

YouthBuild Philadelphia Charter School



CHARTER SCHOOL

2021-2022

Student Handbook

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Welcome Letter

Dear Class of 2021,

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

Big journeys begin with small steps. 2020 has certainly been a year of challenges, big and small, and yet you continued to take those small steps that led you to this moment.. small steps that led you to YouthBuild. Each of you bring unique talents and strengths to our school community. These talents and strengths, combined with the support and opportunities offered through YouthBuild, will lead to lifelong success starting with a high school diploma and industry recognized workforce credential.

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

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

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

Peace & Love,
YouthBuild Philadelphia Charter School

About YouthBuild Philadelphia Charter School

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

Mission Statement

YouthBuild Philadelphia Charter School's mission is to empower young adults (18-20 year-olds) to develop skills and connect to opportunities by fostering an environment of love, support, and respect for their whole person. Students graduate high school and successfully transition to college and career as critically conscious leaders, committed to positive change for themselves and their communities.

Vision

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

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

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

Impact Statement

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

Values

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

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

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

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

Restorative Practices

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

AmeriCorps Membership

All students at YouthBuild are part-time Members of AmeriCorps, a national community-service organization. A core component of the YouthBuild program includes opportunities for students to practice their leadership skills and meaningfully contribute to their community. Through the completion of community service hours, YouthBuild students are eligible to earn an AmeriCorps education award after graduation.

As a member of AmeriCorps, all YouthBuild students must wear their AmeriCorps logo, which includes the YouthBuild uniform, while doing service. While wearing the AmeriCorps logo, members **cannot** participate in any activities that provide benefit to (BURP):

- **Businesses**
- **Unions**
- **Religious organizations**
- **Political affiliations**

Service Hours Expectations & Benefits

All students are required to complete 450 hours of community service. These hours are built into the daily schedule, therefore, any student who attends regularly and completes their academic and

workforce requirements should reasonably obtain these hours without having to do additional hours outside of school time. If you complete the designated number of service hours, students will earn a Segal AmeriCorps Education Award that can be used to pay for additional training or education. Students can use this Education Award at any accredited trade school, vocational program, community college, or university, within 7 years of completing the service hours.

While YouthBuild will make sure that all students have access to opportunities to contribute to their communities and complete service hours, students may also earn hours by volunteering at nonprofit organizations and events that they research on their own. All independent service hour activities must be pre-approved, in writing, by the Director of Student Life before students can begin earning allowable service hours.

Community Change Workshop

All students are also rostered into a class called Community Change Workshop (CCW), which is a graduation requirement. The purpose of CCW is to build critical consciousness while collaborating with a group of peers to design, execute, and reflect on community projects based on the group's interest. For example, students may be involved in tutoring and mentoring elementary-school children, coordinating and working on neighborhood clean-ups or survey projects, transforming vacant lots into community gardens or other useful recreational space, or assisting the elderly with household repairs and other household chores.

AmeriCorps Employment Exit Option

Completing service hours can be challenging for some students, especially for students who are employed. An employment exit option is available to students who have a qualifying job. Ending the term of service early will result in students not receiving the full AmeriCorps Education Award. In this situation, the award will be based on the number of hours the student completed. To take advantage of this "employment exit option," students must:

- Have completed at least 225 service hours
- Provide proof of a relevant employment opportunity working a minimum of 15 hours per week for at least one month
- Send an email to the Director of Student Life stating the reasons why they should receive an employment exit option from AmeriCorps.

AmeriCorps Grievance Procedure

This section highlights the grievance procedure for service-related issues, such as assignments, evaluations, suspensions, or release for cause, and issues related to non-selection of Members or duplication of activities by AmeriCorps. These procedures are not related to issues of fraud or criminal activity. These kinds of issues should be reported to Corporation's Inspector General and allegations of discrimination should be directed in writing to the Corporation's Office of Equal Opportunity.

Alternative Dispute Resolution

If the Member believes there is an issue, the first step to work through is called an Alternative Means of Dispute Resolution (ADR) such as mediation or facilitation. This must take place within 45 days after the issue took place. If the matter is resolved, the terms of the resolution are recorded in a

written agreement, and the party agrees to let the issue end there. The Member and YouthBuild have 30 days to come to an agreement.

Grievance Procedure for Unresolved Complaints

If no agreement is made then the issue proceeds to the next step. The Member will then submit a written request for a hearing to the Executive Director of YouthBuild Philadelphia Charter School. The hearing must take place within one year of the initial issue.

The Executive Director will arrange for one or more pre-hearing conferences at a time that works for everyone involved. Pre-hearing conferences, however, are not substitutes for a grievance hearing; they are intended to facilitate a mutually agreeable resolution of the dispute and either to make a hearing unnecessary or to narrow the issues to be decided at the hearing. The hearing will be conducted by a Member of the Board of Trustees who has not participated in any previous discussion of the matter in dispute and is not involved in the formal complaint process.

Binding Arbitration

An aggrieved Member may request binding arbitration (1) if the decision of the hearing is adverse to the grievant, or (2) if no decision has been reached within 60 calendar days of the request for the hearing. The arbitrator must be qualified, independent and jointly selected by agreement of YouthBuild Philadelphia Charter School and the aggrieved Member. If the parties cannot agree on an arbitrator, the Corporation's Chief Executive Officer (CEO) will appoint one within 15 calendar days after receiving a request from one of the parties.

The cost of the arbitration will be divided evenly between the parties to the arbitration, unless the aggrieved Member prevails. In that case, YouthBuild Philadelphia will pay the total cost of the proceeding, including the Member's attorney's fees.

Graduation Requirements

✓ YOUR PATHWAY TO GRADUATION ✓

Sessions 1 & 2

ACADEMICS

- Telling Your Story
- Intro to Advocacy
- Financial Literacy

WFD

- Coursework
- Certification Work
- CCW
- (See WFD Syllabus for track specific info)

CAREER DEV

- Resume
- Elevator Pitch

TESTING

- CASAS Pre-Test

Service Hour Goal

- 150 hours by the end of session 2

Sessions 3 & 4

ACADEMICS

- Class 1
- Class 2

WFD

- Coursework
- Certification Work
- CCW
- (See WFD Syllabus for track specific info)

CAREER DEV

- Mock Interview
- Bridge Selection

TESTING

- CASAS Post-Test #1

Service Hour Goal

- 300 hours by the end of session 4

Sessions 5 & 6

ACADEMICS

- Class 1
- Class 2
- Senior Presentation

WFD

- Coursework
- Certification Work
- CCW
- (See WFD Syllabus for track specific info)

CAREER DEV

- Complete Bridge Checklist

TESTING

- CASAS Post-Test #2

Service Hour Goal

- 450 hours by the end of session 6

Sessions 7

Make-Up

Complete any missing requirements from previous sessions.

EXTENSION

OPPORTUNITIES

OPTIONAL: Select one or more extension opportunities

- Internship
- Employment
- College Class
-
-



Add other notes/info here...

[Here is a link](#) to a the chart above to print.

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

WHAT IS THE REQUIREMENT?	HOW DO I MEET IT?	WHO SUPPORTS ME?
WORKFORCE		
Coursework	During 3 workforce sessions	Workforce Instructor + Workforce CPC + Support Instructors
Certification	During 3 workforce sessions	Workforce Instructor + Workforce CPC + Support Instructors
ACADEMICS		

Coursework: 8 Classes <input type="checkbox"/> Financial Literacy (Math) <input type="checkbox"/> Telling My Story (Language Arts) <input type="checkbox"/> Intro to Advocacy (Research) <input type="checkbox"/> 4 Electives <input type="checkbox"/> Senior Project	3 Core classes during 1st academic session 3 Electives during 2nd academic session Senior Project + 1 Elective during 3rd academic session	Academic Instructors + Support Instructors
Standardized test: CASAS gains or Accuplacer	At the end of each academic session	Testing Coordinator + Academic Instructors
COMMUNITY IMPACT		
450 Community Service Hours*	Sessions 1 - 6	Workforce Instructor + CPCs
Community Change Workshop	Sessions 1 - 6	CPCs
CAREER DEVELOPMENT		
Career Portfolio	During 3 academic sessions in College and Career Readiness Class	Career Portfolio Instructors + Success Coordinators + Specialized Services
Bridge Plan	Session 5 - 7	Success Coordinators + Mentors + Specialized Services

Attendance Expectations

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

Competent Attendance

All students should strive to have competent attendance, as demonstrated by the following choices:

- Students are present in physical or virtual spaces at least 80% of the time.
- Students are on time and prepared.
- Students are present in all of their classes on a given day.
- Students demonstrate engagement by participating (i.e.- asking/answering questions)
- Students are a positive presence in the learning space.
- Students complete class assignments with minimal supervision and meet deadlines.
- Students communicate with instructors in a timely manner when they are going to be late or absent.

- Students arrange personal appointments to happen outside of school hours as much as possible. When that can not be avoided, the student communicates with their Success Coordinator and/or instructor about having to leave early, arrive late, and/or miss a day.

Leave of Absence

A leave of absence is a period of time for which a student is approved (proactively or retroactively) to be away from school for a period of one or more days. Some reasons why a student may need a leave of absence can include parental leave, hospitalizations, treatment (including mental health and/or substance abuse), injury, death in the immediate family, extended travel, doctor-required short-term sickness, jury duty, and court appointments.

A request for a leave of absence is submitted to Student & Alumni Success Coordinators and includes paperwork documenting the reason for the leave of absence. The Success Coordinator will then present the student's request for leave to the Director of Student & Alumni Success for approval. The Director of Student & Alumni Success is the only YouthBuild staff member who can approve requests for leave. The student is still responsible for completing all coursework during a leave. Arrangements to obtain the required work can be made through the Success Coordinator.

For an expected leave, or one which the student and staff know in advance will be coming and can plan accordingly (e.g., pregnancy), students will have a Virtual Graduation Pathway Plan. Virtual Instruction (see below) can begin immediately while on leave.

For an unexpected leave, or one which students and staff do not know will be coming and must plan after an event (e.g., hospitalization), students will notify the school within five days. School staff will determine whether Virtual Instruction is necessary, or alternately will provide extra support upon the student's return to school.

If students face extraordinary challenges based on the circumstances of their leave that impede their ability to return to school in a timely fashion, YouthBuild may modify graduation deadlines to allow those students the opportunity to have a successful graduation pathway.

Virtual Instruction

YouthBuild is invested in the success of all of its students. If a student must take a leave or is unable to be in the school building due to challenges related to COVID -19, school staff will actively plan and implement a program of Virtual Instruction and end the leave once they are able to fully participate online. Virtual Instruction consists of support, delivered to students remotely, which are designed to allow students to continue progressing on their graduation pathway while they are working on addressing outside barriers.

Re-enrollment with YouthBuild

Sometimes, a student is withdrawn from YouthBuild due to missing 10 days in a row but has a desire to return to the school. This is called re-enrollment. Re-Enrollment will begin with the student reaching out to their Success Coordinator. Once communication has been made to the Success

Coordinator a meeting will be scheduled to discuss the reason for going inactive and a Re-enrollment form will be completed during the meeting. A second meeting will be scheduled by the Success Coordinator with the Director of Student and Alumni Success and Staff that are working closely with the student to make a final decision on a student re-enrolling in school again. All decisions on re-enrollment will incorporate guidance from the Academic and Workforce Development Departments. Once a decision is made the student will receive clear instructions if re-enrolling on what they will need to do in order to reintegrate back into school successfully. In some cases, when a student is unable to re-enroll, Year 2 services and support will be provided.

Skill Development Overview & Expectations

The Skill Development team at YouthBuild is responsible for creating high quality and meaningful instructional spaces for students. This section of the handbook will offer a deeper dive into the academic and workforce development expectations for all students.

Academics

On Academic rotations, students take classes that are engaging and relevant to them, and that will help them develop the skills they need to be successful in personal, academic, professional and community settings.

Classes

Students will take three core classes and four required electives, and they will finish up the year by preparing and presenting their Senior Project.

Subject/Class	Details
Core Requirements (3)	Financial Literacy (Math) Telling My Story (Language Arts) Introduction to Advocacy (Research)
Elective Requirements (4)	1 Math Elective 1 Language Arts Elective 1 Research Elective 1 Future Focused Elective
Senior Project	Slideshow + Final Presentation

Standardized Testing

Standardized tests are *one way* to measure student growth. They are also often required for future educational goals such as college or technical school. YouthBuild requires the CASAS (and/or Accuplacer) to provide students the opportunity to demonstrate their growth, and to give them practice so that they will be ready for other standardized tests they are expected to take in pursuit of future goals.

The chart below provides a more detailed overview of the expectations as it relates to standardized testing at YouthBuild.

Student category	Test	Skill gain	Alternate form of meeting graduation requirement
Score below 9.0 in Reading and Math	CASAS	NY: Gain in neither NY+: 3 point gain in EITHER reading or math C: 3 point minimum increase BOTH Reading and Math C+: 3 point minimum in BOTH Reading and Math AND 7 point total gain HC: 3 point minimum increase in BOTH Reading and Math, 8 point or more total gain	3 attempted post tests
OPTIONAL: Score above 239 in Reading or 236 in Math Can choose to make gains for CASAS (see above) or take Accuplacer	Accuplacer at Community College of Philadelphia	Place into credit bearing courses	1 attempted Accuplacer test at CCP

Note: When students demonstrate skill gains on the CASAS test, they will automatically be invited to participate in the Accuplacer test. YouthBuild will also help prepare you (or connect you with preparation resources) for other standardized tests that might align with students' future goals including the Carpenters Union test, military tests and/or the SAT/ACT.

Workforce Development

There are 3 workforce development sectors at YouthBuild that students can select into. These include Building Trades, Business Administration Scholars (BAS), and Health and Human Services. The goal of the YouthBuild Workforce Development Program is to offer technical skills in these three industries while supporting all students with strengthening the essential skills that are needed for success in college, careers, and beyond.

The following chart is intended to give students a big picture overview of the eligibility requirements, certification requirements, and uniform expectations,

Workforce Development Program	Eligibility Requirements	Certification Expectations	Uniform Expectations

Building Trades	Driver's License encouraged but not required	8 NCCER Modules NCCER Demonstrations OSHA 10	Boots Vest Hard Hats
Business Administration Scholars	N/A	CSET Certification 30 WPM Typing Cert. ServeSafe Food Handler Cert.	Students may be required to wear uniforms and appropriate safety apparel and meet industry/business standard clothing and grooming requirements (including hair, nail, makeup, hygiene, body-odor, tattoo and piercing).
Healthcare	Clean background/FBI, child abuse and health clearances	HHA Certification CPR/First Aid Cert. Mental Health First Aid Cert.	Students may be required to wear uniforms and appropriate safety apparel and meet industry/business standard clothing and grooming requirements (including hair, nail, makeup, hygiene, body-odor, tattoo and piercing).
Child & Youth Development	Clean background/FBI, child abuse and health clearances	Entry level Child and Youth Care Certification CPR/First Aid Cert. Mental Health First Aid Cert.	Students may be required to wear uniforms and appropriate safety apparel and meet industry/business standard clothing and grooming requirements (including hair, nail, makeup, hygiene, body-odor, tattoo and piercing).

English-Language Instruction

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

Special Education

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

Students are eligible for special education services if they are found to have one or more of the following (dis)abilities that interfere with their educational performance: (1) autism/pervasive developmental disorder, (2) deaf-blindness, (3) deafness, (4) emotional disturbance, (5) hearing impairment, (6) intellectual disability, (7) multiple disabilities, (8) orthopedic impairment, (9) other health impairment (includes ADD, ADHD, epilepsy, etc.), (10) specific learning disability, (11) speech or language impairment, (12) traumatic brain injury, and/or (13) visual impairment, including blindness.

Some potential signs of having a (dis)ability include experiencing years of difficulties in: reading, writing or solving math problems; focusing and concentrating on schoolwork; sitting still in the classroom; and controlling emotions (such as anger, anxiety and depression) and behaviors.

If a student has had a lot of difficulty in school over the years and they think that they may have one or more of these conditions, they should contact the Special Education Coordinator by email. After sending the email, the student can expect that one of the staff from the Special Education team will follow up with them to talk about having an evaluation to determine if they are eligible for special-education and related services. If a student received special-education services in the last school they attended, YouthBuild is required to conduct a re-evaluation to determine if they continue to qualify for services.

YouthBuild identifies and then evaluates students who are believed to be eligible for special-education services. Before we can legally conduct an evaluation, YouthBuild must obtain written permission from their legal guardian. Additionally, a parent or legal guardian may, at any time, request that YouthBuild conduct an evaluation. Requests should be made, in writing, to the Special Education Coordinator.

After a comprehensive evaluation of a student is completed, an Evaluation Team is formed to review the evaluation report and determine if the student is eligible for special-education and related services. This team consists of the student, their parent or legal guardian, the student's teachers, a Special Education teacher, the School Psychologist, and the student's Success Coordinator.

If the Evaluation Team determines that the student is eligible for special-education and related services, then that Evaluation Team becomes the student's IEP Team and writes a detailed plan for supporting the student over the coming year so that they can be successful both in school and later in life. This plan is called an Individualized Education Plan—or, an IEP—and is different for each student.

Grading

Grades in all classes are dependent on successful completion of coursework and big projects (demonstrations). YouthBuild Philadelphia uses a competency-grading system rather than a traditional letter-grading system.

Students will be evaluated as Highly Competent, Competent or Not Yet Competent based on their coursework and final demonstration in each class. The teacher will provide them with a rubric that shows what criteria must be met to earn a Competent or Highly Competent grade. (These evaluations can be turned into credits used to calculate your grade point average (GPA) and placed on the school transcript for reporting to college and other postsecondary institutions. Note that YouthBuild does not use a credit system to determine graduation, but only for transcript-reporting purposes.)

Extensions

As referenced above, all students should strive for competent attendance which includes completing their work by the deadline. If a student is in need of an extension they will be able to request one by 4:00 pm on the grading day following each session. Students must email your academic or workforce instructor to request this extension. If the extension request is not made by 4:00 pm on the grading day following each session, students will not be able to complete the work. Once an instructor grants an extension, they will give a new deadline, which students must meet to complete the requirement.

Plagiarism

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

Graduating with Honors

YouthBuild Philadelphia rewards students who make significant progress and meet the school's high standards through the YouthBuild Honors program.

Honors are determined by GPA. The top 20% of students with highest GPAs after first six sessions are honored at the YouthBuild Graduation ceremony:

- the top 10% of graduates with highest GPAs receive High Honors,
- the next 10% of graduating students with the next highest GPAs receive Honors.

Valedictorian

The Valedictorian has the top overall rankings on all of the following criteria:

- has received High Honors

- not only has a high GPA in academics but has also exhibited and proven professional skills during the year in the area of workforce-development training
- has made a lasting impact on community and has met and exceeded the impact hour requirements
- has completed and shown high quality work in all graduation requirements by the end of the sixth session
- has clear postsecondary goals and has already made steps toward these goals, and
- has represented both YouthBuild Philadelphia and its Core Values throughout the school year, both in and out of school.

Salutatorian

Salutatorian ranks second to the Valedictorian on the criteria set forth above for the Valedictorian.

Engagement and Retention at YouthBuild

The engagement and retention team, which consists of Student Life, Student & Alumni Success Management, and Program Operations, works to complement YouthBuild's skill development team by collaborating around academic and workforce learning objectives while developing programming that enriches the personal and professional development of applicants, students, and alumni.

Student Life

Student Leadership/Voice

We believe that leadership opportunities are critical for students to feel connected to school. For this reason, we offer a variety of leadership opportunities, both formal and informal for students to opt into throughout the year. These may include: classroom leaders, worksite managers, project committees, & focus groups.

Class trips

Throughout the year, we offer a variety of events and trips, including senior trips, cookouts, educational experiences, etc. Students are expected to attend and participate in these events as scheduled throughout their programming. Students are encouraged to offer ideas and suggestions for these trips. Students are expected to cooperate with the behavior expectations of the school and event site. Any student concern with attending an event or trip should be brought to the attention of supporting staff immediately.

Extra-Curricular Activities

YouthBuild Philadelphia Charter School offers students the opportunity to participate in a number of extra-curricular activities. Students are expected to demonstrate a consistent level of commitment and dedication to the activity. During the first few weeks of school, students will have the opportunity to suggest what extracurricular activities or clubs they would like to see incorporated into the school year.

Some suggested activities or clubs from previous years are listed below:

- Basketball
- Cheerleading
- Flag Football
- Chess club
- Music/dance club
- Prom Committee
- Yearbook Committee (Students on the yearbook committee will have the opportunity to assist staff members in coordinating the details of the yearbook including submitting pictures, layout planning, and artistic input.)

Student & Alumni Success

Each student at YouthBuild Philadelphia is assigned a Success Coordinator. The Success Coordinator can guide students in learning how to take personal responsibility for success in their own life in order to be prepared for life after graduation. Success Coordinators do this by coaching and supporting students in the areas of self-assessment, self-reflection, and self-development so that they learn how to strengthen problem solving skills and, thus, learn to overcome obstacles that students face now and in the future. Success Coordinators will help students assess their situation by meeting with them regularly to complete an Individualized Success Plan (ISP). Designed to help get to know students better, the ISP will also help students develop goals to reduce barriers they're experiencing in any area of a students' life. The ISP will also help to address any immediate needs that may come up throughout the school year.

The Student & Alumni Success Department also manages the Needs Based Grants that are available to students. These grants provide financial assistance on an emergency basis to address immediate needs, especially when these needs hinder a student's ability to engage in school. The Success Coordinators will support students with completing a form and submitting paperwork to complete a request for Needs Based Grants assistance. Students who receive these funds must provide receipts of purchase and/or payments.

Success Coordinators will also work with students on Career Development requirements that consist of a series of steps during their first year at YouthBuild designed to guide students toward their career goals and the pathway to achieve those goals. Career goals include any combination of college, training programs/technical schools, apprenticeships, employment, or a year of service. These steps are the completion of—

- Career Plan -- Students will have an opportunity to share their primary career goals and explore the process of how they will make decisions in the future about opportunities. The Career Plan should describe your planned pathway after students complete most or all academic and workforce-development training, to your Bridge experience, through the first year as alumni and beyond. Students will finalize the Career Plan in the College and Career Readiness Classes with the assistance of the Success Coordinator in order to move onto the next requirement, the Bridge Plan.

- Bridge Plan – Based on the Career Plan, students will create a Bridge Plan and take steps to be ready for at least one Bridge program. The Bridge Plan provides students with support as they move forward in meeting their career goals.

YouthBuild is committed to the success of all students and provides support for one year after students graduate. During this time the Success Coordinator will continue to serve as the main contact with YouthBuild.

Graduation Pathway to Success (GPS)

Students are divided by vocation tracks to create 5 GPS teams. GPS teams include the students on a vocation track and 10 to 13 staff that will provide support to those students through the school year. GPS teams meet bi-weekly without students to plan and with students weekly to provide information and support which will appear as Advisory on students' schedules. In the weekly advisory meeting, students will receive progress reports, complete team-building activities, get important school-wide communications and receive crucial support from GPS staff.

Student Assistance Program

YouthBuild Philadelphia recognizes that some of its students are returning to school after many years of unsuccessful prior school experiences. These unsuccessful experiences may have resulted from various barriers to learning that went undetected at their prior schools. Some such barriers may involve problems with learning, controlling emotions or behaviors, or drug or alcohol use, among other challenges. YouthBuild actively seeks to uncover these barriers to learning through its Student Assistance Program—or SAP. The goals of SAP are to prevent these prior negative school experiences from reoccurring, to get targeted support services to those students who need them, and to help ensure that all students are successful.

Counseling

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

There is a Counselor assigned to every student at YouthBuilt. All students meet with their assigned Counselor at or near the start of the school year. Students may access counseling services by going directly to their assigned Counselor or by telling their Success Coordinator or Workforce-Development Instructor that they would like to speak with their Counselor.

Conversations between students and Counselors are confidential except for when the student informs their Counselor that they intend to harm themselves or others, or that someone else is harming them. In those situations, the Counselor is legally required to take appropriate action to ensure the safety of the student.

Mentoring

The purpose of the YouthBuild Philadelphia Mentoring Program is to provide students with the opportunity to connect with a staff member to help guide them through meeting the graduation requirements and plan for postsecondary success through regular check-ins. Students will have an opportunity to get to know Staff within their GPS for the first month of school and then select up to 3 Staff that they feel most connected with during that time. At the beginning of the second month of school, all students will be assigned a mentor who will support them specifically for the next 12 months. When possible, the mentor will be one of the three staff members identified by that student at the start of the year. At the end of their first year we will do a similar selection process for students' Alumni Mentor for Year 2. Staff Mentors are available to students throughout the year to give advice, answer questions, and help students get accustomed to the 2-year YouthBuild program. Students should view their Mentor as an important additional resource, someone they can feel comfortable contacting for help with any questions or concerns that may arise during the school year. Students will have scheduled meet ups with their Mentors each session to build on their relationship.

Students will be provided the contact information for their particular staff Mentor. Students will also be asked to provide feedback about their Mentors throughout the school year.

Student Rights and Responsibilities

Freedom from Discrimination

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

Equal Opportunity Statement

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

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

What to Do If You Believe You Have Experienced Discrimination

If a student thinks that they have been subjected to discrimination under a WIA Title I-financially assisted program or activity, they may file a complaint within 180 days from the date of the alleged

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

Protecting the Rights of Students who Identify as Transgender

Title IX

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

Preferred Names

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

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

The School's Use of a Preferred Name

A student's preferred name shall be used where feasible in all YouthBuild Philadelphia systems, unless use of the student's legal name is required by law, or unless the use of the student's preferred name is done with the intent to misrepresent the student's true identity. The student's preferred name shall be used on most written School records, including class rosters, report cards, letters from the School, photo ID, and diploma, as well as in all interactions between that student and school staff. Students may request that their legal names be used on their diplomas, if they so desire. A student's legal name will continue to be used on certain School documents—including the student's school transcript and Special Education Individualized Education Plans (IEP), if applicable—because these documents are considered legal documents and, as such, YouthBuild Philadelphia is required to use the student's legal name on them.

Requesting Use of a Preferred Name

If a student who identifies as transgender requests to be called by a first and/or middle name other than the legal names recorded on that student's birth certificate, they must submit a request to the school, in writing, on the school's [Transgender Student Name-Change Request Form](#) provided for such purposes. The student's written request will be placed in the student's permanent record as documentation of that request and to be used, as needed, to explain the inconsistencies in the student's name to other agencies, such as prospective employers and other educational institutions.

Use of Restrooms

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

Privacy/Confidentiality

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

Gender-Segregated Activities

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

Dress Code

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

Discrimination/Harassment

It is the responsibility of YouthBuild Philadelphia to ensure that students who identify as transgender and gender-nonconforming have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender identity or gender-nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Violation of this Policy

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

Free Education and Attendance

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

Corporal Punishment

YouthBuild Philadelphia does not use corporal punishment on students. That is, teachers and school authorities do not physically punish a student for an infraction of the discipline policy. However, teachers and school authorities may use reasonable force under the following circumstances:

- to quell a disturbance;
- to obtain possession of weapons or other dangerous objects;
- for self-defense; and
- for the protection of persons or property.

Freedom of Expression

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth of Pennsylvania. Students have the right to express themselves *unless* the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity, or interferes with another individual's rights.

Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities. Identification of the individual student or at least one responsible person in a student group may be required on posted or distributed materials. YouthBuild may require students to submit for prior approval a copy of materials to be displayed, posted or distributed on School property.

The YouthBuild administration may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school. A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students. The place of the activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

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

With regard to School bulletin boards:

- (1) YouthBuild may restrict the use of certain bulletin boards.

(2) Bulletin board space will be provided for the use of students and student organizations.

(3) In some cases, YouthBuild staff may require that notices or other communications be officially dated before posting, and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.

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

(1) Students have a right to report the news and to editorialize. However, prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and establish a limitation on the time required to make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution. In addition, students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by non-staff members shall be developed and distributed to all students.

(2) Youthbuild staff shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.

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

Flag Salute and Pledge of Allegiance (from the PA School Code)

It is the responsibility of every citizen to show proper respect for our country and its flag. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

Searches

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

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

Privacy Rights to Student Information and Education Records

The Federal Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age certain rights with respect to the student's education records. YouthBuild is generally

required to obtain a student's permission or consent before it may release any information from the student's education record. Under Federal law, a student receives this right when the student reaches the age of 18. This includes access to a student's records by others, as well as the right to deny parental access to his/her records.

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

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

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

In addition, YouthBuild may disclose, *without* the students' consent, "directory" information, such as a ***student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance***. However, YouthBuild must tell students about directory information and allow students a reasonable amount of time to request that the school not disclose directory information about them without their consent. Students are asked whether or not they give YouthBuild permission to disclose their directory information without their consent.

Rights to Accessing and Amending Educational Records

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Students should submit to the Operations Manager a written request that identifies the record(s) they wish to inspect. The Operations Manager will make arrangements for access and notify the student of the time and place where the records may be inspected.

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

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

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

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

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

Complaints must be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation, and contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:

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

Rights Regarding Surveys and the Collection of Other Personal Information

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

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

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

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

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

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

Inspect, upon request and before administration or use of—

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

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

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

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

Confidential Communications

YouthBuild Philadelphia Charter School has a legal responsibility to keep confidential whatever personal information we have on you in our educational records. This means that we cannot give out your personal information to outsiders without your permission/consent. At the start of the school year, we ask you whether you will allow us to give out certain personal information about you.

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

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

As a **general rule**, if any staff member receives information in confidence from any student that even *suggests* that the health, welfare or safety of the student or other person(s) may be in jeopardy, then that staff member must immediately report the information to the Director of Student & Alumni Success, the School Counselor assigned to the student's GPS, or the Chief Program Officer, for appropriate action. This is required so that we can protect everyone from danger.

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

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

Records Requests and Proof of Enrollment

At the end of Mental Toughness, students receive a proof of enrollment letter that can be used for many purposes like setting up benefits and ELRC. If a student needs another copy of this letter later in the year, they can request this through their Success Coordinator.

If a student needs an unofficial copy of their transcript for things like scholarships or admission to post secondary institutions, they can request that through their Success Coordinator.

After graduation, requests for copies of diplomas or transcripts and verification of graduation for employers or post-secondary institutions goes through Alumni Records. This is done by contacting

alumnirecords@youthbuildphilly.org and/or completing the form on our website (www.youthbuildphilly.org under “Resources for Alumni”).

Student Responsibilities

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

- Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.
- Students should express their ideas and opinions in a respectful manner.
- It is the responsibility of the students to conform to the following:
 - Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
 - Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
 - Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
 - Assist the school staff in operating a safe school for the students enrolled therein.
 - Comply with Commonwealth and local laws.
 - Exercise proper care when using public facilities and equipment.
 - Attend school daily and be on time at all classes and other school functions.
 - Make up work when absent from school.
 - Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
 - Report accurately in student media.
 - Not use obscene language in student media or on school premises.

Student Fare Card/Transportation Policy

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

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

Students can purchase a 2-Trip Pass if:

- The student's Fare Card has been left at home
- The student uses public transportation to go to work at night or on weekends, or
- Other reasons for which a student uses public transportation at times of day that are not covered by the Student Fare Card. (The reason must be discussed with and verified by the Success Coordinator before the student may purchase a 2-Trip Pass.

Unused 2-Trip Passes

If a student is given a free 2-Trip Pass to travel to School or to YouthBuild activities at off-hours or on weekends, such as Saturday School, service event, etc., and the student does not attend School or the activity, that student must return the unused 2-Trip Pass. If the pass is not returned, the student must pay \$2.00 for each pass received. In addition, that student will not receive another 2-Trip Pass for the following Saturday School, service event, etc.

Student Use of Internet Access, e-Mail & Network Resources Policy

Use of School Network Resources Is Privilege

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

Uses of School Computers and Chromebooks are Not Private

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

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

Prohibited Uses

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

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

Computer Etiquette

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

- Be polite. Do not become abusive in messages to others. General school rules and policies for behavior and communicating apply.
- Use appropriate language. Do not swear or use vulgarities or other inappropriate language.
- Do not reveal the personal addresses or telephone numbers of others.
- Recognize that e-mail is not private or confidential.
- Do not use the Internet or e-mail in any way that would interfere with or disrupt its use by other users.
- Consider all communications and information accessible via the Internet to be private property.
- Respect the rights of others users to an open and hospitable technology environment, regardless of race, sexual orientation, color, religion, creed, ethnicity, age, marital status or handicap status.

System Security Is High Priority

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

Damage to Equipment, Systems or Software is Strictly Prohibited

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

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

Students Use Computers at Their Own Risk

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

Downloading Software Is Prohibited

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

Code of Conduct

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

Dress Code

Consistent with the expectation that all students demonstrate appropriate conduct, YouthBuild Philadelphia has adopted a Dress Code to both ensure that the primary focus at the school is on learning and education and to begin to prepare students for a work environment. In addition, the Dress Code promotes school safety, improves discipline, and enhances the learning environment.

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

School Building Uniform Policy

Top

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

Bottom

Students should wear pants, jeans, capris, or skirts (below the knee). Bottoms should not leave any skin or underwear exposed.

Students may not wear leggings, stockings, tights, or stretch pants.

Accessories

Scarfs / Hats – Students may not wear do-rags, hats, jeff caps, etc. Religious or cultural attire must be neat.

Footwear – Students may not wear flip-flops, house shoes, or slippers.

Dress Down Days

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

Uniform – Dual Enrollment / Bridge Programming

Professional attire that meets the expectation of the partner organization.

Behavior Expectation Policies

Purpose

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

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

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

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

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

Scope of Expectations

This code shall apply to any conduct:

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

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

Behavioral Expectations & Responsibilities

Responsibilities of Everyone

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

Responsibilities of School Staff

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

Responsibilities of Students

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

Due Process

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

Behavior Expectations

Rule 1: DISRUPTION OF SCHOOL

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

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

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences are based on severity or number of violations and can include:

- Restorative assignment;
- Sent home for the day;
- 1-2 day suspension;
- 3-5 day suspension;
- Expulsion hearing, leading to possible expulsion

Rule 2: DISRUPTIVE BEHAVIOR

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

- Fighting
- Disrespecting and or undermining staff
- Disrespecting another student or member of the community
- False activation of a fire alarm
- Intentionally providing false information to a staff member
- Cheating and/or copying the work of another student or plagiarism from library or Internet sources

- Forgery – signing somebody else’s name/signature on any school related documents
- Maliciously damaging the reputation of anyone in the school community. This includes spoken and written messages including on any bulletin board, flyer or notice, or displayed on a student’s personal belongings
 - Continuously displaying a negative or uncooperative attitude
 - Failure to leave upon request by a staff member
 - Bullying or cyber-bullying—an intentional electronic, written, verbal or physical act, or a series of acts:

- (1) directed at another student or students;
- (2) which occurs in a school setting;
- (3) that is severe, persistent or pervasive; and
- (4) that has the effect of --
 - (i) substantially interfering with a student’s education;
 - (ii) creating a threatening environment; *or*

(iii) substantially disrupting the orderly operation of the school.

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

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

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

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

Claims of “bullying” should be reported immediately to the Director or Assistant Director of Student Life. If they are not available, claims should be reported to the Program Director.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences are based on severity or number of violations and can include:

- Restorative assignment;
- Sent home for the day;
- 1-2 day suspension;
- 3-5 day suspension;
- Expulsion hearing, leading to possible expulsion

Rule 3: DAMAGE TO PROPERTY

Students are expected to respect property, both school property and the property of others. Students shall not damage any property not owned by them. This includes both school property and the property of others. "Damage" includes writing graffiti, carving, tearing, cutting or otherwise defacing or destroying property. Damage to property will be treated as an aggravated offense under Rule 13.

Consequences for damaging school property or the property of others can vary according to the severity of the damage as well as number of times an individual student has been in violation of the rule and include:

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences are based on severity or number of violations and can include:

- Restorative assignment*;
- Sent home for the day*;
- 1-2 day suspension*;
- 3-5 day suspension*;
- Expulsion hearing, leading to possible expulsion*

*with restitution (payment for damages)

Rule 4: THEFT OF PROPERTY

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

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences are based on severity or number of violations and can include:

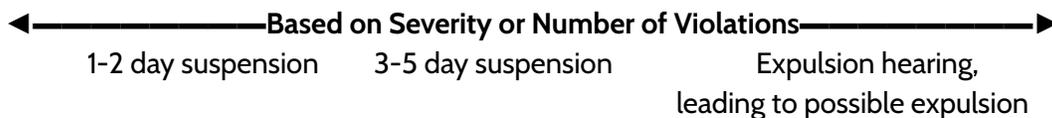
- Restorative assignment*;
- Sent home for the day*;
- 1-2 day suspension*;
- 3-5 day suspension*;
- Expulsion hearing, leading to possible expulsion*

*with restitution (payment for damages)

Rule 5: NEGLIGENCE, RECKLESS ENDANGERMENT, OR THREATS

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

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for negligence, reckless endangerment or threats include:



Rule 6: POSSESSION OF PROHIBITED ITEMS FOR USE OR TRANSFER

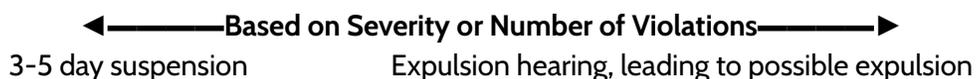
The following items **may not** be brought to school, worksite, or other school activities by students at any time:

- Pornographic material
- Alcohol
- Illicit or controlled drugs

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

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

Those consequences include:



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

Rule 7: ABUSE OF COMPUTER / INTERNET PRIVILEGES

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

- harming or destroying data of another student or staff member, the Internet or other networks. This includes, but is not limited to, the creation, downloading or uploading of computer viruses.
- breaking into (hacking) other files or systems, downloading copyrighted material, or conducting a personal business enterprise using the school computer network.
- going into any site on the Internet which contain sexually-explicit material.

(All students who have permission to use school computers must keep their passwords to themselves.)

Consequences for violating the Student Use of Internet Access, e-Mail & Network Resources Policy vary according to the severity as well as number of times an individual student has been in violation of the rule and include:

←————— **Based on Severity or Number of Violations** —————→

Restorative assignment*; 1-2 day suspension*; 3-5 day suspension*; Revoked Privileges*; Expulsion hearing,*
leading to possible expulsion

Rule 8: INDECENT ASSAULT OR INDECENT EXPOSURE

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

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for indecent assault or indecent exposure include:

←————— **Based on Severity or Number of Violations** —————→

3-5 day suspension Expulsion hearing,
leading to possible expulsion

Rule 9: HARASSMENT

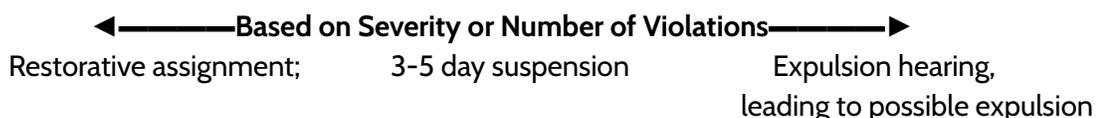
No student shall engage in verbal or physical activity which he/she should reasonably expect to have the effect of harassing any student, staff member, or school visitor. Harassment, for the purpose of

this rule, includes either a course of conduct or a single aggravated incident. Harassment includes, among other things:

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

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

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



Rule 10: POSSESSION OF A WEAPON

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

A weapon is defined as—

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

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

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

Rule 11: SIMPLE ASSAULT

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

Consequence: Expulsion.

←———— 1st Time —————→
Expulsion hearing, leading to possible expulsion

Rule 12: INVOLVEMENT IN CRIMINAL ACTIVITY

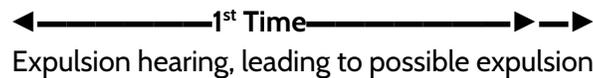
Any student involved in any criminal activity (as defined by the Commonwealth of Pennsylvania or the City of Philadelphia) at the School building, any School worksite, or any School-related activity, will be in violation of this rule. The Memorandum of Understanding (MOU) between the School and the Philadelphia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

- Possession of a weapon
- Criminal homicide
- Aggravated assault
- Stalking
- Kidnapping
- Unlawful restraint
- Rape
- Statutory sexual assault
- Involuntary deviate sexual intercourse
- Sexual assault
- Institutional sexual assault
- Aggravated indecent assault
- Indecent assault
- Arson and related offenses
- Institutional vandalism
- Burglary
- Criminal trespass
- Riot, and

- Possession or sale of a controlled substance, designer drug or drug paraphernalia, as defined by PA Law.

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

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for involvement in criminal activity include:



Suspension and Expulsion Procedures

Suspension of Students

Suspension Defined

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

Notifications

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

Informal Hearings

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

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is meant to encourage the student to meet with the principal to discuss ways by which future offenses can be avoided.

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

- Notification of the reasons for the suspension shall be given in writing to the parent or guardian and to the student;
- Sufficient notice of the time and place of the informal hearing shall be given;
- A student has the right to question any witnesses present at the hearing;

- A student has the right to speak and produce witnesses on his/her own behalf. 22 PA Code Sec. 12.8(c)(2).

Duration

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

Responsibility for Work During the Suspension

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

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

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

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

Expulsion of Students

Expellable Offenses

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

- Bringing a weapon to school premises or at a YouthBuild activity
- Conduct that physically endangers other community members
- Engaging in criminal activity (as defined by state or local law) on or around school premises.

For example,

- Deliberately damaging or defacing property
- Assaulting another member of the community

- Possessing, selling, distributing or using illegal drugs or controlled substances on school premises
- Theft or trafficking of stolen property
- Violence, threats or intimidation against community members
- Sexual activity on school grounds or when participating as YouthBuild students in extra-curricular and off-campus activities.

Expulsion Hearings

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

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

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

Prior to expulsion, the following steps must be taken:

- notification of the charges shall be sent to the student's parents or guardian by certified mail,
- sufficient notice of time and place of the hearing must be given,
- the hearing shall be held in private unless the student or parent requests a public hearing,
- the student has a right to be represented by counsel,
- the student has the right to be presented with names of witnesses against the student, and copies of the statements and affidavits of those witnesses,
- the student has the right to request that any such witnesses appear in the person and answer questions or be cross-examined,
- the student has the right to testify and present witnesses on his/her own behalf,
- A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript;
- The proceeding must be held with all reasonable speed.

When the student disagrees with the results of the hearing, recourse is available through the courts.

Placement Prior to a Hearing

During the period prior to the hearing and decision by the representation of the Board of Trustees, the student shall be placed in his/her normal class, except if—

(1) it is determined after an informal hearing that a student's presence in his/her normal class would create a threat to the health, safety, morals or welfare of others

and

(2) it is not possible to hold a formal hearing within the period of the suspension (that is, up to 10 consecutive school days), if the formal hearing is not unreasonably delayed.

Any students so excluded shall be provided with alternative education which may include home study.

Appeal

When the student disagrees with the decision of the Board of Trustees to expel, the student may appeal that decision to the appropriate court of the Commonwealth.

Suspension or Expulsion of Special Education Students

Students Identified as Intellectually Disabled

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

Suspension and Expulsion for All Other Special Education Students--Including Students with 504 Service Agreements

The School may suspend students with disabilities and cease educational services for up to 10 consecutive school days or 15 cumulative school days in one school year without providing special-education procedural safeguards.

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

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

Due-Process Steps

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

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

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

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

(2) was the conduct in question a direct result of the school's failure to implement the student's IEP?

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

C. If the student's conduct IS determined to be a manifestation of the student's disability, then School personnel may not apply the disciplinary suspension or expulsion to that student for the violation of the Code of Conduct. Instead, the IEP Team must either (1) conduct a functional behavioral

assessment and implement a behavior support plan for the student, or (2) modify the student's existing behavior support plan, as necessary.

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

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

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

E. The IEP team determines the appropriateness of an interim alternative educational setting, and as indicated, includes in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and help prevent the problem behavior from recurring.

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

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

*NOTE: A "dangerous weapon" is a weapon, device instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury. However, in the case of a pocket-knife, blades less than two-and-one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a "dangerous weapon."

(2) The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function; and

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

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

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

Drug-Free School Policy

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

environment. This policy provides for the wellness and safety of our YouthBuild Philadelphia Community.

- Self-Referral

If students are concerned that they have a substance-abuse problem and would like help with it, they can seek an appointment with the School's Drug & Alcohol Counselor for an assessment of the problem and appropriate referrals for treatment. Students may seek this appointment either through their Success Coordinator or a School Counselor. *The students' meetings with the School's Drug & Alcohol Counselor are strictly confidential.*

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

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

- Coming to School Under the Influence of a Prohibited Substance

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

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

Students who come to School impaired by being under the influence of a prohibited substance will be barred for the next five (5) school days from participating in any School activity that may result in danger to themselves or others as a result of the prohibited substance being in their physical system. The appropriate on-site staff person will make this determination of potential danger, and the staff person will make this determination with an abundance of caution for the safety of the formerly-impaired students and other students and staff in the area of the activity. *These*

limitations on the students' participation in certain potentially-dangerous School activities may affect the students' abilities to meet certain graduation requirements.

- Referral for Assessment

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

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

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

- Drug Testing

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

School Closure Information

School Number 3285

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt normal school operations. In the event that such an emergency occurs, Youthbuild Philadelphia's closure will be announced on KYW News Radio—school number 3285. A closure message will also be posted on YouthBuild Philadelphia's website and on our telephone message system.

During the winter months, YouthBuild Philadelphia will be closed whenever the Philadelphia Public Schools are closed for bad weather, or will be on the same modified schedule as the Philadelphia Public Schools. For example, if the public schools are opening two hours late due to bad weather, we will also be opening two hours late. Information on the public schools' schedule is easily available on radio and television.

Appendix

The following appendix provides live links to important documents that students are asked to sign and/or documentations that were mentioned in the Student Code of Conduct.

[Chromebook Agreement](#)

[Name Change Form](#)

[Student Transportation Policy](#)

[Authorization and Release \(permission for photo, etc. to be used\)](#)

[Home Visit Agreement](#)