifications for the job held, compliance with federal and State statutes, local benefit programs, and conformance with district rules and evidence of completed evaluations.

An official file shall be maintained for each employee in the office of the CEO subject to the following provisions:

1. All materials placed in the employee's file and originating through employment in the school shall be available to the employee at his/her request for inspection.
2. Materials and information in the employee's file shall not be subject to review by any person other than administrative personnel, except with the approval of and in the presence of the individual employee.
3. No material derogatory to an employee's conduct, service, character or personality shall be placed in the file unless the employee has had an opportunity to read the material and, also, to respond in writing.
4. The employee's file, in whole or in part, shall not be removed from the office of the CEO and may be reviewed by the employee only in that same office.

Files of inactive personnel will be maintained in the central administrative office. These files will be available only to the administration and the specific individual concerned. These files will not be revealed to any other party without the specific written consent of the individual, except by order of the court.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 425  
SECTION:  
Professional  
Employees  
TITLE: Dress And  
Grooming  
ADOPTED: 2/22/05  
REVISED:

#### 425 DRESS AND GROOMING

All professional employees should be physically clean, neat, well groomed and dressed **in** a manner reflecting professional assignment.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 433  
SECTION:  
Professional  
Employees  
TITLE: Professional  
Development  
ADOPTED: 2/22/05  
REVISED:

#### 433 PROFESSIONAL DEVELOPMENT

Continuing professional education and training are prerequisites for professional development, enhanced ability to complete responsibilities, and maintaining certification.

The Board encourages all professional employees to further their professional and personal advancement through graduate courses, in-service training, and professional development activities.



TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 434  
SECTION:  
Professional  
Employees  
TITLE: Sick Leave  
ADOPTED: 2/22/05  
REVISED:

#### **434 LEAVE**

Each employee shall be given three days of leave for any reason.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 435  
SECTION:  
**Professional  
Employees**  
TITLE: Maternity  
Leave  
ADOPTED: *6/20/06*  
REVISED:

#### 435 MATERNITY LEAVE

Maternity leave is covered under the short and long term disability policies that have been secured by the TCCS. Short term disability is defined as 60 days or less. During this time the TCCS will carry your benefits. If this period exceeds 60 days the insurance coverage will be dropped and the employee can purchase COBRA insurance. The FMLA does not apply to the TCCS as we do not employ 50 or more employees and thus will not extend those benefits to our employees.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 440  
SECTION: Professional  
Employees  
TITLE: Responsibility Of  
Staff For Student Welfare  
ADOPTED: 2/22/05  
REVISED:

**440** Responsibility Of Staff For Student Welfare

The faculty and administration are authorized by the Pennsylvania School Code to exercise the same authority in supervising students as their parents. The faculty may take whatever reasonable action is necessary to maintain a safe, orderly, non-disruptive school environment.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 448  
SECTION:  
Professional  
Employees  
TITLE: Unlawful  
Harassment  
ADOPTED: 2/22/05  
REVISED:

448 UNLAWFUL HARASSMENT

It is the policy of Tidioute Community Charter School to maintain a learning and working environment that is free from all forms of harassment including sexual harassment. The Tidioute Community Charter School does not condone and will not permit discriminatory harassment of any employee or student based on race, sex, color, religion, ancestry, age, marital status, citizenship or disability. Any employee who violates Tidioute Community Charter School's harassment policy will be subject to corrective action up to and including termination of employment. Furthermore, it shall be a violation of this policy for any member of the Tidioute Community Charter School staff or any student to sexually harass a student or staff member through either verbal or physical conduct described below.

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or any other unwelcome verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or treatment; or when
2. Submission to or rejection of such conduct by an individual is used as the basis for treatment or employment decisions affecting that individual; or when
3. Such conduct has the purpose or effect of substantially interfering with an individual's employment or treatment or creates an intimidating, hostile, or offensive treatment or employment environment.

Sexual harassment, as defined above, may include, but is not limited to the following:

- o Unwelcome touching
- o Sexually offensive jokes or remarks
- o Pressure for sexual activity
- o Posting of displaying sexually suggestive material of literature.

It is understood that student counselor therapeutic relationships require discussion of a sexual nature at times. Such clinically indicated discussion does not constitute sexual harassment of a student by a counselor and is not defined as such by this policy.

## **501 EMPLOYMENT OF RELATIVES**

### Introduction.

The following policy statement sets forth the general policy of the Tidioute community charter school (TCCS) with respect to the employment of related persons. This statement is not intended to provide comprehensive coverage of every situation that may arise, and interpretations and decision shall be made by the chief executive officer on a case-by-case basis whenever this policy does not provide a clear solution.

### Definition.

For purposes of this policy, "family members" shall mean parent and child, husband and wife, siblings, parents-in-law and son or daughter-in-law, and brothers-in-law and sisters-in-law.

### Statement of policy.

#### One.

No person shall be employed by TCCS in a position that would require such person to supervise or discipline that persons family member. Likewise, no person shall be employed by TCCS in a position that would require such person to report to or to be subject to discipline by that persons family member. The potential of any such relationship to exist is the grounds for rejection of an application for employment with TCCS.

#### Two.

No employee of TCCS shall be promoted or demoted into a position that would result in a supervisory relationship, and subordinate or supervisor, with a family member.

#### Three.

In the event formally unrelated employees should enter into a family relationship, efforts shall be made to transfer the less senior employee (determined based upon tenure of employment) to another position within TCCS. If the transfer is not possible or feasible, the less senior employee shall be discharged from employment.

#### Four.

No employee shall approve the rate of pay, expense reimbursements, expense accounts or other matters of pecuniary benefit to or for a family member. In the event such a situation should arise, the matter shall be approved by the chief executive officer of TCCS rather than by the employee who ordinarily would have such responsibility. Should the chief executive officer be unable to approve the matter due to this policy, the matter should then be referred to the Board of Trustees for approval.

Appeal.

If a person who disagrees with any application of this policy shall have the right to request a review of the decision by the Board of Trustees.

Examples:

Employment by Tees of two family members as teachers would not constitute a violation of this policy, as there would be no supervisory relationship. However, a department head could not supervise a family member as a teacher in that department.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 508  
SECTION: Classified  
Employees  
TITLE: Employment  
Contract  
ADOPTED: 2/22/05  
REVISED:

### **508 EMPLOYMENT CONTRACT**

For the mutual benefit and protection of each regularly employed classified staff member and the district there shall be established by contract or Board resolution the specifics of such employment.

The Board has the authority under law to prescribe employment conditions for the personnel of the school. Willful misrepresentation of facts material to the employment and determination of salary level shall be considered cause for disciplinary action or dismissal of the employee.

Each employment contract or resolution shall specify: the salary at which the person is employed; the conditions of the probationary period; a provision for termination of contract on notice duly given following the successful completion of the probationary period; and such other matters as may be necessary to a full and complete understanding of the contract or resolution.

All new permanent employees shall serve a probationary period of ninety (90) calendar days. This shall be a period of adjustment and evaluation, and during this period the employee may be terminated for any reason and shall have no recourse to the complaint procedure.

## **512 EVALUATION OF CLASSIFIED EMPLOYEES**

There shall be a plan for regular evaluation of all classified personnel employed by the school.

The goals of the evaluation plan for classified personnel are to identify, improve, and reinforce the skills, attitudes and abilities which enable an employee to be effective and to identify and improve upon weaknesses which prevent an employee from effectively carrying out assigned duties.

The evaluation plan shall group classified employees into position classes based upon similarities of duties, responsibilities, and qualifications; the evaluation process shall be similar for all classes of employees; provide a procedure for ensuring that appropriate evaluation of performance takes place during probationary periods of employment, identifying and commending effective performance, counseling and assisting employees where improvement is desired, and dismissing an ineffective employee when counseling and assistance fail to produce effective performance.

The CEO shall prepare procedures for the conduct of employee evaluations which shall include: setting of specific job objectives by the CEO and the employee's supervisor or department head; establishment of reasonable performance standards to permit the employee to meet performance objectives as determined by the CEO and the employee's supervisor or department head; and provisions for improving unsatisfactory performance by offering aid, recommending how improvement can be effected, and scheduling follow-up conferences to assess change.



## 514 PHYSICAL EXAMINATION

In order to certify the fitness of employees to discharge efficiently the duties which they will be performing and to protect the health of students from the transmission of communicable diseases, physical examinations of all classified employees will be required prior to employment.

For purposes of this policy, a **physical examination** shall mean a general examination by a licensed physician.

All candidates for employment, prior to being placed on the rolls of the school, shall undergo a medical examination, as required by law.

The Board requires that all employees undergo a tuberculosis examination upon initial employment in accordance with the regulations of the Advisory Health Board.

The Board will accept an affidavit in lieu of an examination where circumstances warrant such action.

The results of all required medical examinations shall be made known to the CEO on a confidential basis and discussed with the employee. Such medical records shall be kept in a file separate from the employee's personnel file.

The school will consider the employment/contractual rights, rights to due process and the current guidelines issued by the Centers for Disease Control for any AIDS affected employee.

## 524 PERSONNEL FILES

It is necessary for the orderly operation of the school to maintain a file for the retention of all papers bearing upon an individual's duties and responsibilities as an employee of the school.

The Board requires that sufficient records be maintained to ensure an employee's qualifications for the job held, compliance with federal and State statutes, local benefit programs, and conformance with district rules and evidence of completed evaluations.

An official file shall be maintained for each employee in the office of the CEO subject to the following provisions:

1. All materials placed in the employee's file and originating through employment in the school shall be available to the employee at his/her request for inspection.
2. Materials and information in the employee's file shall not be subject to review by any person other than administrative personnel, except with the approval of and in the presence of the individual employee.
3. No material derogatory to an employee's conduct, service, character or personality shall be placed in the file unless the employee has had an opportunity to read the material and, also, to respond in writing.
4. The employee's file, in whole or in part, shall not be removed from the office of the CEO and may be reviewed by the employee only in that same office.

Files of inactive personnel will be maintained in the central administrative office. These files will be available only to the administration and the specific individual concerned. These files will not be revealed to any other party without the specific written consent of the individual, except by order of the court.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 525  
SECTION: Classified  
Employees  
TITLE: Dress And  
Grooming  
ADOPTED: 2/22/05  
REVISED:

## 525 DRESS AND GROOMING

All classified employees should be physically clean, neat, well groomed and dressed in a manner reflecting professional assignment.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 534  
SECTION: Classified  
Employees  
TITLE: Sick Leave  
ADOPTED: 2/22/05  
REVISED:

534 SICK LEAVE

Each employee shall be given three days of leave for any reason.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 535  
SECTION:  
**Classified**  
**Employees**  
TITLE: Maternity  
Leave  
ADOPTED: 6/20106  
REVISED:

### 535 MATERNITY LEAVE

Maternity leave is covered under the short and long term disability policies that have been secured by the TCCS. Short term disability is defined as 60 days or less. During this time the TCCS will carry your benefits. If this period exceeds 60 days the insurance coverage will be dropped and the employee can purchase COBRA insurance. The FMLA does not apply to the TCCS as we do not employ 50 or more employees and thus will not extend those benefits to our employees.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 537  
SECTION: Classified  
Employees TITLE:  
Paid Vacations  
ADOPTED: 2/22/05  
REVISED:

**537 PAID VACATIONS**

Classified employees shall be provided vacations in accordance with the following guidelines.

The Board has the authority and responsibility to establish reasonable guidelines that specify the conditions under which vacation may be taken.

Vacation time will be granted as follows:

Custodial and maintenance employees shall be entitled to the following vacations with pay:

1 full year of continuous service - 5 days vacation with pay

2 full years of continuous service - 10 days vacation with pay

10 full years of continuous service - 15 days vacation with pay

Scheduling

Vacation days must be taken during the months of June, July and August when school is not in session, at a time mutually agreeable between the employee and the CEO.

Unused vacation does not accumulate.

Holiday pay and vacation pay shall be based on the hours the employee is regularly scheduled to work.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 543  
SECTION: Classified  
Employees  
TITLE: Paid Holidays  
ADOPTED: 2/22/05  
REVISED:

543 PAID HOLIDAYS

Paid holidays for regularly employed classified employees shall be determined in accordance with the following guidelines.

Holidays are established for all classified personnel in accordance with the following list:

1. Independence Day.
2. Labor Day.
3. Thanksgiving Day.
4. Christmas Day.
5. New Year's Day.
6. Good Friday.
7. Easter Monday.
8. Memorial Day.

**If** an emergency requires an employee to work on one of the paid holidays listed above when school is not in session, the employee shall receive one and one-half (1-1/2) times his/her regular rate plus the holiday pay.

**If** unforeseeable circumstances shall necessitate school being in session on one or more of the above holidays, the employee shall be granted another holiday of his/her choice provided that:

1. It be taken on a day when pupils are not in attendance.
2. The CEO is notified and authorizes the alternate holiday at least one week in advance of the selected day.

Payment for designated holidays shall be made at the regular straight time rate of the employee in effect at the time of the scheduled holiday. No payment shall be made for holidays not worked to an employee on leave of absence or lay-off. The policy on paid holidays applies to twelve month employees only.

TIDIOUTE COMMUNITY  
CHARTER SCHOOL

No. 548  
SECTION: Classified  
Employees TITLE:  
Unlawful  
Harassment  
ADOPTED: 2/22/05  
REVISED:

548 UNLAWFUL HARASSMENT

It is the policy of Tidioute Community Charter School to maintain a learning and working environment that is free from all forms of harassment including sexual harassment. The Tidioute Community Charter School does not condone and will not permit discriminatory harassment of any employee or student based on race, sex, color, religion, ancestry, age, marital status, citizenship or disability. Any employee who violates Tidioute Community Charter School's harassment policy will be subject to corrective action up to and including termination of employment. Furthermore, it shall be a violation of this policy for any member of the Tidioute Community Charter School staff or any student to sexually harass a student or staff member through either verbal or physical conduct described below.

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or any other unwelcome verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or treatment; or when
2. Submission to or rejection of such conduct by an individual is used as the basis for treatment or employment decisions affecting that individual; or when
3. Such conduct has the purpose or effect of substantially interfering with an individual's employment or treatment or creates an intimidating, hostile, or offensive treatment or employment environment.

Sexual harassment, as defined above, may include, but is not limited to the following:

- o Unwelcome touching
- o Sexually offensive jokes or remarks
- o Pressure for sexual activity
- o Posting of displaying sexually suggestive material of literature.

It is understood that student/counselor therapeutic relationships require discussion of a sexual nature at times. Such clinically indicated discussion does not constitute sexual harassment of a student by a counselor and is not defined as such by this policy.