Tidioute Community Charter School
Student Handbook
2026-2027

Grades K4-12

August 12th, 2026

EDUCATIONAL PHILOSOPHY / MISSION

Mission Statement

The mission of the Tidioute Community Charter School is the development of the mind, soul, and physical well-being of our students through the creation of a safe environment, community involvement, innovative teaching practices, individualized attention, and a mentor program that results in a world-class education in a small town environment.

The school in Tidioute is the heart of the town. Although a part of the large, sprawling Warren County School District since consolidation in the 1970s, Tidioute has maintained a separate identity. The school district's response to the need to educate children scattered across the rural county has been to transport them to large schools. Tidioute Community Charter School represents a philosophical and pedagogical alternative to school consolidation.

TCCS offers a small school in a beautiful natural setting that is embedded in its locale. TCCS will use the environment of a small town on a scenic river that depends substantially for its economy on a seasonal population and businesses addressed to outdoor leisure activities. Instead of removing children and young people from this environment, TCCS will use the community and the environment to teach citizenship, entrepreneurship, resource management -to teach relationships and interdependence. In doing so, TCCS hopes to give its students the independence to leave and the tools to stay, should they desire.

To offer this educational alternative, TCCS offers a rich curriculum that is both rigorous and innovative; rigorous in range and depth of coursework but innovative in the emphasis on projects and mentorships. Students will flourish in the differentiated classroom where their particular learning styles and learning process will emerge in interaction with teachers and peers. Assessment will be ongoing, contextual, and authentic. The TCCS learning environment is one in which students will be taught facts and rules to apply to rely and to restate on examination; in contrast, students will be expected to move from facts, to concepts, to principles, to attitudes, and then to demonstrable skills.

This approach to teaching and learning is well-grounded in educational philosophy and psychology. By adopting this approach, TCCS intends to graduate seniors who are able to negotiate a place in the world of family, community, education, and work.

Dear Tidioute Community Charter School Students/ Parents/ Guardians:

Greetings and welcome to TCCS. Our handbook has information about our policies and school procedures that will help to ensure student success. Please read and keep this book for reference and return the student/parent acknowledgement.

TCCS acknowledges our students' success is a result of a partnership between students, parents, teachers, guardians, administration, and the community. Students must complete the required amount of credits (28) for graduation. Curriculum has been developed according to PA PDE Chapter 4 academic standards. We expect full cooperation and collaboration in regards to learning at our unique charter school. It is our privilege to instruct the students of TCCS. Charter schools are schools of choice.

We look forward to helping your child(ren) succeed.

Sincerely,

Ryan D. Steffan
Chief Administrator
Tidioute Community Charter School

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Tidioute Community Charter School Handbook 2026-2027

School Colors.....Black & Orange
School Mascot…… "Bulldog"

TCCS Alma Mater

Alma Mater, Tidioute Charter, long your light has shone.
From Allegheny's verdant portal echoes forth your song.
Proud we stand in strong devotion heralding your worth;
Ever honor Tidioute Charter, Alma Mater.

2
Those who've come and gone before us, faithful in their guest;
Lifted you to heights unmeasured; generations blessed.
Now the call goes forth to those, your beauty hearts have stirred:
Ever honor Tidioute Charter, Alma Mater.

3
Quiet sentinel, ever watchful, faithful to your call.
Heart unfurled with richest treasure beckoning to all.
Held in highest admiration, Wisdom's ancient word;
Ever honor Tidioute Charter, Alma Mater.

Written by: David G. Bush 2013

Annual Notice of Parents' Rights under The Family Educational Rights and Privacy Act

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL RULES

TCCS has the authority to make reasonable and necessary rules governing the conduct of students in school. The rule-making power, however, is not unlimited: it must operate within statutory and constitutional

restraints. TCCS has only those powers which are enumerated in the laws of the state, or which may reasonably be implied or necessary for the orderly operation of the school.

TCCS may not make rules which are arbitrary, capricious, or outside their grant of authority from the General Assembly. Their rules must stand the test of fairness and reasonableness. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose.

RIGHTS AND RESPONSIBILITIES OF STUDENTS, PARENTS, AND STAFF

The rights of students, parents, and staff are those guaranteed to all citizens in accordance with the Constitution of the United States, the laws of the Commonwealth of Pennsylvania, and the rules and regulations of the Pennsylvania Department of Education.

RESPONSIBILITIES OF STUDENTS:

1. Accept each person as an individual human being and promote intercultural and group relations and understanding. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
2. Apply abilities and interests to the improvement of a knowledge base and to the development and application of learning skills.
3. Recognize and function within the policies established by the Board of Trustees and school officials. Be aware of all rules and regulations for student behavior and conduct themselves accordingly.
4. Attend school for the purpose of obtaining a quality and meaningful education through regular school attendance and a conscientious effort in classroom work.
5. Attend school daily, except when excused, and be on time to all classes and other school functions.
6. Make all necessary arrangements for making up work when absent from school.
7. Abide by rules and regulations necessary for the orderly conduct of school activities by the administration and faculty. Be aware of and comply with state and local laws.
8. Pursue and attempt to satisfactorily complete the courses of study prescribed by state and local school authorities.
9. Assume that until a rule is waived, altered, or repealed, it is in full effect.
10. Assist the school staff in operating a safe school for all students enrolled therein.
11. Exercise proper care when using public facilities and equipment.
12. Implement and abide by the rules and regulations developed through the cooperation of student-faculty committees.
13. Contribute cooperatively toward the improvement of the teaching-learning situation and strive for the overall betterment of the total school environment.
14. Maintain respect for school officials and other students and exhibit conduct reflecting self-control, self-regulation, and self-discipline. Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
15. Dress and groom themselves so as to meet fair standards of safety and health, and so as not to cause substantial disruption to the educational processes.
16. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
17. No student has the right to interfere with the education of his 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.

RESPONSIBILITIES OF PARENTS/GUARDIANS:

1. Exemplify an enthusiastic and supportive attitude toward work and education.
2. Build a good working relationship between themselves and school personnel.
3. Teach their children self-respect, self-control, respect for the law, respect for others and the property of others, and accountability for their actions.
4. Insist on prompt and regular attendance.
5. Encourage their children to take pride in their appearance.
6. Cooperate with the school in jointly resolving school-related problems.
7. Become involved in the school.
8. Set realistic standards of behavior for their children.
9. Help their children to develop skills to withstand negative peer pressure.
10. Provide a place conducive for study and the completion of homework assignments.
11. Motivate their children to develop a keen interest in learning and exploring multiple fields of knowledge.
12. Review the Discipline Policy as a family, being especially aware of attendance, discipline, and Zero Tolerance policies.
13. Make sure that their children are in good health. Good health is essential to ensure effective classroom performance.
14. Learn all they can about the curriculum and curriculum activities.
15. Attend parent/teacher conferences, Parent Teacher Organization (PTO) meetings, and special events sponsored by the school.
16. Be aware that they are responsible should their children have any financial obligations. These include, but are not limited to: lost books, fines, and damage of property.

RESPONSIBILITIES OF TEACHERS/STAFF:

1. Promote a climate of mutual respect and dignity which will strengthen the student's self-image.
2. Utilize classroom strategies and techniques that contribute to student success.
3. Teach students the skills to become responsible citizens.
4. Honor “Time on Task." This helps tremendously in preventing most discipline problems.
5. Stay close enough to students so as to know what they are doing.
6. Required to be outside classroom doorways during transition between classes.
7. Teachers will be required to update grades every Monday.
8. Teachers must provide teaching reflections to the Administrative team on Monday morning reflecting on the previous week.
9. Teachers must provide lesson plans to the Administrative team on Monday morning for the current week.
10. Teachers/Staff required to attend faculty meetings in the cafeteria at 3:20 on their scheduled Tuesdays.
11. Reflect a personal enthusiasm for teaching and learning as well as a genuine concern for the individual student.
12. Guide classroom activities as students learn to think and reason, to assume responsibility for their actions, and to respect the rights of others.
13. Help students to cope with negative peer pressure.
14. Be sensitive to changing behavioral patterns.
15. Strive for mutually respectful relationships with students.
16. Assist students and administrators in developing a climate in the school that is conducive to wholesome learning and living.

17. Report immediately to the Chief Administrator/Principal any student who may jeopardize his/her own safety, the safety of other students, the safety of teachers, or who seriously interferes with the instructional program of the classroom as required by the Student Code of Conduct.
18. Serve as surrogate parents/guardians in matters of behavior, discipline, and academics in accordance with Pennsylvania School Law.
19. Interpret and review the discipline policy with students.
20. Be fair, firm, and consistent in enforcing the Discipline Policy in the classroom, in the hallway, in the restrooms, on school transportation, on the school campus, and at all school-sponsored activities.

RESPONSIBILITIES OF ADMINISTRATORS:

1. Promote a climate of mutual respect and dignity, which will strengthen students' self-image.
2. Develop and utilize a system of observation and evaluation to ensure a high standard of teaching and learning
3. Reflect a personal enthusiasm for teaching and learning as well as a genuine concern for the individual students.
4. Develop procedures which reduce the likelihood of student misconduct.
5. Make sure that all incidents are carefully and thoroughly investigated.
6. Provide the opportunity for students, staff, and parents to approach the administrator directly for redress of grievances.
7. Develop close, cooperative relationships with parents for the educational benefit of students.
8. Utilize all appropriate auxiliary staff and community agencies to help parents and students identify problems and seek solutions.
9. Be fair, firm, and consistent in all decisions affecting students, parents, and staff.
10. Demonstrate, by word and personal example, respect for law and order, self-discipline, and a genuine concern for all persons.
11. Strive for mutually respectful relationships with students, parents, and faculty/staff.
12. Work together with faculty/staff to obtain maximum instructional potential through the use of formal and informal observations and maintain high academic student achievement.
13. Establish and maintain building security.
14. Assume responsibility for the dissemination and enforcement of the discipline policy.
15. Comply with pertinent laws governing hearings, suspensions, and the rights of students.
16. Support teachers and parents in their effort to enforce the discipline policy

Tidioute Community Charter School

Bell Schedule 2026-2027

Release to Lockers 7:55
Homeroom 8:00 - 8:04
Period 1 8:05 - 8:48 (43 min)
Period 2 8:51 - 9:34 (43 min)
Period 3 9:37 - 10:20 (43 min)
Period 4 10:23 - 10:48 (25 min)
Period 5 10:51 - 11:34 (43 min)

Middle School Lunch 11:37 - 12:07 (30 min)	High School Period 6 11:37 - 12:20 (43 min)
Middle School Period 6 12:10 -12:53 (43 min)	High School Lunch 12:23 - 12:53 (30 min)

Period 7 12:56 - 1:39 (43 min)
Period 8 1:42 - 2:25 (43 min)
Period 9 2:28 - 3:11 (43 min)

Test Schedules and Dates
8/26/2026 - 6/4/2027

Semester 1 8/26/26 - 1/19/27	**Semester 2** 1/20/27 - 6/4/27

Quarter 1 8/26/26- 10/29/26	**Quarter 2** 10/30/26- 1/19/27	**Quarter 3** 1/20/27 - 3/31/27	**Quarter 4** 4/1/27 - 6/4/27

Progress Reports Due:
Quarter 1: 9/28/26
Quarter 2: 12/7/26
Quarter 3: 2/22/27
Quarter 4: 5/3/27

Grades will be finalized on:
Quarter 1: 10/29/26
Quarter 2: 1/19/27
Quarter 3:3/31/27
Quarter 4: 6/4/27

Measure of Academic Progress (MAPS)
3 times a year - Fall, Winter, and Spring

PSSA Test Assessment Window	
Language Arts Grades 3-8	April 27 - 29
Math Grades 3-8	May 4 - 5
Science Grades 4, 5, 8	May 6 - 7
Make Up Deadline	May 14, 2027

Keystone Test Assessment Window	
Winter Wave	December 7 - 18
Literature	May 17 - 18
Mathematics	May 20 - 21
Biology	May 24 - 25
Make Up Deadlines	May 28, 2027

AP Test Assessment Window	
AP US Government and Politics	May 4 @ 8:00
AP European History	May 4 @ 12:00
AP English Language and Composition	May 12 @ 8:00
AP Environmental Science	May 13 @ 12:00

ASVAB Grade 11 and 12	November 9th
PSAT Grade 10 and 11	October 7th

*Christmas Concerts @ 6:00
December 15 Grades K4 - 5
December 16 Grades 6 - 12

*Spring Concerts @ 6:00
April 20 Grades K4 - 5
April 21 Grades 6-12

*Career Fair grades 11-12
October 14, 2026

PARENT/TEACHER ORGANIZATION (PTO)/CAPTIVATE

(Community and Parents Together Involved in Volunteering and Teaching Excellence)

Volunteers will be required to complete a "Volunteer Application Form" and to obtain Act 34, Act 151, Act 114 clearances, and submit a negative TB test.

Volunteers may come from all backgrounds and all age groups and include any person willing to give their time to help students and school staff members. Volunteers may be involved in working with students on a one-to-one basis or performing tasks not involving students. Volunteers are to be used in a manner that supplements the existing programs.

School personnel will identify appropriate tasks for volunteers. Volunteers may not provide transportation to students in their personal automobiles for any school-sponsored activities.

The Chief Administrator is responsible for establishing guidelines covering their use throughout the school. The PTO/CAPTIVATE handbook is available upon request through the PTO Coordinator, Ashley Nansen.

The volunteers who collect the most hours throughout the year will be first looked at to chaperone for the end of the year field trips. Classroom teachers will hold a list of volunteer positions they need in their classroom during open house. Jobs lists may be filled out so hours will begin with the start of the school year.

GUIDELINES FOR PARENT-TEACHER CONFERENCES

Teachers are pleased to discuss with parents any questions or concerns about their child or educational program. However, the education program functions best with the fewest interruptions. Please avoid disrupting class during instructional times.

We would like to take this opportunity to encourage your cooperation in following a few basic guidelines to effectively communicate with school personnel:

1. Parents/guardians should communicate first with teachers regarding classroom problems.
2. Appointments for private conferences with teachers should be made in advance by contacting the teacher directly.
3. All visitors are to enter on the Jefferson side of the building, check in at the front desk with the current building guidelines, sign-in, and obtain a visitors badge through our RAPTOR system. All visitors will be required to present a state ID or Driver's License before entering into the building.
4. Problems, which cannot be resolved during parent-teacher conferences, should be taken to the Chief Administrator/Principal.
5. Formal scheduled Parent-Teacher Conferences are conducted by appointment.
6. There will be an all school Parent-Teacher Conference in the fall. Grades K4 - 12 will schedule with their classroom teachers.

VISITORS TO TCCS

All visitors to the school are to report to the Front Desk in the lobby to sign-in and obtain a visitors badge through our RAPTOR system. All visitors will be required to present a state ID or Driver's License. Please enter on Jefferson St. Side (rear entrance) as the Main St. side is no longer a public entrance.

Authority

The Tidioute Community Charter School Board of Trustees welcomes and encourages interest in charter school educational programs and other school-related activities. The Board recognizes that such interest may result in visits to school by parents/guardians, adult residents, educators and other officials. To ensure order in the school and to protect students and employees, it is necessary for the Board to establish a policy governing school visits.

Delegation of Responsibility-The Chief Administrator or designee has the authority to prohibit the entry of any individual to the charter school in accordance with Board of Trustees guidelines and state and federal law and regulations.

Guidelines

Upon arrival at the school, visitors must register where they will sign in and sign out, receive a badge, and receive instructions.

After the start of the school day, visitors to the school must use the buzzer system for entry and report directly to the main office. All other entrances shall be locked.

All staff members shall be responsible for requiring a visitor to demonstrate that s/he has a visitor's badge.

No visitor may confer with a student in school without the approval of the Chief Administrator or designee. Should an emergency require that a student be called to the school office to meet a visitor, the Chief Administrator or designee shall be present during the meeting.

No visitor shall be allowed to photograph or videotape any person or any part of the building or to tape record any conversation without proper approval of the building Chief Administrator, Director of Special Education, or designee.

Failure to comply with this policy shall result in more limited access to the school as determined by the Chief Administrator, consistent with Board policies, administrative regulations, school rules and federal and state law and regulations.

Classroom Visitations

Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit, in accordance with established administrative regulations.

The Chief Administrator, Special Education Director, or designee must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.

In order to minimize disruption of the classroom schedule and the educational process, the number and length of parent/guardian visitations shall be coordinated, scheduled, and monitored by the Chief Administrator or designee. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.

The Chief Administrator, Special Education Director, and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates Board policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.

Under exceptional circumstances and upon request of the Special Education Supervisor, classroom teacher or parent/guardian, the Chief Administrator may authorize additional or longer classroom visits by a parent/guardian or other recognized professional on behalf of the parent/guardian.

Military Personnel

Members of the active and retired Armed Forces, including the National Guard and Reserves, shall be permitted to:

1. Visit and meet with district employees and students when such visit is in compliance with Board policy and charter school procedures.
2. Wear official military uniforms while on district property.

CUSTODIAL RIGHTS

The TCCS will direct all communication to the student's natural parents or guardians. When custodial rights are changed from both natural parents to another arrangement of guardianship or custodial care, the school should be presented with legal documentation. Court orders of this nature will be stored in the student's permanent file. The school may request notarized statements where custodial arrangements are informal.

Legal Parents/Guardians not living at the same address as the student may request school information by contacting the building secretary.

ATTENDANCE REQUIREMENTS
Attendance Policy # 204

PURPOSE

The Board of Trustees of the Tidioute Community Charter School is committed to the goal that every child enrolled in the charter school graduates from high school ready for college or employment regardless of their individual background or circumstance. Regular school attendance is imperative.

AUTHORITY

Parents or guardians of all children between the ages of 6 and 18 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused.

DEFINITIONS

Compulsory school age shall mean the period of a child's life from the time the child's parents/guardians elect to have the child enter school, and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age.

Compulsory attendance refers to the mandate that all children of compulsory school age having a legal residence in Pennsylvania must attend a day school in which the subjects and activities prescribed by the standards of the State Board of Education are taught.

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Excused/lawful absence shall mean an absence from school which is permitted under section 1329 of the PA School Code.

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated charter school staff during school hours for health-related reasons.

2. Obtaining professional health care or therapy services rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.

3. Quarantine.

4. Family emergency.

5. Recovery from an accident.

6. Required court attendance.

7. Death in the family.

8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.

9. Observance of a religious holiday observed by a bona fide religious group, upon prior written parental request.

10. Non-school sponsored educational tours or trips, if the following conditions are met:

- The parent/guardian submits a written request for excusal prior to the absence.
- The student's participation has been approved by the Chief Administrator or designee.
- The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Chief Administrator.

11. College or postsecondary institution visit, with prior approval.

12. Other urgent reasons, including delay or absence of school bus or court appearance.

Urgent reasons shall be strictly construed and do not permit irregular attendance.

The charter school may limit the number and duration of non-school sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

Temporary excusals shall include:

1. The Chief Administrator/Principal may, upon receipt of satisfactory evidence of mental, physical or other urgent reasons, excuse a student for nonattendance during a temporary period, but the term ‘‘urgent reasons’’ shall be strictly construed and does not permit irregular attendance.

2. Upon written parental request, a student shall be excused from school to attend classes for religious instruction under section 1546 of the Public School Code of 1949 (24 P. S. § 15-1546). The excusal shall be limited to a total of not more than 36 hours per school year.

3. Upon written parental request, a student may be excused during school hours for the purpose of receiving tutorial instruction in a field not offered in the charter school’s curricula only if the following requirements are met:

(1) The excuse does not interfere with the student’s regular program of studies.

(2) The qualifications of the instructor are approved by the Chief Administrator/Principal/Assistant Principal.

Students whose names are on the active membership roll, who are at anytime in the school term absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:

(1) The charter school has been provided with evidence that absence may be legally excused.

(2) Compulsory attendance prosecution has been or is being pursued.

Person in parental relation shall mean a:

1. Custodial biological or adoptive parent.

2. Noncustodial biological or adoptive parent.

3. Guardian of the person of a child.

4. Person with whom a child lives and who is acting in a parental role of a child.

This definition shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child.

School attendance improvement conference shall mean a conference where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services. The following individuals shall be invited to the conference:

1. The child.

2. The child's person in parental relation.

3. Other individuals identified by the person in parental relation who may be a resource.

4. Appropriate school personnel.

5. Recommended services providers.

Unexcused absence shall mean an absence from school which is not permitted by the provisions of section 1329 and for which an approved explanation has not been submitted within the time period and in the manner prescribed.

MEDICAL

Students who miss (10) or more days of school may be placed on a medical excuse by the Chief Administrator/Attendance Officer. This will require the students to provide medical excuses from a doctor or medical professional. If placed on medical excuses and does not provide a medical excuse will be deemed unexcused.

DELEGATION OF RESPONSIBILITY

The Chief Administrator or designee shall annually notify students, parents/guardians, and staff about the charter school’s attendance policy by publishing such policy in student handbooks and the charter school website.

The Chief Administrator or designee shall be responsible for the implementation and enforcement of this policy.

The Chief Administrator or designee shall develop administrative regulations for the attendance of students which:

- Govern the maintenance of attendance records in accordance with law.
- Detail the process for submission of requests and excuses for student absences.

- Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate judge.
- Ensure that students absent have an opportunity to make up work.

ENFORCEMENT OF COMPULSORY ATTENDANCE REQUIREMENTS

Absences shall be treated as **unlawful** until the charter school receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.

A maximum of ten (10) days of **cumulative lawful absences** verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

For purposes of this policy, absences which do not meet the criteria indicated above shall be considered an **unexcused/unlawful absence**.

Charter School staff shall provide notice to the person in **parental relation** upon each incident of unexcused absence.

When a student has been absent for three (3) days during the current school year without a lawful excuse, charter school staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.

The **notice shall**:

Be in the mode and language of communication preferred by the person in parental relation; Include a description of the consequences if the student becomes habitually truant; and When transmitted to a person who is not the biological or adoptive parent, also be provided to the child's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a **School Attendance Improvement Conference**.

The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.

Neither the student nor the person in parental relation shall be required to participate, however the School Attendance Improvement Conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.

The outcome of the School Attendance Improvement Conference shall be documented in a written **School Attendance Improvement Plan**. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate charter school staff.

When a student under fifteen (15) years of age is **habitually truant and the Student Attendance Improvement Plan (SAIP) is in place**, charter school staff:

Shall refer the student to:

- A school-based or community-based attendance improvement program
- The local children and youth agency.
- May file a citation in the office of the appropriate judge against the person in parental relation who resides in the same household as the student.

When a student fifteen (15) years of age or older is habitually truant, charter school staff shall:

- Refer the student to a school-based or community-based attendance improvement program
- File a citation in the office of the appropriate judge against the student or the person in parental relation who resides in the same household as the student.
- Charter school staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.

Regardless of age, when charter school staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate judge, charter school staff shall provide verification that the school held a School Attendance Improvement Conference.

A citation shall be filed in the office of the appropriate judge whose jurisdiction includes the charter school in which the student is enrolled.

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.

SPECIAL NEEDS ACCOMMODATIONS

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board of Trustees policy.

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board of Trustees policy.

DISCIPLINE

The charter school shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.

Participation in School Activities

1. In the case of late arrivals students must be signed in at the office before 10:00 a.m. If a student signs in after 10:00 a.m., they will not be eligible to participate in the day's practice/game/event. The Attendance team will investigate unusual circumstances. This expectation is in place so that students may not choose to avoid school work but still intend to play the sport/activity/event after school.
2. Late arrivals (tardies) by students participating in extracurricular activities are limited to **5** occurrences without proper documentation. Students who exceed that limit will not be eligible for that day's practice/game/event thereafter.
3. If a student is absent part of the school day due to a medical reason or family emergency, he/she may provide an excuse from the doctor for medical reasons or parent/guardian for a family emergency validating the absence to still be eligible to participate in that day's practice/game.
4. In the case that student is part of a school club or organization that has an activity requiring absence during the school day, the absence will be excused and he/she will be eligible for the day's practice/game/event.
5. Attendance shall be tracked by the event Advisor.

Tardiness

1. **Homeroom** - The Attendance Officer will document when a student accumulates 3 unexcused tardies (excused/unexcused is verified by giving the student three (3) days to bring in the excuse and

determining if the excuse is "excused" or legal"). If you are tardy three days to homeroom without an excuse, you will receive an after school detention.

2. **School -** A student who is tardy to school after homeroom must sign-in. If you are tardy three days to school without an excuse, you will receive an after school detention.Any student arriving after 1:00 will not receive credit for the day.
3. **Class -**If you are tardy three times to the same class without an excuse, you will receive an after school detention and one point.

Withdraw

If a student is absent from school for ten (10) consecutive days, that student will be removed from the active membership roll unless one of the following occurs:

1. The Charter School has been provided with evidence that the student's absence may be legally excused, or
2. Compulsory attendance prosecution has been or is being pursued.

Appointments

Remember that each time a student is absent from class, he or she misses something important. Parents should please try to schedule out of school student appointments (medical, dental, etc.) after school hours. When this is impossible, consult the bell schedule to find the least disruptive time for your child to be absent.

No student will be allowed to leave school or the school grounds for any reason without permission from the office. A student having an appointment with a doctor or dentist during school hours must bring a note to school signed by the parent indicating the date, time, and type of appointment. This note must be presented to the office the morning of the appointment or earlier. Before leaving the school and upon arriving after 8:00 am the student must sign in and out at the lobby desk. A parent or guardian must sign the student out unless the student is 18 years of age or older. Licensed permitted drivers with a signed parent note are the exception.

LEAVING SCHOOL EARLY

Any student leaving before the dismissal bell at 3:11 pm that does not return may be marked ½ day absent and may be marked absent for the entire day depending on the time and reason for leaving.

A student must bring in a signed note from a parent or guardian, regardless of age, for an early dismissal. Text messages are not an acceptable form of communication for an early dismissal. Administration may approve a phone call from the parent to discuss/ approve the dismissal. A student is responsible for collecting and completing all work they miss due to an early dismissal.

Educational Trips and Tours

The TCCS will use the following procedure to authorize legal absences for students who will be on family education tours and trips:

1. The parent must complete the Educational Field Trip form in advance explaining the nature and extent of the tour, trip, and/or activity, and its expected educational value.
2. The student is responsible for all work missed and will have the opportunity to make up the work without penalty within five days upon their return date of absence. After this time frame the student will receive a zero in the gradebook for all work not turned into the teacher in this timeframe.
3. Approval is to be requested before leaving on the tour, trip, or activity.

4. The Chief Administrator must sign this form to give permission and is required to maintain a copy of the letter/approval in the child's file for future reference.

The Chief Administrator is authorized to make the decision on approving these requests. The Chief Administrator does have the right to deny a vacation. If the trip is denied and the student chooses to still attend, the days missed will be considered unexcused.

TCCS HONOR ROLL/MERIT ROLL GUIDELINES

Honor Roll Requirements

Honor Roll: 93% - 96.9%
Merit Roll: 97% - 100%

Elementary Students (grades 2-6):

- Honor Roll is awarded to a student after each marking period.
- Because students in grades 2-6 will receive a grade for their Specials, these courses count toward the average.
- We do not round grades. Ex: 92.6% does not = 93%
- Students can have no "Ds", "Fs" or "Us" on their report card for that marking period.

Middle and High School Students 7-12

- Honor Roll is awarded to a student after each marking period.
- We do not round grades.
- Students can have no "Ds" or "Fs" on their report card regardless of their average.
- All courses on a student's schedule count towards Honor/Merit Roll.

Academic Performance Recognition Trip Guidelines

Students in grades 3-12 who earn grades that qualify them for the Academic Performance Recognition Trip are invited to attend an end of the year field trip in June after the school year concludes **provided there is adequate funds.** A student must be enrolled at TCCS for at least three full quarters in order to be eligible for this trip. Transferring grades for the current year must meet or exceed TCCS requirements for their grade level Honor Roll. If a student has any disciplinary action taken it is up to the administration on a case by case basis if the student will be allowed to attend this event.

Elementary trip (grades 3-6) and Middle/High School (grades 7-12)

Students will qualify for this trip if each marking period has been a 93% or above, with no rounding for all 4 marking periods. Students can have no "D", "F", or "U's".

Example:

Qualifies	Does not qualify
Marking period 1= 93% or above	marking period 1 = 93%
Marking period 2 = 93% or above	marking period 2 = 90%

Marking period 3 = 93% or above	marking period 3 = 94%
Making period 4 = 93% or above	marking period 4 = 95%

GRADES

The Tidioute Community Charter School has a percentage grading system for grades 2-12. The grading system for the students at TCCS is as follows:

93 to 100	A	65 to 74	D
85 to 92	B	0 to 64	F
75 to 84	C	Incomplete	I

TCCS has established a series of "weighted" courses for determination of grade point averages. These are listed in the course guide available to all students in the school office and online.

Incomplete Work
A student who receives an "I" has five school days after the marking period ends to make up the Incomplete work. If the student does not complete the make up work in the five school day time frame the missing assignments/test will be replaced with zeros and be averaged into the final grade. Time extensions under extreme circumstances can be approved by the Chief Administrator/designee.

REPORTING PUPIL PROGRESS- Policy #212-The Tidioute Community Charter School Board of Trustees recognizes that communication between school and home is a vital component in the growth and education of each student. The Board acknowledges the school's responsibility to keep parents/guardians informed of student welfare and academic progress.

The Board of Trustees directs that the charter school's instructional program shall include a system of measuring all students' academic progress. The Board directs the Chief Administrator to establish a system of reporting student progress that includes academic progress reports, grade reports, and parent/guardian conferences with teachers.

Delegation of Responsibility
The Chief Administrator or designee shall develop administrative procedures and regulations for reporting student progress to parents/guardians. All appropriate staff members, as part of their professional responsibility, shall comply with the systems established for measuring and reporting student progress.

Reporting Progress
1. Grades
The Tidioute Community Charter School has adopted a percentage grading system for grades 2-12. The grading system is as follows:

93%-100%.....A
85%-92%.....B
75%-84%.....C
65%-74%.....D
0%-64%.....F
Incomplete……I

2. Schedule

Time Period	Action
4 ½ weeks into the 1st semester	Progress Reports
1st nine weeks	Grades
13 ½ weeks into the 1st semester	Progress Reports
2nd nine weeks (Midterm)	Grades
4 ½ weeks into the 2nd semester	Progress Reports
3rd nine weeks	Grades
13 ½ weeks into the 2nd semester	Progress Reports
4th nine weeks (Finals)	Final Grades

Delegation of Responsibility for Promotion and Retention

The Chief Administrator or designee shall develop procedures for promotion and retention of students which assure that every effort will be made to remediate the student's difficulties before the student is retained. The recommendation of the classroom teacher shall be required for promotion or retention of a student.

The Chief Administrator/Principal shall be assigned the final responsibility for determining the promotion or retention of each student.

Promotion and Retention Policy #215

The Tidioute Community Charter School Board of Trustees recognizes that the emotional, social, physical, and educational development of students will vary and that students should be placed in the educational setting most appropriate to their needs. The charter school will establish and maintain high standards for each grade and monitor student achievement in a continuous and systematic manner.

The Board establishes that each student shall be moved forward in a continuous pattern of achievement and development that corresponds with the student's development, the system of grade levels, and attainment of the academic standards established for each grade.

A student shall be promoted when s/he has successfully completed the curriculum requirements and has achieved the academic standards established for the present level, based on the professional judgment of the teachers and the results of assessments. A student shall earn the right to advance to the next grade by demonstrating mastery of the required skills and knowledge.

Retention Procedures

- Students in grades K4-12 in jeopardy of retention, school conferences between such interested persons shall occur to reach a combined view. The parents/ guardians of children in jeopardy will be invited to those conferences, if they do not attend the conference the retention conference will still occur. Results obtained from various tests and class work assignments will be important factors in the decision. It will

be the Administrative team's responsibility to make the final determination. Concurrent with a recommendation to retain, a plan to insure proper remediation during the next school year is to be developed by teachers, administrators, counselors and the parents of the involved student.

- Middle School (6-8): If a student fails one core course the student will have the opportunity to recover the credit over the summer, if they do not use the summer to obtain a passing score in the course the student will repeat the current core course in the fall. If the student fails (2) core courses they will be retained in the current grade level.
- High School (9-12): If a student fails any course they will be promoted to the next grade level. The failed credit will be repeated in the following year's schedule or they will have an opportunity to recover the credit during the summer program. If a student is unable to obtain the 28 required credits by the end of the 4th year of high school, they will be required to attend a full day for a 5th year to obtain a diploma.

Guidelines

1. In all cases of retention, the parents shall be fully involved and informed through the process. Parents and students shall be informed of the possibility of retention.

2. Academic achievement, attitude, effort, work habits, behavior, attendance, and other factors relating to learning shall be evaluated regularly and communicated to students and parents/guardians.

3. The charter school shall utilize multiple measures of academic performance as determinants in promotion and retention decisions.

4. Progress toward high school graduation shall be based on the student's ability to achieve the established academic standards and pass the required subjects and electives necessary to earn the number of credits mandated by the Board for graduation.

5. When new students are admitted and transfer to TCCS, the principal shall decide on credit acceptance issues and grade placement.

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

SCHEDULE CHANGES

A student's class schedule may be changed through the Student Success Specialist, Melissa Mahaney. Changes are subject to the following policies:

1. Requested changes within the same course simply to be assigned a different teacher ARE NOT PERMITTED.
2. If a student enters a new course late, the teacher may, if he or she considers it appropriate, require that a student make up the work that was missed.
3. Any student who withdraws from a course after the first marking period will receive a grade of WP (withdraw-passing) or WF (withdraw-failing). A WF eliminates a student from the honor roll for that nine-week marking period.
4. Any course changes will be accomplished by the first Friday of the school year and before the start of semester two. Courses will only be changed due to mistakes in the schedule, educational reasons, or

because courses are not able to be scheduled due to conflicts**.** If you're signed up for a course, and it is on your schedule it will NOT be dropped or changed except for educational reasons or at the discretion of the Chief Administrator.

GRADUATION REQUIREMENTS Policy #217

- It shall be the policy of the Tidioute Community Charter School Board of Trustees to acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by the award of a diploma at graduation ceremonies.
- The Board of Trustees shall adopt the graduation requirements students must achieve, which shall include course completion and grades and satisfactory results of charter school and/or state assessments aligned with academic standards.
- The Board of Trustees shall award a regular high school diploma to every student enrolled in this charter school who meets the requirements of graduation established by this Board.
- Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and state regulations. Students shall be informed of graduation requirements they are required to complete.
- A student who has completed the requirements for graduation shall not be denied a diploma as a disciplinary measure, but the student may be denied participation in the graduation ceremony when personal conduct warrants.
- The requirements are as follows:

1. Course completion and grades.

The Board requires each candidate to earn 28 credits.

- 4.0 Credits English 9, 10, 11, 12
- 4.0 Credits Mathematics 9, 10, 11, 12
- 4.0 Credits Science 9, 10, 11, 12
- 4.0 Credits Social Studies 9, 10, 11, 12
- 1.0 Credits Language/Music 9, 10, 11, 12
- 1.0 Credits Physical Education 9, 10, 11, 12
- 5.0 Credits Electives 9, 10, 11, 12
- 0.5 Credits Mentorship 11, 12
- 0.5 Credits Career & Financial Planning 11, 12
- 1.0 Credits Philosophy 11, 12
- 0.5 Credits Writing Skills 10
- 0.5 Credits Health 10,11
- 1.0 Credits Computer Skills 9, 10
- 1.0 Credits Art 9, 10

2. Special education students.

1. Students with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act shall be granted and issued a regular high school diploma by the charter school. This section applies if the special education program of a child with a disability does not otherwise meet the requirements set forth by the Board of Trustees.
2. The Board of Trustees shall permit a student with a disability, who has attended four (4) years of high school, to participate in commencement ceremonies with his/her graduating class and receive a

certificate of attendance, even if the student's Individualized Education Program (IEP) prescribes continued educational services. The student may receive a high school diploma when s/he completes his/her Individualized Education Program (IEP).

3. Demonstration of proficiency on state assessments (Keystone Exams) when applicable.

ADVANCED PLACEMENT Policy # 217A

Advanced Placement courses are available through approved Online Learning and AP classes at TCCS and Dual Enrollment courses are available through board approved university programs. Students must be in good academic standing to enroll in these courses. There may be an application process for each program. The TCCS Board of Trustees has determined that each college credit is equivalent to 0.33 high school credit. Therefore, a three (3) credit college course equals one (1) high school credit. Advanced placement classes and dual enrollment courses will receive higher weighting, as indicated below, with a passing grade upon course completion.

Weighted Grading Scale

Regular Class	Weighted HS/Honors Class	AP/University Course
A=4	A=5	A=5.5
B=3	B=4	B=4.5
C=2	C=3	C=3.5
D=1	D=1	D=1
F=0	F=0	F=0

AP Courses or dual enrollment college courses will be given increased weight to impact the TCCS GPA Calculation at the end of each quarter and academic year for enrolled TCCS students in grades 9-12. Class rank will recognize the weight factor in calculations for high school students, but primarily juniors and seniors applying for college or military application.

POLICY FOR VALEDICTORIAN, SALUTATORIAN, AND HISTORIAN AT TCCS

A student must be enrolled at TCCS for two (2) consecutive years immediately prior to graduation to earn one of the top three ranking positions for graduation. If there is a tie with Grade Point Average (GPA) for any level there will be Co- titles at that level. The Valedictorian will give the graduation speech, which will be reviewed by the administration prior to graduation for final approval. The Historian will give a short introduction of the Valedictorian. The Salutatorian will announce the graduates and their future plans at graduation.

EMERGENCY BUILDING EVACUATION

See Emergency Preparedness Plan (PEMA PLAN)

SCHOOL CANCELLATIONS

School may be delayed or cancelled for many different reasons such as water issues, inclement weather, facility issues, etc. TCCS will handle these on a case by case basis and the outcome will be one of the following:

1. School proceeds as normal
2. 2 Hour Delay
3. School cancelled using a snow day (required to be made-up)
4. RID - Remote Instruction Day***** (not required to be made-up)
5. Early Dismissal

***RID (Remote Instruction Day) - Teachers are prepared to change their mode of instruction for the day. Students must complete the assignment from home and return them the next school day. Teachers are required to grade these assignments and use these assignments as proof of attendance for the day. If students do not complete the assignments, they will receive a "0" in the gradebook and will also result in an Unexcused Absence unless a doctor's excuse or parent excuse is provided. (RID Days are not required to be made-up).**

TWO-HOUR DELAY / INCLEMENT WEATHER

The two-hour delay, school closing, or changing to a RID Day announcement will begin at 6:00AM and a decision to close school from a two-hour delay will be made by 7:30 AM or earlier. In the event of a delay, please follow TCCS's schedule and your home district school's schedule. In the event of a school closing, please follow TCCS's schedule and your home district's schedule. An example: Forest County closes due to weather conditions in their area but TCCS is still in session. TCCS Forest students are not obligated to attend school. If Forest County closes due to issues in their building and TCCS is not closed TCCS Forest County students are required to attend school. This would apply to all Districts. Students are to follow cancellation and delays due to road conditions in their area of residence. In the case of a two-hour delay, K4 will not have school. Breakfast will be offered on these days. When a two-hour delay is declared, students will be admitted at 9:30 a.m. with homeroom to begin at 10:00 a.m. Buses will also pick up their riders two hours later than normal.

If you reside in another district outside of Warren County, you will follow your home district's cancellations as well as Warren County. We will post all cancellations and delays with our One Call System. This system places a call to parent designated phone numbers. If you do not receive a call, please contact the school office to sign-up for this service. Please check the TCCS website. This is the fastest way to check for delays or cancellations.

<u>Please listen to:</u>

Warren	WNAE/WRRN/WKND
Corry	WWCB
Erie – TV	WICU TV/ WJET TV/ WSEE TV
Jamestown	WJTN/WHUG/WCOT

STUDENT TRANSPORTATION

The following subsection outlines what is expected of students who ride a school bus to the school:
Your child's safety is our primary concern.
Our Transportation Manager is Mr. Tony Shirey. Please call him if you have any questions regarding transportation. His phone number is 814-484-3550 ext 104. We have adopted the transportation outlines as set forth by our governing district and will follow the transportation policy of the county.
Transportation of students on a school bus is a privilege that may be revoked. Any behavior by a student or a group of students which infringes upon the rights of other individuals who might be riding on the bus at the same time, or which endangers the lives of all passengers by interfering with the bus driver's ability to maintain control of his vehicle, will not be tolerated.

Parents are required to review the BUS RULES AND REGULATIONS with their children. A pupil who cannot maintain self-discipline forfeits this privilege and must rely on other means of transportation. The school bus driver is authorized to enforce safety and school standards on the bus. While on the school bus, the student is under the authority of and directly responsible to the bus driver. The bus driver does not have the authority to remove a student from the bus. If a bus suspension is necessary, you will be contacted by the building principal.

TRANSPORTATION PROCEDURES

Students will be transported from home/childcare facility to school and from school to home/childcare facility within the student's assigned school attendance area. Students will be allowed one AM bus stop and one PM bus stop. Changes to the bus stop must be submitted to the Transportation department on a Transportation Change Request form with a parent/guardian signature.

CHANGE OF BUS IN EMERGENCY SITUATIONS

Warren County School District students , Forest Area students, and Titusville Area shall ride their assigned bus. In the event of an emergency situation, changing a student's assigned bus stop in emergency situations will be handled on a case-by-case basis. An emergency is defined as: a serious situation or occurrence that happens unexpectedly and demands immediate action. Changes to an assigned bus stop due to an emergency situation will not be honored on a frequent (monthly or weekly) basis, shall cease upon the resolution of the emergency situation, and accommodations can only be provided when there is available space on the affected vehicle. In the event that a parent or guardian feels that an emergency situation is present, the parent or guardian shall contact the building principal, who will then notify the transportation office of the emergency-based request. Whether a situation constitutes an emergency shall be determined at the sole discretion of the District's Manager of Transportation.

School Bus Procedures/Behavior on the Bus

Bus drivers will explain expectations to students starting the first day of school. We encourage all parents to review these rules with their children to help instill the importance of safe and respectful bus behavior. Students should follow the directions of their bus driver. Students should sit front facing in their assigned seat. Students are not allowed to eat, drink, chew gum, bring tobacco products, vaping devices, alcohol or any controlled substance on the bus. Only items that will fit on a student's lap are allowed on the bus. Balloons, animals, sharp or dangerous objects, or hazardous materials are not allowed on the bus. Students will refrain from using loud voices, profanity, and/or obscene gestures and respect the rights and safety of others. School buses are a bully free zone. If a student brings an item on the bus that is a distraction or causes a disturbance on the bus, the bus driver has the right to confiscate the item (including balls, noise makers, game devices, etc.) or any object or item that causes a safety hazard.. The item will be returned to the student at the end of the student's trip or will be given to the principal of the school at which the student attends.

Transportation Offense

BEHAVIOR ON SCHOOL TRANSPORTATION (MINOR OFFENSE)
Students must sit in assigned seats facing forward; student must follow driver's instruction and must refrain from pushing, hitting, creating unreasonable noise or distractions, opening windows against the driver's orders, placing hands or body out of window, harassment of persons outside the vehicle, or similar offenses that pose a hazard to the safety/welfare of other students, the driver, or persons outside the vehicle.

. ..... #1 Offense – Warning, and the guardian will be notified
. …… #2 Offense - Detention and the guardian will be notified
. …… #3 Offense - ISS and the guardian will be notified
. ..... #4 Offense –1-day suspension of riding privileges, and the guardian will be notified
. ..... #5 Offense –3-day suspension of riding privileges, and the guardian will be notified
. ..... #6 Offense – 15-day suspension of riding privileges, and the guardian will be notified
. ..... #7 Offense – Suspension of riding privileges for the balance of the school year.
(A review of the case will take place after 30 school days and will include a meeting with the building administrator, parents, student, and driver.) **

BEHAVIOR ON SCHOOL TRANSPORTATION (MAJOR OFFENSE)
Students shall refrain from fighting, damaging the vehicle, throwing objects out of windows, opening any exit doors, or similar offenses that pose a serious threat to the safety and welfare of students, the driver, or persons outside the vehicle.

#1 Offense – Suspension of riding privileges for 3 to 30 days
#2 Offense – Suspension of riding privileges for a minimum of 30 days
(A review of the case will take place after 10 school days and will include a meeting with the building administrator, parents, and driver.) **
#3 Offense – Suspension of riding privileges for the remainder of the school year.
(A review of the case will take place after 30 school days and will include a meeting with the building administrator, parents, and driver.)
Students will be held responsible for damages to any school bus.

**The review meeting will be an opportunity for students, parents, the driver, and the building administrator to discuss the suspension. If the review reveals that the student/parents have developed an understanding of acceptable behavior, reinstatement of bus riding privileges could result. It will be the responsibility of the parent to contact their child's building administrator to schedule the review meeting.

When transportation privileges are removed from the student, the parent/guardian/student is still responsible for daily school attendance according to the Pennsylvania state compulsory attendance code. If the student misses school the day their transportation privileges are removed, the following day they return to school, the removal of transportation privileges will apply.

**Students will be held responsible for damages to any school bus. BUSSES ARE TO BE SAFE PLACES FOR STUDENTS AND GUESTS AND DRIVERS.*

Breakfast and Lunch Program
Tidioute Community Charter School is eligible to receive a nutritional breakfast and lunch every day at the school at no charge to your household. Students may purchase additional items, but money has to be added to their Nutrition Account. Cash will not be taken in the cafeteria line. Money can be added through the portal (www.schoolcafe.com), you create or you can send cash or check to the school office for us to add funds to your child's account. Students will not be allowed to charge. Parents must use an electronic Nutrition Account in order to purchase additional items. Directions for this process will be mailed home. Families are able to access the breakfast and lunch menu as well on www.schoolcafe.com.

CAFETERIA RULES
Students are expected to use good manners at all times. Students will remain seated at all times except when getting in line for food or disposing of garbage. Students will clean up any spilled food or garbage. Unnecessary movement and moving from table will not be permitted. Students are to travel to and from the cafeteria in a quiet and orderly manner, since other classes are in session.

STUDENT INSURANCE COVERAGE Student Accident Insurance Policy #211
The Tidioute Community Charter School purchases supplementary accident/health insurance or hospitalization insurance or ambulance services for all of our students; however, it is the parents' responsibility to provide primary coverage. The coverage purchased by the charter school is secondary to all other available coverage.

It is suggested that parents review their own insurance coverage in the following areas if you have a student participating in athletics and/or extracurricular activities.

1. Ambulance services: Consider purchasing coverage from an agency in the local area. This is usually provided by a fire department/ambulance services, or coverage can be provided by insurance agents as part of a total accident/health package.

2. Accident and Hospitalization Coverage: This can be purchased for a nominal fee from a local insurance agent. Children's Health Insurance Program, or CHIP, covers uninsured kids and teens up to age 19 who aren't eligible for Medical Assistance. Go to CHIPcoversPAkids.com to apply. Make sure your child's sport and/or activity is included in the coverage.

HEALTH SERVICES
Students who become ill during the school day may report to the nurse's office (or the main office if the nurse is not in the building). Students may not leave the building without permission from the nurse or main office and must also have a parent or guardian permission before going home. Students leaving the building must sign-out in the office before leaving. Students may not drive themselves home without parental permission.

***If the school nurse sends a student home from school during the school day due to being ill or another medical issue, it will be considered an excused medical absence.**

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

1. Height and weight – every year.
2. Vision screening –every year.

3. Hearing screening – Grades K, 1,2,3,7, & 11.
   (Screening may be done in other grades if there has been a problem.)
4. Dental examination – Grades K or 1, 3, & 7. (This is an examination only.)
5. Physical examination – Grades K or 1, 6, & 11. (This is an examination only.)
6. Scoliosis screening – Grades 6 & 7. (This exam is done visually.)
7. Physical and dental exams will be given in 1st grade if the child never attended kindergarten

EMERGENCY HEALTH RECORD

Please assure that the Parent Emergency Consent Form is completed and on file at the school within the first three (3) days of the school year. This information is extremely important in locating parents for student illness, accident, or other emergencies. This information will be used in the event of an early dismissal should a major emergency occur.

MEDICATION POLICY

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

1. All medications, both prescription and non-prescription, must be brought to school by a parent or guardian. Medication should never be brought to school by a student.

2. Medications must be brought to school in the original pharmaceutically dispensed and properly labeled container.

3. Medication Administration Consent permission forms must be completed by the student's physician and parent or guardian prior to the administration of medications (prescribed and non-prescribed) in school. The only exception to this procedure is that students are permitted to carry their inhalers and epipens after the permission forms are complete.

4. Many medication schedules, including antibiotics, can be arranged to avoid administration during school hours. Please consult your physician when medications are prescribed.

5. Medications may only be administered by the Nurse. If the nurse is unavailable, the parent/guardian must administer medication to their child. In this circumstance, if the Parent/Guardian is unable to administer medication to the student, he/she will be excused from school.

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

Education for STUDENTS EXPERIENCING EDUCATIONAL INSTABILITY

This resource is intended for parents/guardians/staff/community members to utilize if experiencing homelessness or in crisis. This resource also provides guidance and training and is updated annually.

If you or someone you know is in need of assistance — please reach out to Mrs. Ashley Nansen who is the Educational Instability Liaison at 814-484-3550 Ext 105 or anansen@tidioutecharter.com

Liaison Responsibilities:
The district's liaison shall coordinate with:

1. Local services agencies that provide services to homeless children, youth, and families.
2. Other school districts on issues of records transfer and transportation.
3. District staff responsible for the provision of services under Section 504 of the Rehabilitation Act and Individuals with Disabilities Act.
4. State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, soup kitchens, public libraries, and locations frequented by parents/guardians of homeless children. The district liaison shall provide reliable, valid, and comprehensive data to the coordinator of Pennsylvania's Education for Children/Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state law regulations.

Definition of students experiencing educational instability:
Economically disadvantaged students are defined as individuals lacking a fixed, regular, adequate nighttime residence, which include the following conditions:
1. Sharing the housing of other persons due to loss of housing or economic hardship.
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.
3. Living in emergency, transitional, or domestic violence shelters.
4. Abandoned in hospitals.
5. Whose primary nighttime residence is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.
7. Living as migratory children in conditions described in previous examples.
8. Living as run-away children.
9. Abandoned or forced out of homes by parents/guardians or caretakers.
10. Living as school-aged parents in houses for parents if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled, including pre-school. When the student completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.

Unaccompanied youth is defined as a homeless child or youth not in the physical custody of a parent or guardian.

Enrollment/Placement: To the extent feasible and, in accordance with the student's best interest, a homeless student shall continue to be enrolled in his or her school of origin while he or she remains homeless or until the end of the academic year in which he or she obtains permanent housing.

Parents/Guardians of a homeless student may request enrollment in the school in the 70 attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the district liaison will assist the student with placement and enrollment decisions and give priority to the views of the student in determining where he or she will be enrolled.
If after such consideration, the district determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the district shall provide the

parent/guardian or unaccompanied youth with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the parent/guardian or unaccompanied youth and shall include information regarding the right to appeal.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy. Homeless families are not required to prove residency regarding school enrollment.

School/Health Records: The receiving school district may contact the district of origin for oral confirmation that the student has been immunized but must not be a barrier to enrollment. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within thirty (30) days. The instructional program should begin without delay after the enrollment process is initiated and should not be delayed until the procedure is completed. The enrolling district's liaison will assist the parent/guardian/student in obtaining necessary immunizations, or immunization or medical records.

The district will support families with accessibility to health-related resources — not limited to access to a physician, dentist, and other specialty doctors.

The district may assist with transportation for access to medical providers as well as assist with overcoming barriers related to insurance.

Placement/Disputes/Complaints: If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent/guardian/student will be provided with a written explanation of the school's decision on the dispute, including the right to appeal. The parent/guardian/student will be referred to the district liaison, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied student, the district liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute. If disputes or complaints of noncompliance rise regarding the education of homeless students, the following steps shall be taken:

1. The person filing the complaint shall first contact the school or district through the district liaison, the principal, or Superintendent to present their concerns to the people closest to the situation and, most likely, to be able to resolve it quickly.
2. If Step 1 is not successful or is not possible under the circumstances, contact should be made with the Homeless Project Education Liaison, or the Pennsylvania Department of Education (PDE) will accept complaints directly through the Education for Homeless Children and Youth Program.
3. Individual cases may be referred to the PDE's Office of Chief Counsel and the Office of the Deputy Secretary for Elementary and Secondary Education, as needed, by the State Homeless Coordinator.

PDE will deliver a response within fifteen (15) business days of the receipt of the complaint. The complaint may arrive in the form of a copy of the school district letter or on the Dispute Letter 71 Form, if given directly to a Liaison of the Homeless Initiative.

Education Records: Information about a homeless student's living situation shall be treated as a student education record subject to the protections of the Family Educational Right and Privacy Act (FERPA) and shall not be deemed to be directory information.

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

Transportation: The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.

Transportation Coordinator:
Mr. Tony Shirey

Fiscal Responsibilities: The following guidelines will be followed in cases when the education of the student is provided by the district where the homeless student is temporarily living. The guidelines shall also apply in cases when the district of prior attendance, where that is not the district the student attended when permanently housed, will educate the student:
1. Homeless individuals not in facilities (shelters) or institutions, as well as homeless individuals living in hotels, motels, cars, tents, or doubled-up with a resident family, shall be reported and reimbursed as resident students.
2. For homeless individuals in temporary shelters, the educating school district will send a form for the determination of district residence for students in facilities or institutions to the presumed district of residence.
3. If the form is acknowledged by the resident district, the educating district will enter the student on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition and will report membership data according to state child accounting procedures.
4. If the form is disclaimed and a district of residence cannot be determined, the student will be considered a ward of the state. The educating district will enter the student on its rolls as a nonresident ward of the state and will report membership according to state child accounting procedures. The Department of Education will pay tuition to the educating district based on membership reported to child accounting.
In cases when the education of the student is provided by the district of origin, where that is the district, the student attended when permanently housed, the district will continue to educate a homeless student for the period of temporary displacement and should maintain the student on its rolls as a resident student. In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not the district of new residence, the educating district will continue to educate the formerly homeless student on its rolls as a nonresident student.

Training: Offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

The district's liaison shall arrange professional development programs for school staff, including office staff.

School personnel providing services to homeless students, including enrollment staff, shall receive professional development and support to:

1. Improve identification of homeless students.
2. Understand the rights of such children, including requirements for immediate enrollment and transportation.
3. Heighten the awareness of, and capacity to respond to, the educational needs of such children.

Free and Reduced Meals: All TCCS students receive free meals (breakfast and lunch) at this time.

Family Engagement: Families are a valued member of our community and an essential part of a child's success. Opportunities for participation in school and building sponsored events are communicated in a variety of ways throughout the school year.

If you need assistance to participate, please contact your building principal, Mr. Ryan Steffan.

Community Partnerships: The District partners with community agencies to support families through collaboration. Some community partnerships include but are not limited to:
Northwest Tri-County Intermediate Unit
Warren-Forest County Department of Youth and Family Services

Academic Supports: Students have access to numerous academic supports — based on the needs of each individual student. Examples include but are not limited to:
Title 1 services
School Tutoring Programs
McKinney Vento Homeless Education Assistance Improvements Act: https://uscode.house.gov/view.xhtml?path=/prelim%40title42/chapter119/subchapter6/partB&edition=prelim

RUMOR CONTROL
Rumors about safety issues and other school events can be disruptive to the educational process and can cause undue stress among students, parents and staff. Parents and students who hear rumors and stories are to contact the Chief Administrator/designees or report it to SAFE TO SAY Something. School officials can then investigate the rumor and implement necessary measures.

STUDENT DRESS
No student shall wear any apparel or jewelry that by words, pictures, or any combination thereof advocates or promotes sexual activity, violence, use or sale of alcohol or drugs demeans or degrades another because of race, sex, religious persuasion, national origin, handicap or disability, and or creates a disruption to teaching and learning environment.

Items not permitted: Tops without straps, hats, jeans with excessive rips/tears, apparel that reveals or exposes the midriff, cleavage, lower back, chest, sides of the upper body, or undergarments is not permitted. Undergarments must be <u>fully</u> covered. Shorts, skirts, and dresses must be of acceptable length. No shirts that have open sides and the arm opening must be at the armpit. The US Supreme Court has decided that student dress can be regulated in the sense that dress cannot be distracting to the educational environment.

Failure to comply with the TCCS dress code will result in one or more of the following:
- Students must change clothes.
- If you do not have clothing, check with the school nurse to see if something is available for you to wear

STUDENT LOCKERS

All student lockers are and will remain the property of the school. For the safety of the students, employees, and school visitors; it is important that lockers not be used as repositories for controlled or dangerous items such as drugs, alcohol, weapons, etc. A student using a locker that is the property of TCCS is presumed to have no expectation of privacy in that locker or its contents. Search of lockers is permissible by school authorities, without prior warning. Any item in which a student has an expectation of privacy, be maintained upon that student's person or that the student not bring such item on school premises. It is the responsibility of the student and/or parents to provide a lock for the student's locker. TCCS cannot be responsible for lost, stolen, or misplaced items. In order to be granted the privilege of having the use of a school locker, the student at the beginning of each school year will be required to review this policy with school administrators, sign a locker contract, and have any questions answered. Students are not allowed to share lockers or use lockers not assigned by their advisors. If a lock has to be removed by the custodial staff, the student must inform the office.

BACKPACKS

Are permitted and remain eligible for searches regardless if the backpack is in the possession of the student, in a locker, or other location of the school.

Students are permitted to bring backpacks to school. A teacher may ask a student to keep their backpack in their locker if it becomes a disruption in the class. The person carrying the backpack will be responsible for the contents of the backpack.

Board of Trustees Policy
SEARCHES OF STUDENT, LOCKER, AND PERSONAL PROPERTY POLICY

The Board of Trustees ("Board") of the Tidioute Community Charter School ("Charter School") acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property of the students and may provide lockers and cabinets for such storage. The Board also acknowledges the need for all students, staff and visitors to function within a safe and healthy school environment.

While lockers are issued to each student for use during the school day for storage of items related to the student's school day, all lockers are and shall remain the property of the Charter School. Students are encouraged to keep their assigned lockers or cabinets closed and locked against incursion by other students, but no student may use a locker as a depository for illegal or dangerous substances or objects which are prohibited by the Student Code of Conduct or substances or objects which constitute a threat to the health, safety or welfare of the student body or pose a threat to the building itself.

No student is permitted, pursuant to the Charter School Code of Conduct, to keep on or about their person, illegal or dangerous substances or objects which are prohibited by the Student Code of Conduct or substances or objects which constitute a threat to the health, safety or welfare of the student body or pose a threat to the building itself.

The Board authorizes its employees to inspect a student's locker, personal property, (bookbag, handbag, etc.) and/or person, when such employee has a reasonable suspicion to believe that storage of contraband, a substance or object the possession of which is illegal, or any substance, object or other material which poses a

hazard to the health, safety, welfare and good order of the school is being stored in or on the student's locker, personal property or person.

The Chief Administrator shall develop procedures to implement this policy which shall require:

1. All requests or suggestions for the search of a student's locker, personal property or person shall be directed to the Chief Administrator.

2. Students shall be notified and given an opportunity to be present for a search of Student's locker and/or personal property except in the case where a reasonable suspicion exists that the locker/personal property contains materials that pose a threat to the health, welfare or safety of the students in the Charter School. The Chief Administrator/Principal shall appoint a third party administrator or school official to be present at the locker and/or personal property inspection. An administrator or school official of the same sex as the student being searched will be present in addition to another Charter School administrator or school official for a search of the student's person.

3. The Chief Administrator/Principal/Assistant Principal shall be responsible for the safekeeping and proper disposal of any substance, object or material found to be improperly stored in a student's locker, personal property or on Student's person.

4. The Chief Administrator/Principal/Assistant Principal shall be responsible for the prompt recording in writing of each such inspection which record shall include the reasons for the search, persons present, object found, and their disposition.

5. The Chief Administrator/Principal/Assistant Principal shall be responsible for the safekeeping, confiscation and proper disposal of any substance, object or material found in a student's locker in violation of law, Board policy and/or Student Code of Conduct.

6. A random search may only be done if there is a compelling interest in protecting and preserving the health, safety or welfare of the Charter School population.

7. Illegal and prohibited materials seized during a student search may be used as evidence against the student in a Charter School disciplinary proceeding. Searches conducted by the Charter School may include, but are not limited to, metal detection units, or any device used to protect the health, safety and welfare of the Charter School population.

Video Surveillance Policy

The Board of Trustees of Tidioute Community Charter School ("Charter School") ensures that all students have the right to a safe school environment and therefore, endorse this policy with regard to video surveillance within the Charter School's classrooms, hallways, lunchrooms, assembly halls or other public areas of the School building in which Students do not have an expectation of privacy. There will not be any audio recording of students or others in the School building as part of the video surveillance approved through this policy.

In order to prevent any foreseeable FERPA violations, this Policy sets forth:

- a clear statement of appropriate reasons for using surveillance cameras;

- the role and responsibilities of individuals with access to the cameras;
- individuals who will have access to any footage;
- how long will any footage be kept and how will it be destroyed; and
- the need for a consent provision to be signed by Parents/Guardians.

Such surveillance is permitted primarily for the purpose of monitoring and improving student safety. This video footage may also be used as part of a Student or Students' educational programming if Student is IDEA eligible and as a result has behavioral needs or has behavioral accommodations in the Student's Section 504 services Plan. This footage may provide valuable information as to behavioral triggers, both individually and environmentally, that are critical to the successful completion of Functional Behavioral Assessments, Positive Behavior Support Plans, and informal behavioral interventions. In both cases, images from the video surveillance cameras are subject to the Family Education Rights and Privacy Act, ("FERPA"), if being maintained as educational records for use in educational programming and/or disciplinary actions.

The Chief Administrator, Technology Director, and other designated Administrators, as necessary in a situation, will have access to the camera footage in order to determine if the same will be maintained as an educational record based on the content of the video footage. A Charter School employee, contractor, volunteer, Parent or Student should notify either the Chief Administrator, Technology Director, or other designated Administrator if there is a belief that some or all of the video footage from one or more dates requires review with regard to a behavioral or disciplinary incident or involves educational programming for one or more students.

In addition to Charter School personnel listed above, and in accordance with FERPA, these videotaped educational records may only be shared with the Parents/Guardians of the students whose images are on the video and with outside law enforcement authorities, as appropriate. Images of students captured on security videotapes that are maintained by a School's law enforcement unit may not be initially considered education records under FERPA but may be seen as FERPA protected if later used by School Administration in a disciplinary proceeding. In order to view footage containing students' images other than of a Parent/Guardian's own child, permission must be requested by the Charter School and granted by the other students' Parents/Guardians before the Charter School may permit a Parents/Guardians' review of another student on the video footage for purposes of FERPA confidentiality.

Video footage will be maintained for only 30 days unless Administration is notified that there is a request for review by a Parent or Student based on a safety, behavioral or programming concern. If it is determined by Administration, after such a review, that any/all of the footage is to be maintained as an educational record, it will be maintained in accordance with the Charter School's Board Approved Record Retention and Destruction Policy.

Notice to the Charter School community of the use of surveillance cameras in areas of the School building in which Students do not have an expectation of privacy will be placed in the Parent/Student Handbooks which are distributed to all Charter School families annually. Such notice will also be posted on the School's website and by posting actual signs in the School building that surveillance cameras are located throughout public areas of the school building and therefore, that anyone on Charter School property may be videotaped. The notices shall contain language that no audio taping will occur with the videotaping. A contact person from the Charter School staff will be included in the Handbook for parents and students to make any inquiries regarding this policy and any related Charter School procedures.

With regard to any Open Records obligations of the Charter School, typically, FERPA-protected education records are excepted from the disclosure requirements of open-records laws. So if the recording is maintained by Charter School officials as an education record because, for instance, it contains images of a student in an

altercation, the Charter School's obligations under FERPA to protect the confidentiality of the recording will, in most cases, override its open-records obligations.

OPEN CONTAINERS IN SCHOOL
It is the policy of TCCS to not allow open containers of food and or beverages in the hallways or classrooms without teacher approval. Any student who refuses to put away their open container or misuses it will be disciplined per the discipline code. Energy Drinks are not permitted in the classroom or hallways.

SENDING MONEY TO SCHOOL (Elementary)
Children, at times, bring money to school for different purposes. Often they do not know which amount is for what purpose. Parents should place money in envelopes clearly marked with the child's name, the amount of money enclosed (exact change), and the purpose for which it is intended.

MONEY AND VALUABLES
Students are asked not to bring in large sums of money or their valuables to school and place them in their hall or gym lockers. If a student has occasion to do so, he or she is strongly urged to leave the money/valuables in the office. The school is not responsible for theft or loss of any item. However, if something is lost or stolen, report the incident to the office.

WORKING PAPERS
Working papers are issued by Ms. Mahaney. Applications may be picked up in Room 412. Proof of age and parent signature is required.
Types of proof of age documents accepted when a student applies for working papers:

1) Birth Certificate
2) Baptismal Certificate
3) Other documentary evidence such as driver's license or permit.

POWERSCHOOL LOGIN INFORMATION
You can access your child's current grades, attendance, correspond with teachers, and more through PowerSchool. You will need the following information:

The website location is: http://tidioutecharter.powerschool.com/public, or you can go through the school website at https://tidioutecharter.com. Click on the top right green button (PowerSchool). Click on Parent/Student and log in using the ID and Password provided to you by the school office. Parent login information is different from student login information. Parents need to create an account the first time they login (second tab on the top). You create a username and password of your choice. Once logged in, use the information provided on your PowerSchool letter to log into your children's accounts. You can view the information on your student at any time. If you do not yet have internet access, you can visit the secretary to receive your student's report. Please keep your passwords confidential so only you can access the information.

DANCES
Dances are conducted to enrich the social atmosphere for students attending this school. The success of the dances is contingent upon students following the guidelines listed below:

a) Students or guests who are not enrolled at TCCS may attend a dance if the TCCS student sponsors him/her. An "Event Guest Permission Form" found in the office must be submitted by the sponsoring student to the Chief Administrator/Principal before the event for authorization to attend. All approvals

of an outside guest are at the discretion of the Chief Administrator/Principal. If a student brings a guest to a dance and did not have an "Event Guest Permission Form" signed by the Chief Administrator/Principal in advance, the guest is not permitted to attend the dance. The Chief Administrator/Principal reserves the right to deny permission for a guest to attend a dance for any reason.

b) A TCCS student may sponsor only one student per dance and is expected to accompany the sponsored student for the entire evening.

c) Students and their guest must sign in at the dance. Once at the school dance, students should remain until the dance is over; however, if a student must leave early, he or she must sign out and note the time, the parent must be notified, and then depart from school property. Re-admittance to a dance is not allowed.

d) Excessive displays of affection by students will necessitate their being asked to leave the dance, and they may not be permitted to attend another dance for the remainder of the school year.

e) Any student or guest that behaves in such a manner as to be in violation of TCCS Discipline Code will be removed from the dance and asked to leave school property. Students of TCCS will be held accountable for their behavior and appropriate disciplinary actions will take place as stipulated in the Discipline Code. Students and guests may be referred to local or state police agencies by school administration if their misconduct warrants it.

Guidelines for Prom/Dance Guests Age 21 and older Prom Policy #260

1. Purpose: The board recognizes the need to establish a formal policy to maintain a formal prom procedure.

2. Definition: For purposes of this policy, procedures relating to the prom including eligibility, date, voting, public admission and pricing.

3. Authority: It shall be the policy of the board to offer a Junior/Senior prom yearly, sponsored by the Dance Committee. All 9-12 students will have equal access to participate in the prom.

4. Delegation of Responsibility:

a. Eligibility:

i. Students and their dates must meet TCCS eligibility at the time of ticket purchase.

ii. The prom is open to all 9-12 grade TCCS students and their dates who are in at least 9th grade to a maximum age of 20.

iii. Any disciplinary sanctions that have occurred at the time of the prom will be enforced for the prom as necessary.

iv. All student conduct policies will be enforced during the prom.

SPECIAL EDUCATION SERVICES #113
SCHOOL SERVICES AND PROGRAMS FOR CHILDREN WITH DISABILITIES

The Board of Trustees of the Tidioute Charter School (“Charter School”) recognizes that charter schools must comply with Chapter 711 of Title 22 (“Chapter 711”) of the Pennsylvania Code, Charter School Services and Programs for Children with Disabilities.

The Board of Trustees of Charter School also recognizes that charter schools are not exempt from federal special education laws or regulations which include, but are not limited to, enumerated provisions of the federal law known as the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et.

Seq. ("IDEA"). The Charter School also recognizes and complies with Section 504 of the Rehabilitation Act of 1973 ("Section 504"), for school-age children with disabilities who do not meet the eligibility criteria outlined under the IDEA, but who might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Section 504 protects children who have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualifies under the applicable state and federal laws, including Chapter 711 and Section 504.

Pursuant to 22 Pa. Code §711.3:

> "Charter schools and cyber charter schools assume the duty to ensure that a [free and appropriate public education], FAPE, is available to a child with a disability in compliance with IDEA and its implementing regulations in 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities) and section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance)."

The Charter School's special education program includes the supports and services needed for students who require specially designed instruction and other services, including related services, with all services provided at no cost to the student or parents and guardians. Programs are developed by qualified Charter School staff to meet the needs of all students. Individual Education Programs are developed on an individual basis by the IEP Team, pursuant to Sec. 300.321, and implemented in the Least Restrictive Environment, pursuant to Sec. 300.114. The term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, pursuant to Sec. 300.320.

The Charter School shall ensure that all children with disabilities enrolled in the Charter School, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine necessary special education and related services for students currently receiving special education and related services.

The Charter School must be able to document that children with disabilities, who are in need of special education programs and services, are identified and evaluated through published Child Find activities in accordance with 22 Pa. Code §711.21, a pertinent portion of which is set forth below:

Each charter school's or cyber charter school's written policy must include:

> (1) Public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs. Written information shall be published in the charter school or cyber charter school handbook and web site.
>
> (2) Systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school.

Basic screening procedures might include, but are not limited to, hearing and vision tests as well as grade level tests of academic performance.

Please see the Charter School's Child Find Child Find Policy and Notice.

The Charter School also complies with the Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 CFR Part 99) ("FERPA"), which is a Federal law that protects the privacy of student education records, which includes special education records. Parental consent must be obtained before personally identifiable

information is disclosed to parties, other than officials of participating agencies in accordance with Sec. 300.622(b)(1) of the IDEA, unless the information is contained in education records, and the disclosure is authorized without parental consent under 34 CFR part 99, in accordance with §300.622(a).

The Charter School recognizes that:

- Children with disabilities must be admitted to the Charter School on the same basis as children without disabilities.
- Upon admitting a child with a disability, the Charter School must provide services to address the child's specific needs.
- When a child with an IEP transfers to the Charter School, the Charter School is responsible upon enrollment for ensuring that the child receives special education and related services in conformity with the IEP, either by adopting the existing IEP or by developing a new IEP for the child in accordance with the requirements of IDEA, as set forth within the timelines in 22 Pa. Code §711.41.
- To meet the requirements of federal law, the Charter School may provide the servicess itself, or contract with another entity, such as an intermediate unit or a private licensed entity or individual to provide servicess, in accordance with the individual needs of the student, per the child's IEP, least restrictive environment requirements, and all criminal and child abuse clearance requirements.

Contact the Charter School CEO, or designee, or the Director of Special Education for questions about the Charter School Special Education program, the evaluation/reevaluation process, including forms for the Permission to Evaluate ("PTE") and Reevaluate ("PTRE"), and for the Parents Procedural Safeguards regarding consent for the evaluation and reevaluation processes, or for any matters concerning the IEP process and special education,. For a copy of the Procedural Safeguards Notice, contact the Charter School CEO or designee, or the Charter School Director of Special Education. The CEO or designee is directed to implement all procedures in accordance with this policy.

SPECIAL EDUCATION POLICY #113A
BEHAVIOR SUPPORT

In accordance with applicable state regulations, including Title 22 Pa. Code Chapter 711.46, the Board of Trustees ("Board") of the Tidioute Community Charter School ("Charter School") has established this policy to effectuate a program of positive behavior support at the Charter School.

DEFINITIONS:

Aversive techniques--Deliberate activities designed to establish a negative association with a specific behavior.

Crisis Plan - A crisis plan is an action plan that is needed for times when a student may be at risk of harm to self or others and is part of a student's Positive Behavioral Support Plan in the IEP. It should be developed by individuals knowledgeable about the child and include someone trained in mental health crisis response. A crisis plan defines what a specific student's crisis looks like in the charter school setting and includes steps the charter school will take to support the student. These steps will include who to contact for assistance, how to work together with the student during the crisis, and how to know when the crisis is over. A crisis plan also identifies when parents should be

notified.

Positive behavior support plan--A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the individualized education program ("IEP") team and be based on a functional behavior assessment and become part of the student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints

(i) The application of physical force, with or without the use of a device, for the purpose of restraining the free movement of a student's body. The term does not include briefly holding, without force, of a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him from one area to another.

(ii) Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP. devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition.

Seclusion - refers to the involuntary confinement of a child alone in a room or isolated area from which the child is prevented from leaving. Seclusion may include having a door locked or physically blocked or held shut with the child being alone, or having a child placed away from peers and caregivers for a period of time with no access to social interaction; the child also may have limited contact with a caregiver. Seclusion can be confused with "time out" which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, with removal or limiting of the amount of reinforcement or attention that is available to a child for a brief period of time and is implemented for the purpose of calming. Time out does not require or imply seclusion.

The U.S. Department of Education states that every instance in which restraint or seclusion is used should be carefully and continuously and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel. Only school personnel who have received the required training on the use of restraint and seclusion should be engaged in observing and monitoring these children. Monitoring should include a procedural checklist and recordkeeping procedures. School staff engaged in monitoring should be knowledgeable regarding (1) restraint and seclusion procedures and effective alternatives; (2) emergency and crisis procedures; (3) strategies to guide and prompt staff members engaged in restraint or seclusion procedures; and (4) procedures and processes for working as a team to implement, monitor, and debrief uses of restraint or seclusion. Monitoring staff should receive training to ensure that the use of physical restraint or seclusion does not harm the child or others, and that procedures are implemented as planned.

Trained school staff should also inspect and prepare the seclusion area before a child is placed in seclusion. For example, the area should be free of any objects a child could use to injure him- or herself or others. School staff should either be inside the area or outside by a window or another

adjacent location where staff can continuously observe the child and confirm that the child is not engaging in self-injurious behavior

POSITIVE BEHAVIOR SUPPORT:

Positive rather than negative measures shall form the basis of positive behavior support programs to ensure that all of the Charter School's students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.

Positive techniques required for the development, change and maintenance of behavior shall be the least intrusive necessary.

RESEARCH-BASED PRACTICES:

Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and increase replacement behaviors.

FUNCTIONAL BEHAVIOR ASSESSMENT:

Behavior support programs and plans shall be based on a functional assessment of behavior ("FBA") and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary.

The IDEA does not provide specific guidelines and recommendations concerning how to conduct an FBA. However, the Charter School follows, among other things, guidelines from PaTTAN regarding the FBA process which "is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a positive behavior support plan. As with other individualized evaluation procedures, and consistent with 34 CFR §300.300 (a) and (c), parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation."

RESTRAINTS:

Per PDE, the use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

In the event that the need to use restraint cannot be reasonably anticipated for a particular student, or the parents/guardians refuse to provide consent therefore, appropriately trained staff may use such restraint when the student is acting in a manner that constitutes a clear and present danger to the student, to other students, or to employees.

NOTIFICATION TO PARENT/GUARDIAN OF USE OF RESTRAINT OR SECLUSION AND PROCEDURES:

The use of restraints or seclusion to control the aggressive behavior of an individual student shall

cause the Charter School to notify the parent of the use of restraint, as soon as practical and shall cause a meeting of the IEP Team within 10 school days of the inappropriate behavior causing the use of restraints or seclusion in order to review the effectiveness and appropriateness of the current IEP, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.

Restraints or use of seclusion that result in injury to the student must be reported to the parent/guardian per 22 PA Code §10.25:

> (a) A school entity shall immediately notify, as soon as practicable, the parent or guardian of a victim or suspect directly involved in an incident listed in section 1303-A(b)(4.1) or (4.2) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1) and (4.2)). In making the notification, the school entity shall inform the parent or guardian as to whether the local police department having jurisdiction over property of the school entity has been, or may be, notified of the incident.
>
> (b) A school entity shall document attempts made to reach the parent or guardian of a victim or suspect directly involved in an incident listed in section 1303-A(b)(4.1) or (4.2) of the Safe Schools Act.

Administration is directed to write internal procedures that detail who is responsible for reporting restraints and use of seclusion, who is responsible for notifying key administrators regarding the use of a restraint or seclusion, and who is responsible for entering restraints or seclusion in any PDE system to reporting on the use of restraints and seclusion. Administration is further directed to comply with PDE guidelines regarding the reporting of the use of restraints and seclusion. Staff trained and/or certified in a program of positive behavioral supports and de-escalation techniques, and safe physical management techniques will be designated as the individuals to intervene in crisis management situations that might require restraint or seclusion of a student. Physical interventions or secluding a student should only be undertaken by staff persons who have successfully completed a comprehensive crisis management course that covers: crisis definition and theory; the use of de-escalation techniques; crisis communication; anger management; passive physical intervention techniques; the legal, ethical, and policy aspects of physical intervention use; decision making related to physical interventions and debriefing strategies.

RESTRAINT REPORTING AND PROCEDURES:

The Charter School shall maintain and report data on the use of restraints as prescribed by the Secretary of the Department of Education. The report is subject to review during cyclical compliance monitoring conducted by the Department. A physical restraint as defined above must be reported regardless of the length of time used, the role of the adult performing the restraint, or the employer of that adult. The LEA must report the use of restraints within 30 days to PDE's Bureau of Special Education through the Restraint Information System of Collection (RISC), a secure website. PDE recommends that all LEAs designate a person who will be responsible for reporting restraints to the RISC website in a timely manner. If the restraint results in serious injury to a student, staff person or both, a report shall be made via email to the RISC coordinator within 48 hours.

Additionally, a restraint or use of seclusion that results in any injury to a student, staff person or both shall be reported to the CEO who shall comply with any requirement to report the injury as a Mandated Reporter, and in accordance with the School's MOU with law enforcement, as well as PDE's Educator Misconduct Act and any other applicable state and federal reporting requirements.

INCLUSION OF USE OF RESTRAINTS OR SECLUSION IN A STUDENT'S IEP:

The use of restraints or seclusion may only be included in a student's IEP when:

(i) Utilized with specific component elements of positive behavior support.

(ii) Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.

iii. Staff are authorized to use the procedure and have received the staff training required.

iv. There is a plan in place for eliminating the use of restraint and seclusion

through application of positive behavior support.

The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.

PROHIBITION AGAINST PRONE RESTRAINTS:

The use of prone restraints is **prohibited** in educational programs. Prone restraints are those in which a student is held face down on the floor.

MECHANICAL RESTRAINTS:

Mechanical restraints are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed. The use of mechanical restraints must be recommended by a qualified medical professional, agreed to by the parent(s), and specified in the IEP. This type of restraint must be applied as recommended by qualified medical personnel. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning. Charter School staff must be trained in use of mechanical restraints.

PROHIBITION AGAINST AVERSIVE TECHNIQUES:

The following aversive techniques of handling behavior are considered inappropriate and **shall not** be used in educational programs:

(1) Corporal punishment.

(2) Punishment for a manifestation of a student's disability.

(3) Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.

(4) Noxious substances.

(5) Deprivation of basic human rights, such as withholding meals, water or fresh air.

(6) Suspensions constitute a pattern.

(7) Treatment of a demeaning nature.

(8) Electric shock.

TRAINING OF PERSONNEL

The Board of Trustees hereby directs that school personnel be trained each school year on the general use of positive behavior support, de-escalation techniques, and emergency responses.

In addition to general positive behavior support training, when students are identified as in need of these supports, individual teachers and teacher groups are notified and trained accordingly so that they can act in accordance with the student's specific Positive Behavior Support Plan and de-escalation techniques and respond appropriately in emergencies.

Per guidance from the Pennsylvania Department of Education, staff training includes core training components of the positive support plan and de-escalation (restraint reduction).

ADDITIONAL REQUIREMENTS AND ADMINISTRATIVE PROCEDURES

The CEO or designee is directed to ensure that behavior support programs administered at the Charter School are in accordance with Title 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods and techniques, and for having written procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures such as seclusion or restraints.

The CEO or designee is further directed to make professional development opportunities provided by the Bureau of Special Education available to train staff regarding Positive Behavior Support.

The CEO or designee is charged with using the most updated forms available through the Bureau of Special Education related to positive behavior support, including the use of any forms promulgated for functional behavior assessments and behavior support plans.

REFERRALS TO LAW ENFORCEMENT

An updated functional behavior assessment and positive behavior support plan shall be required subsequent to a referral to law enforcement, including revisions to the IEP, for a student with a disability who has a positive behavior support plan.

For a student with a disability who does not have a positive behavior support plan, subsequent to notification to law enforcement, the Charter School shall convene the student’s IEP Team to consider

whether a behavior support plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

SPECIAL EDUCATION POLICY #113B
SUSPENSIONS AND EXPULSIONS FOR STUDENTS WITH DISABILITIES

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code as well as the Procedural Safeguards Notice available through PaTTAN. The Board of Trustees of the Tidioute Charter School ("Charter School") directs compliance with these requirements and directs the CEO or designee to implement procedures necessary to effectuate the following:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. **Case-by-case determination**

Charter School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. **General**

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental disability) who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from the child's current placement for a total of **10** school days in the same school year, the Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **services**.

3. **Additional Authority**

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see **Manifestation Determination**, below) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under **services**. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). The Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

4. **Services**

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting. A charter school is only required to provide services to a child with a disability who has been removed from the child's current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their charter school.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must:

a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from the child's current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), the Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and the Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the Charter School's failure to implement the child's IEP.

If the Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the Charter School's failure to implement the IEP, the Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child's disability

If the Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

a. Conduct a functional behavioral assessment, unless the Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading Special circumstances, the Charter School must return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. **Special circumstances**

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

a. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Charter School;

b. Knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of the Charter School; or

c. Has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a charter school.

8. **Definitions**

b. *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).

c. *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

d. *Serious bodily* injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

e. *Weapon* has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. **Notification**

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the Charter School must notify the parents

of that decision and provide the parents with a procedural safeguards notice.

Change of Placement Because Of Disciplinary Removals

A removal of a child with a disability from the child's current educational placement is a change of placement requiring a NOREP/prior written notice if:

1. The removal is for more than 10 consecutive school days; or

2. The removal is for 15 cumulative school days total in any one school year;

3. The child has been subjected to a series of removals that constitute a pattern because:

    a. The series of removals total more than 10 school days in a school year;

    b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals;

    c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

The IEP team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings ***Additional authority*** and ***Special circumstances***, above.

1. **General**

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if the parent disagrees with:

a. Any decision regarding placement made under these discipline provisions; or

b. The manifestation determination described above.

The Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. **Authority of hearing officer**

A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision.

The hearing officer may:

a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or

b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or charter school files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings **Due Process Complaint Procedures, Hearings on Due Process Complaints**, except as follows:

1. The LEA must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.

2. Unless the parents and the Charter School agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or the Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or the Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading **Authority of School Personnel**, whichever occurs first.

Special Rules for Students with Intellectual Disability

The disciplinary removal of a child with an intellectual disability for any amount of time is considered a change in placement and requires NOREP/Prior Written Notice (if the disciplinary

event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with an intellectual disability when the disciplinary event involves weapons, drugs, and/or serious bodily injury. According to certain assurances the Commonwealth entered into related to the PARC consent decree, the Charter School may suspend on a limited basis a student with an intellectual disability who presents a danger to himself or others upon application and approval by the Bureau of Special Education, and only to the extent that a student with a disability other than an intellectual disability, could be suspended.

Protections for Children Not Yet Eligible for Special Education and Related Services

1. **General**

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. **Basis of knowledge for disciplinary matters**

A charter school must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;

b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or

c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Charter School's director of special education or to other supervisory personnel of the Charter School.

3. **Exception**

A charter school would not be deemed to have such knowledge if:

a. The child's parent has not allowed an evaluation of the child or refused special education services; or

b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. **Conditions that apply if there is no basis of knowledge**

If prior to taking disciplinary measures against the child, a charter school does not have

knowledge that a child is a child with a disability, as described above under the sub-headings **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the Charter School, and information provided by the parents, the Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

B. **REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES**

1. **The state and federal regulations do not:**

a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or

b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. **Transmittal of records**

If a charter school reports a crime committed by a child with a disability, the charter school: must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child's special education and disciplinary records **only** to the extent permitted by FERPA.

NON-DISCRIMINATION

The Charter School shall not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws.

The CEO or designee is directed to develop procedures and practices related to the use of positive behavioral interventions and supports, and procedural safeguards and to ensure that those policies and procedures are implemented.

Special Education Policy #113C
SCREENING and EVALUATION

The Tidioute Community Charter School Board of Trustees adopts this policy to define the minimum requirements for screening; educational evaluations conducted to determine eligibility for special education services, instructional levels and programming requirements for students with disabilities, including functional behavioral assessments; and requirements for independent educational evaluations.

Authority

The Board of Trustees shall adopt a system of screening that may include early intervening services and must be designed to accomplish identification and initial screening for students prior to district referral for a special education evaluation. The system shall provide support to staff to improve working effectively with students in the general education curriculum, identify students who may require special education services and programs, and must include hearing and vision screening and screening at reasonable intervals to determine whether students are performing at grade appropriate levels in core academic subjects.

Early intervening services shall comply with the requirements of state and federal law and regulations in order to address academic concerns or behaviors that may be impeding success, but which can be resolved through research-based intervention programs in the regular education setting.

The Board of Trustees authorizes the use of functional behavioral assessments (FBAs) as an evaluation to gather information to understand the purpose of the student's behaviors and to assist with developing a Positive Behavior Support Plan. FBAs must be conducted when:

1. A student's behavior interferes with his/her learning or the learning of others and information is necessary to provide appropriate educational programming.
2. A student's behavior violates the Code of Student Conduct and is determined to be a manifestation of a student's disability.
3. A student is placed in an interim alternative educational placement for a qualifying reason permitting such placement for up to forty-five (45) school days for certain offenses.
4. The school contacts law enforcement regarding a student who already has a Positive Behavior Support Plan.

FBAs may also constitute part of the initial evaluation to determine eligibility for special education.

The charter school shall comply with requirements of state and federal laws and regulations when conducting evaluations.

An appropriate evaluation of a student, whether conducted by charter school staff or individuals not employed by the charter school, shall consist of the administration of all testing and the use of all assessment procedures required to determine the existence of all legally defined disabilities reasonably suspected by charter school staff, parents/guardians, or the evaluator. An appropriate evaluation shall assist in determining the content of the IEP to enable a student with a disability to be involved in and progress in the general

curriculum.

A student shall be assessed in all areas related to the suspected disability including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

A re-evaluation of a student who currently has an IEP shall be conducted as required by state and federal law and regulations.

Guidelines

Parent/Guardian Requests

Parents/Guardians may request an evaluation at any time. The parent/guardian request must be in writing. If a request is made orally to any professional employee or administrator, that individual shall provide a copy of the permission to evaluate form to the parents/guardians within ten (10) calendar days of the oral request.

The charter school will carefully review any such requests and discuss with the parent the parent's rationale regarding the area of suspected disability. In some cases this discussion may result in the parent's withdrawing the request. In other cases the charter school may decide to honor the request consistent with the terms of the administrative regulation that implements this policy. If, however, the charter school rejects the parent's request, the charter school shall issue a NOREP denying the request, and inform the parents of their right to a due process hearing by providing a copy of the Procedural Safeguards Notice.

THE REFERRAL PROCESS AND CHILD STUDY TEAM SERVICES

What is a referral

A referral is a written request for an evaluation that is given to the charter school when a child is suspected of having a disability and might need special education services. In most instances, the student suspected of having a disability should first be referred to the Child Study Team. If as a result of the Child Study Team (CST), the student continues to experience difficulties in the general education classroom, the CST will determine the next course of action, which could include amending the Action Plan, determining 504 eligibility, or referring the student for evaluation.

How is a student referred for a Child Study Team?

Students between the ages of 3 and 21 suspected of having an educational disability may be referred to the Child Study Team. If you believe that your child may have a disability, you may refer your child for an evaluation by submitting a written request to the Charter School.

Who can make a referral?

Tidioute Community Charter School Staff and/or the building administrator(s) can refer a student to the Child Study Team. The Child Study team is a building-based, inter-disciplinary team that meets regularly to develop intervention plans for students experiencing significant academic and/or social/emotional difficulties in the classroom.

Once the Child Study Team has exhausted its resources and determines that additional information may be necessary, or feels that the student may be in need of specially designed instruction, the Child Study team forwards a Child Study Team referral to the Director of Special Education. The Director of Special Education forwards the request to the school's Child Study Team who schedules an Initial Planning Meeting with the parent(s), Child Study Team and the student's teacher(s) to discuss the student's academic and/or social/emotional difficulties and a possible evaluation for Special Education and Related services.

PARENT(S): Parent(s) may initiate a Child Study Team referral for their child who may be experiencing significant academic and/or social/emotional difficulties in the classroom by contacting the Director of Special Education and forwarding the request in writing.

ADMINISTRATORS or OUTSIDE AGENCIES: If a student is experiencing significant academic and/or social/emotional difficulties in the classroom and the intervention plan has been unsuccessful in mitigating these difficulties the Principal, other building administrators or an individual from a state agency may refer a student to the Child Study Team,.

Who are the members of the Child Study Team?

The Pennsylvania Department of Education requires that the Child Study Team include a School Psychologist, a Special Education Teacher, a Regular Education Teacher, and Mental Health Therapist.

Are students automatically assessed if the request is made?

No, they are not. When a request for a Child Study Team evaluation is made, an Initial Planning/Identification Meeting must be scheduled. At that meeting, it is determined if a Child Study Team Evaluation is warranted and if so an Evaluation Plan is developed.

If the team determines an evaluation is not warranted, they may refer to the school's Special Education Department to amend the current Action Plan and/or refer the child to the 504 committee.

What is an evaluation?

An evaluation is the process used to determine whether your child has a disability. This process includes a review of any relevant data, and the individual administration of any tests, assessments and observations of your child.

When is an evaluation warranted?

An evaluation is needed when the parent(s), the members of the child study team and your child's teacher meet and decide that your child may have a disability.

What is the procedure if the student is going to be assessed?

Once it is determined that assessments are necessary an initial evaluation plan is developed and the parent/guardian gives written permission. The district then has sixty 60) days to complete the necessary evaluations. Within the sixty(60) days an Evaluation meeting is scheduled where the evaluations are interpreted and it is determined if the student is eligible for special education and/or related services.

If a student is eligible, does that mean he or she will be in a special education class?

No, before a student receives services an Individual Education Program must be developed and agreed to.

Appropriate Evaluations

An appropriate evaluation shall use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about a student.

An appropriate evaluation shall include:

1. Testing and assessment techniques required in light of information currently available from previous evaluations.
2. Information from parents/guardians and school staff familiar with the performance of the student.
3. The student's education records.

The evaluator shall review all such sources of information prior to conducting testing and assessment. The evaluator shall review assessments conducted by others that indicate how the student is responding to early intervening services and scientific research-based instruction and/or include such assessments as part of his/her evaluation.

To the extent that the results of such instructional assessments are inconsistent with the results of norm or criterion-referenced testing and assessments that the evaluator has administered, the evaluator shall explain the reason for the inconsistency in his/her report, if possible.

When assessing the presence of a specific learning disability, the evaluation shall be consistent with procedures adopted by the charter school and comply with state and federal law and regulations.

Testing and assessment procedures shall be selected and administered to yield valid measurement or assessment of the construct or quality they purport to measure or assess. The evaluator shall administer any testing or assessment procedures in a manner consistent with the requirements and recommendations of the publisher of the test or procedure and in compliance with applicable and authoritatively recognized professional principles and ethical tenets. S/He shall report any factor that might affect the validity of any results obtained.

All assessments and evaluation materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis. Where feasible, assessments and evaluations

shall be administered in a language and form most likely to provide accurate information about the student.

The evaluation shall include an observation of the student in an educational setting, unless the student is not currently in such a setting. The evaluator shall obtain information concerning the performance of the student directly from at least one (1) current teacher of the student, unless s/he does not have a current teacher.

The evaluator shall hold an active certification that qualifies the evaluator to conduct that type of evaluation. If certification is not issued for the particular area of professional practice in which the evaluator is lawfully engaged, the evaluator shall hold such license or other credentials as required for the area of professional practice under state law.

The evaluator shall prepare and sign a full report of the evaluation containing:

1. Clear explanation of the testing and assessment results.
2. Complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores; domain or composite scores; and subtest scores reported in standard, scaled, or T-score format.
3. Complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
4. Specific recommendations for educational programming and placement, if possible.

Re-Evaluations

Re-evaluations shall be conducted within the timeframes required by state and federal laws and regulations unless the parent/guardian and the charter school agree in writing that a re-evaluation is unnecessary. The group of qualified professionals that reviews the evaluation materials to determine whether the child is a student with a disability shall include a certified school psychologist when evaluating a student for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairment, specific learning disability and traumatic brain injury.

Copies of the re-evaluation report shall be disseminated to parents/guardians at least ten (10) days prior to the meeting of the IEP team unless this requirement is waived in writing.

Independent Educational Evaluations

A parent/guardian who disagrees with the results or content of an evaluation performed or obtained by the charter school may request an independent educational evaluation at charter school expense. A parent/guardian is entitled to only one (1) independent educational evaluation at public expense each time the charter school conducts an evaluation with which the parent/guardian disagrees. The independent educational evaluation must arise from parents'/guardians' disagreement with the charter school's most recent evaluations or re-evaluations of the student. The charter school shall be entitled to a copy of all results of independent educational evaluations conducted at public expense. If an oral request for an independent educational evaluation is made to a professional employee or administrator, that person shall inform the parent/guardian that the request must be in writing. If the native

language of the parent/guardian is other than English, the requirement that the parent/guardian make his/her request in writing shall be conveyed by whatever means practicable and, where feasible, in the native language of the parent/guardian.

A written request for an independent educational evaluation at charter school's expense shall be immediately forwarded to the Director of Special Education, who may, upon receipt of the written parent/guardian request, ask that the parent/guardian state his/her reasons for disagreement with the evaluation conducted or proposed by the charter school. The charter school cannot require the parent/guardian to do so, and the refusal of the parent/guardian shall not delay the process required by this policy.

The criteria under which the independent educational evaluation at public expense is obtained must be the same as the criteria used by the charter school in conducting an appropriate evaluation, including the location of the evaluation and the qualifications of the examiner, to the extent those criteria are consistent with the parent's/guardian's right to an independent educational evaluation at public expense. The qualified examiners who conduct the independent educational evaluation may not be employed by the public agency responsible for the education of the student.

Within ten (10) school days of receipt of a request for an independent educational evaluation in writing from a parent/guardian, the Director of Special Education shall either initiate a due process hearing to show that the charter school's evaluation is appropriate and notify the parent/guardian in writing that s/he has done so or issue to the parent/guardian correspondence containing:

1. Assurance that the charter school approves of the request for the independent evaluation, outline parameters of approval, which may include but is not limited to areas to be evaluated, evaluation fee limit, and request for evaluation estimate prior to the evaluation, for an appropriate independent educational evaluation in compliance with this policy.
2. Statement that the charter school will not pay for the evaluation until it receives directly from the evaluator a complete copy of a report of that evaluation and determines that the evaluation is in compliance with this policy.
3. Request that the parents/guardians consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear assurance that the parent/guardian is not required to do so and that the charter school will pay any cost not covered by such sources.
4. Directions that the parent/guardian is responsible for arranging for the evaluation and ensuring that the evaluator contacts the Director of Special Education to arrange for payment of the evaluation.

Upon request, the charter school shall provide to parents/guardians information about where an independent educational evaluation may be obtained.

If the evaluation has already been conducted and paid for, the charter school shall issue correspondence advising the parent/guardian that the charter school will not reimburse the parent/guardian for the evaluation until it receives a complete and unredacted copy of the report of the evaluation and determines that the evaluation is in compliance with this policy.

The charter school shall require documentation substantiating that the parents/guardians paid for or incurred the obligation to pay for the evaluation without reimbursement from a public or private source of insurance or reimbursement.

The Director of Special Education shall send the correspondence to the parent/guardian by certified mail or by other independently verifiable means of conveyance and enclose a copy of this policy.

The Director of Special Education shall maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall promptly make that list available to any parent/guardian who requests it.

Child Find Notice 2026-2027

Notice to Parents /Guardians, Public:

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district, charter school area, or all PA charter schools. TCCS, Tidioute, School districts, intermediate units, and charter schools are required to conduct child-find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent/ guardian may refer to the PA School Code or Federal Education Websites (IDEA) to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts, but NOT Charter Schools, are required to conduct child-find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedure in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents, guardians, or members of the public throughout the school district, TCCS, charter school, area of the child identification activities, and the procedures followed to ensure the confidentiality of information about students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the website: or mpalmieri@tidioutecharter.com. Children ages 3-21 can be eligible for special education programs and services. TCCS, 241 Main Street, Tidioute, PA 16351

If a parent or professional provider of services such as a physician, nurse, psychologist, or social worker believes that a child may be eligible for special education or is a child with a disability they have a legal duty to refer the child, including homeless child(ren), to the school district or charter school where the child attends or the Director of Special Education at TCCS or the NW Tri-County Intermediate Unit #5 in Edinboro, PA. Children aged three through the age of admission to first grade are also eligible if they have developmental delays, and, as a result, need special education and related services. One with a possible developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25 percent of the child's chronological age in one or more developmental areas, or (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional, and self-help. For additional information, you may contact the Early Intervention Department at the Intermediate Unit. IU#5, Edinboro, PA.

Evaluation Process

Each school district, intermediate unit, and charter schools (TCCS) have a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child in grades K-12 at TCCS, contact the school at (814)484-3550, request an evaluation in writing, or view the TCCS webpages. Parents of preschool-age children, ages three through five, may request an evaluation in writing by addressing a letter to the Early Intervention Supervisor, NW Tri-County Intermediate Unit #5, 252 Waterford St., Edinboro, PA 16412 or by calling 1-800-677-8461.

Consent

School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website at www.pattan.net. Once written parental consent is obtained, the school district, intermediate unit, or charter schools will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and the parents determine whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or TCCS -charter school staff- will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

School districts, intermediate units, and charter schools maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. For additional information related to student records, the parent can refer to the FERPA at the following URL: http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections about children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a preschool or school-aged child, public or private, contact the school or district where your child attends. Contact Tidioute Community Charter School Special Education Department at:

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports

are delivered for the administration associated with the test booklets.

• PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

For additional information related to student records, the parent can refer to the FERPA at the following URL:https://www.pa.gov/agencies/health/programs/school-health/confidentiality

This notice is only a summary of the special education services, evaluation and screening activities , and rights and protections pertaining to children with disabilities, children thought to be disabled , and their parents. For more information or to request evaluation or screening of a preschool or school aged child, public or private, contact the school or district where your child attends. Contact Tidioute Community Charter School Special Education DepartmTidioute Community Charter School

241 Main St. Tidioute, PA 16351
814-484-3550

Or / IU#5 Edinboro, PA

SPECIAL NEEDS OF PARENTS

Parents needing school-home information in large print, audio tape, in another language etc. should ask the Chief Administrator to make arrangements to accommodate their needs. The same procedure applies if a parent requires TTY capabilities when communicating by phone, the services of a translator, the assistance of an interpreter, or any other special accommodations.

ENGLISH LEARNERS

In compliance with state and federal law, the Tidioute Community Charter School will provide an appropriate planned instructional program for identified students whose language is not English. In order to qualify, the student must have a dominant language other than English. That language must substantially limit progress in the school's academic program.

The TCCS guarantees that students enrolled in the ELL (English Language Learners) program have full access to the school's curriculum both required and elective.

SERVICES

TCCS believes that a successful guidance program must address the educational, personal, social, and career developmental needs of all students.

Responsibilities encompass, but are not limited to, the following roles: counsel students in regard to class schedules and graduation requirements; assist students with college/career decisions, provide financial aide information through materials, awareness of scholarship availability and/or workshops; provide supportive counseling for students with their personal problems; consult with parents, community agencies, administrators, and/or staff regarding students' individual needs; act as a liaison to help parents obtain viable community/school services; facilitate parents/community meetings with the primary emphasis being placed on the individual students needs. The mentor coordinator will at all times maintain the confidentiality of all information regarding students and families. The exception to this rule is where a condition or situation suggests that anyone is in imminent danger.

SSP (Student Support Program)
The Student Support Program is available through a collaborative in-house program designed to serve all students. The group will serve all students in grades K4-12 and . The TCCS SSP is a viable resource at our school. The SSp helps identify those students who may be a risk for Mental Health, academic difficulties, and/or drug & alcohol problems.

Identification begins when a student demonstrates through his/her school behavior or academic performance that he/she is experiencing difficulties. The TCCS SSP then identifies the student and begins to work with him/her. Data is gathered, using behavior checklists, assessments forms, and personal interviews with the student and his/her parents. Decisions are then based on the seriousness of the behavior, the patterns of behavior that are observed, and the degree of parental support. Appropriate referral resources are located either in or out of school, (i.e. counselors, support groups, treatment via the outpatient/inpatient Mental Health and/or Drug & Alcohol programs).

SAFE TO SAY SOMETHING -Policy # 125
The Board of Trustees ("Board") of the Tidioute Community Charter School ("Charter School") recognizes its responsibility to safeguard the health and welfare of Charter School students and employees. The Sandy Hook Promise ("the Promise") is a national non-profit organization founded and led by surviving family members of the Sandy Hook Elementary School Shooting on December 14, 2012. This Promise is designed to provide additional support for Charter School staff, students and our community. The Promise teaches Charter School students and staff to look for and report possibly warning signs, signals, and threats. This policy is not intended to replace the Charter School's procedures as outlined in other policies, including the Emergency Preparedness, Active Shooter, and Mandatory Reporter Policy.

The Promise finds that each year in schools and communities across the United States, there are millions of youth who hurt themselves or others through verbal, physical and digital means. In a majority of these acts, youth and adults are witness to threats, warning signs or signals, especially on social media, but do nothing to intervene to help the at-risk youth. Additionally, there are many reasons why youth and adults do not Say Something when they see a warning sign or signal. They do not:

- Understand or know how to recognize the warning signs and signals of at-risk behavior
- Believe a threat to be true because "they would never say it publicly if they meant it"
- Want to be labeled, stigmatized and/or possibly physically threatened as a "snitch"
- Know who to tell or "believe that nothing will be done to help anyhow"
- Think they need to because someone else will say something.

Act 44 of 2018 ("Act 44") institutes a statewide anonymous reporting system where Charter School staff are given new responsibilities regarding the safety of the Charter School, its staff, students and community. The anonymous tip program within Act 44 is known as the "Safe2Say Program" ("the Program") and requires designated Charter School staff to monitor and react to tips within the Program 24-hours-per-day, every day of the calendar year.

Beginning January 14, 2019, the Pennsylvania Office of Attorney General is responsible for the following:

(1) To ensure anonymous reporting concerning unsafe, potentially harmful, dangerous, violent or criminal activities in a school entity or the threat of such activities in a school entity.

(2) To establish protocols and procedures to promptly notify the appropriate law enforcement agency via 911 centers and the Pennsylvania State Police when the program receives an anonymous report of violent or

criminal activities in a school entity that poses an immediate threat of violence or criminal activity.

(3) To ensure that the identity of the individual making a report remains unknown to any person, including law enforcement officers and employees of the office.

(4) To ensure that information obtained from an individual making a report who voluntarily discloses his or her identity and verifies that he or she is willing to be identified may be shared with law enforcement officers, employees of the office and school officials.

(5) To ensure that if the identity of an individual making a report becomes known through a means other than voluntary disclosure, the identity is not further disclosed.

(6) To establish procedures to promptly forward information received by the program to the appropriate law enforcement agency, school official or organization, as determined by the office. The office may not be held liable for investigation of a report made to the program following confirmation of receipt of the report by the appropriate law enforcement agency, school official or organization.

(7) To train or provide instruction to individuals, including, but not limited to, emergency dispatch centers and school entities, on appropriate awareness and response to the program.

(8) To provide program awareness and education materials to school entities.

(9) To, in consultation with the Department of Education, establish guidelines school entities may utilize to respond to a report received from the program.

(10) To work with school entities, local law enforcement agencies and organizations to identify each person to whom a report from the program will be sent.

24 P.S. § 13-1303-D

The Office of Attorney General will communicate with the Charter School to train Charter School staff regarding the Program and their designated responsibilities relating to its implementation and ongoing reporting. Please contact info@safe2saypa.org if with questions regarding the Program or if it is unclear who the designated Charter School Program lead is. Please also visit the School Resources webpage for training materials: https://s2ss.knack.com/s2ss#schools/

Any student, staff or community member of the Charter School is directed to submit an anonymous tip about individuals who may be a threat to themselves or to others by either:

1. Call the hotline at 1-844-SAFE2SAY (1-844-723-2729)
2. Submit a tip online through the Program's webportal here: https://www.safe2saypa.org/tip/
3. Submit a tip on your phone through the downloadable Safe2Say Mobile App for Android or iOS, available here: https://www.safe2saypa.org/download/

Confidentiality-A record created or obtained through the implementation or operation of the program shall be confidential. A person may not disclose a record of the program except:

(1) To provide notice to the appropriate law enforcement agency, school entity and organization in accordance

with the procedures established under section 1303-D.

(2) Upon order of the court as provided in section 1306-D.

Any record of the program:

(1) shall not be subject to the act of February 14, 2008 (P.L. 6, No. 3),3 known as the Right-to-Know Law; and

(2) does not create a record under 18 Pa.C.S. Ch. 91 (relating to criminal history record information).

An individual who discloses a record in violation of this section commits a misdemeanor of the third degree.

False Reports

A person commits a misdemeanor of the third degree if the person knowingly or intentionally makes a false report to the program. If a report filed with the program is determined to be a false report, information about the subject of the false report shall not be made part of the subject student's record.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

STUDENT RIGHTS AND RESPONSIBILITIES

Free Education and Attendance

a) All persons residing in the Commonwealth between the ages of six and twenty-one years are entitled to a free and full education at TCCS. This right extends to migratory children and pregnant or married students. Students with disabilities also are entitled to a free and appropriate public education.
b) Parents or guardians of all children between the ages of six and eighteen are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused.
c) Students actively pursuing graduation requirements may attend school until the age of twenty-one if they are fulfilling their responsibilities as students, as defined hereafter. A student may not be excluded from TCCS or from extra-curricular activities because of being married or pregnant.
d) In cases of pregnancy, participation in extracurricular activities in physical education shall be based on the health and welfare of the student. In matters of question, a physical examination shall be required.

ADMISSION CRITERIA Policy # 200 Admission

Authority-The Tidioute Community Charter School Board of Trustees shall enroll school age students eligible to attend the charter school, in accordance with applicable laws and regulations, Board policy and administrative regulations.

Definitions- School age shall be defined as the period from the earliest admission age for the charter school's K4 program until graduation from high school or the end of the school term in which a student reaches the age of twenty-one (21) years, whichever occurs first. Enrolling children must meet the minimum age requirements for K4 or K5 (as applicable) of their school districts of residence in order to enroll at TCCS. Students who turn 21 during the school term are entitled to finish that high school term. If a student is under age 21 and has a Graduation Equivalency Diploma (GED), the student can enroll in school and work toward a diploma.

Students who turn 21 during the school term are entitled to finish that high school term. If a student is under age 21 and has a Graduation Equivalency Diploma (GED), the student can enroll in school and work toward a diploma.

Entitlement to Education-Every child of school age who is a resident of a Pennsylvania is entitled to a public school education. This entitlement and the requirements to secure enrollment apply equally to resident students residing with their parent(s); to non-resident students living with a district resident who is supporting the child gratis and seeking enrollment; and to nonresident students living in a foster home.

On condition that the required enrollment documentation described herein is provided, the charter school must enroll non-resident children and permit them to attend school. A child should be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days of the charter school’s receipt of the required documentation except as delineated in the Lottery and Waiting List criteria.

Required Documentation

1. Proof of the child's age -Any one of the following constitutes acceptable documentation: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of the record of baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.

2. Immunizations required by law -Acceptable documentation includes: either the child’s immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered, or that a required series is in progress, or verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

3. Proof of residency -Acceptable documentation includes: a deed, a lease, current utility bill, current credit card bill, property tax bill, vehicle registration, driver’s license, DOT identification card.

4. Parent Registration Statement -A sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted to any school entity.

5. Home Language Survey -All students seeking first time enrollment in a school shall be given a home language survey in accordance with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

The charter school shall immediately enroll identified homeless students, even if the student or parent/guardian is unable to produce the required documents.

The charter school shall not inquire about the immigration status of a student as part of the enrollment process.

1. Admission Criteria-The Tidioute Community Charter School will accept applicants for grades one through twelve on a first-come-first-served basis up to a total enrollment of 293 students. The charter school will also accept applicants for grade K4 on a first-come-first-served basis up to a total enrollment of 12 students. Should applicants exceed that number; the charter school will conduct a lottery as described in Section 2 below. The charter school shall not discriminate in its admission policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district as provided for in Act 22 section 1723-B. Because the charter school is a comprehensive school without an academic or arts specialty, there will be no admission criteria.

2. Letter of Interest/Lottery-The Tidioute Community Charter School will publish and distribute an application for admission by March 1st of each school year or the first business day following March 1st. Applications will be due to the school by May 1st of each school year. Should there be more applications received than the number of student spaces available in a given school year, placements will be awarded first to students previously enrolled and their siblings, founder students, and children of school staff members. Any remaining student spaces will be assigned through a neutral lottery conducted by May 20th of each year as per Act 22 section 1723-A. First preference shall be given to students who reside in the Warren County School District.

Persons unsuccessful in the lottery will be placed on a waiting list in order of the date of their application. Applicants will be notified by May 25th of each year concerning the outcome of their applications. Should spaces remain open after May 25th; the Charter School will accept applicants until the placements are complete.

3. Application to the Waiting List-In order to ensure that those who are on the waiting list are well informed and able to make a decision when offered a position, families are encouraged to carefully review the charter school philosophy and charter expectations, and to place their children on the waiting list.

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

5. Siblings of TCCS Students and Founder Students-Priority for placement will be given to enrolling siblings of currently enrolled students and children of parents who have actively participated in the development of the charter school as per Act 22 Section1723-A. These students will be placed on the waiting list according to the

enrollment date of their sibling. It is the responsibility of the parents to notify the charter school at the time of new student application if there is a sibling already enrolled at Tidioute Community Charter School.

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

7. Offering Available Positions-As positions in the school become available, they will be offered to sibling students, founder students, then to staff students, and then to students on the general waiting list. If the charter school is unable to make contact with the person(s) on the waiting list, those names will be deleted.

8. Declining an Offered Position-Parents will have 48 hours to decide whether to accept a position after it has been offered. If extenuating circumstances justify additional time for a family to make a decision, that additional time may be granted by agreement with charter school administration when the offer is made. The names of students on the waiting list will be removed when an offered position is declined. All required documents for enrollment shall be delivered to a Charter School Administration within five business days of acceptance of the offer or the offer will be deemed to be declined. Parents may reapply for a position in the school by attending a parent orientation meeting and completing a Letter of Interest in order to be placed on the waiting list for future openings.

BULLETIN BOARD(S)

1) Bulletin board(s) at TCCS are for use by students and student organizations.
2) The following general limitations on posting shall be applied:
    a) School officials shall prohibit material which is obscene according to current legal definitions; which is libelous; or which inflames or incites students so as to create a clear and present danger of the commission of unlawful acts or of physical disruption of the orderly operation of the school.
    b) Identification on any posted notice shall be required of the student or student group, including the name of at least one person of the group posting such notice.

    c) All posted materials for clubs must be approved by the appointed faculty advisor or administration.

STUDENT PUBLICATIONS / POSTERS / PUBLICITIES

1) Students have the responsibility to refrain from libel and obscenity and to observe the rules for responsible publications.

All printed matter and petitions distributed on school property shall bear the name of the sponsoring organization and the name of one individual of such organization.

HOMEWORK

Homework is assigned to reinforce classroom instruction. If a student chooses not to do it or to copy someone else's work, he or she forfeits the opportunity to get the needed practice and the assigned grade. Written work and studying constitute homework. One objective in education is to teach students proper study habits. Students should do their homework whenever possible in an appropriate location – a place from distractions, with proper lighting, and with necessary supplies.

SUMMER HOMEWORK

All students who enter grades Kindergarten 4 (K4) through 12th grade are required to complete math and reading assignments over the summer. AP classes for grades 11 - 12 may require summer homework based on the class requirements.

Your children have been informed by their teachers as to the requirements of the summer reading and math work. Students that enrolled over the summer were given work to complete before the start of the school year. These requirements will be sent home with each student. Extra copies of the requirements will be available in the office during regular business hours. Your child's summer work will be assessed at the beginning of the school year, and the score of their assessment will count for 25% of their first marking period grade, any summer homework not turned in will result in a zero.

HOMEWORK REQUESTS

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

For a prearranged absence: If you know ahead of time that your child is going to be missing school due to surgery, hospitalization, or if you are taking your child out of school for an educational trip, please contact the office.

For an absence:

1. Now that TCCS has one on one technology and all students are issued ipads and chromebooks that they are able to take home, students can view assigned work and deadlines through google classroom.
2. If you must request hard copies of work for your child when they are out of school, call the school office in the morning (best between 8:00 and 8:30, but no request will be honored after 11:00 a.m.) to allow teachers time to put work together.
3. Please pick up the work promptly at the arranged time at the front desk in the lobby.
4. When you request the work to be sent home with another student, you are asked to:
    - **a.** select a responsible student
    - **b.** speak with that student personally so the student agrees to the arrangement and is aware of the responsibility
    - **c.** Remember, it is asking a great deal of a student to carry all his/her textbooks as well as your child's. Please avoid this whenever possible.
5. See that your son or daughter does indeed take the time to do the work you requested. If your child does not do these assignments while at home, we will not be able to send work the next time it is requested.
6. It is still your child's responsibility to see each teacher when returning to school to:
    - **a.** turn in completed work to the teachers
    - **b.** ask if there are other things of which he/she needs to be aware of
    - **c.** It is the responsibility of the student to turn in all work one week or less from the time the teacher assigns the work. Extended deadlines must be discussed with the teacher that assigned the work.

ELECTRONIC DEVICE POLICY # 237

Purpose

The Tidioute Community Charter School Board of Trustees recognizes the significant role that technology plays in the lives of charter school students and the impact that it has on education, the workplace, and everyday life. However, the Board of Trustees also recognizes that the unrestricted use of personal electronic devices can lead to the disruption of instructional and learning processes and has the potential to compromise the safety of the educational environment. As such, this policy is designed to maintain a stable educational environment that is safe and secure for charter school students and employees while advocating the appropriate use of 21st Century technology.

Definition

Electronic devices shall include all devices that can take photographs, record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular telephones, earbuds, smart watches and laptop computers, as well as any new technology developed with similar capabilities.

Authority

The Board of Trustees permits the use of Personal Electronic devices in the following situations:

1. During Instructional Time - Students are permitted to use Personal Electronic devices, either school-issued or student-owned, during class time for educational use only and with teacher permission. Cell phones are not permitted to be used for this purpose unless granted an exception in accordance with this policy. Except when used to aid instruction by a classroom teacher, the use of Personal Electronic devices is prohibited during instructional time. Unless the teacher specifically designs classroom instruction to include the use of Personal Electronic devices, such devices must be powered off and secured in a manner by which the device is neither seen nor heard as not to distract from the education process.

2. During School-related Free Time - Students are permitted use of Personal Electronic devices during school-related free time, including, but not limited to, prior to homeroom, during lunch, and in all office areas (when permitted by an office staff member). Students may obtain permission to use Personal Electronic devices for appropriate personal use in such a manner as not to create disruption or annoyance to others or to create a safety hazard to the student(s).

Students are strictly prohibited from the use of Personal Electronic devices in restrooms, locker rooms, the School Nurse's office and other areas of the building considered to be private or when directed by school personnel. All devices must be powered off or silenced and secured in a manner by which the device is neither seen nor heard in these areas of the building.

The Board of Trustees prohibits possession of laser pointers and attachments by students in the charter school building, on charter school property, on charter school buses or vans, and at charter school-sponsored activities.

Electronic Images and Photographs

The Board of Trustees prohibits the taking, storing, dissemination, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and e-mailing. In addition, no photograph may be taken without the expressed written consent of the subject.

Because such violations may constitute a crime under state and/or federal law, the charter school may report such conduct to state and/or federal law enforcement agencies.

The charter school shall not be liable for the loss, theft, damage or misuse of any electronic device.

Delegation of Responsibility

The charter school Chief Administrator shall develop administrative regulations/procedures to implement this policy. When new personal technology devices are created or their functions change or become a disruption to the educational environment, the Board of Trustees authorizes the Chief Administrator or designee(s) to prohibit or regulate their use on charter school property, charter school buses or vans, and at charter school-sponsored activities and events.

Teachers are expected to monitor and enforce the appropriate use of cell phones and other electronic devices by students.

The charter school Chief Administrator or designee shall annually notify students, parents or guardians, and employees about the Board of Trustees electronic device policy.

Exceptions to the Restricted Use of Personal Technology devices During the School Day

The charter school Chief Administrator may grant approval for the use of a personal electronic device during the school day if there is a specific and well-defined need because of a medical, health, safety, or emergency situation.

COMPUTER/ TECHNOLOGY MISUSE

(The same rules apply when students have their school technology at home)

A student's use of the Tidioute Community Charter School's computers and Internet resources is a privilege, not a right. In addition to the following requirements, students are required to abide by the rules and regulations set forth in policy #237, titled: “Electronic devices”. Students, and their parents/guardians, are notified of the contents of the "Electronic devices” at the start of each school year and its contents are hereby incorporated by reference in this Discipline Policy. The disciplinary consequences for a violation of the “Electronic devices” are as follows:

1. Students will be notified of each alleged violation of the Electronic device. Mr. Shirey will monitor the use and notify administrators of possible offenses while temporarily suspending privileges and allowing investigation.

2. Depending on the severity of the violation of the Compute Use/Internet Policy, students face disciplinary consequences ranging from a warning to loss of privileges to use the school's computers, or in some cases, suspension or expulsion.

3. Suspicion of a student's illegal use of the Internet or school computers, such as copyright violations, theft of services, using the system to publish defamatory statements, may be reported to the appropriate legal authorities for possible prosecution.

4. Students are responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts.

5. Students are not permitted to pirate school issued wifi on their own personal devices. If Students are caught, discipline will accompany the student who pirates the wifi.

TELECOMMUNICATIONS POLICY FOR STUDENTS

The use of the Internet is limited to educational, career, and high quality self-discovery under the supervision of a certified instructor or administrator. The supervising instructor will decide how much time, when, and how often a student may divulge in high quality self-discovery. The subject matter of this self-discovery must be approved by the supervising instructor and can only be done when the equipment is not being used for curriculum related assignments. The school maintains blocking software to monitor to restrict access to certain sites. See Board policy #815 Acceptable Use of Technology.

INTERNET INSTRUCTION REQUIREMENTS FOR STUDENTS

Students must have training by a certified instructor assigned by the building administrator, prior to having access to the Internet. The content should include, but not be limited to policy, procedure, acceptable use, safety, search, search strategy, and access to information resources made available through the Internet. Parents may specifically request that their child not be provided such access by notifying the building administrator in writing.

EQUIPMENT USED TO ACCESS THE INTERNET

Library:
Students may use this equipment only in relationship to their educational studies, career exploration, or high quality self-discovery.

Computers (cart) and Chromebooks:
Computer carts and Chromebooks will primarily be used for basic instruction of the Internet. Students may only use the websites the subject area instructor has designated for the assignment on Chromebooks and computers.

See the “Acceptable Use of Technology” signature page for information on misuse/unacceptable use of technology and information about their Chromebook.

Mailing Lists (LISTSERVS)
Students will be able to subscribe to mailing lists only as part of a curriculum related project and only for the period of time that the project is active with approval by the building administrator.
Students participating in mailing lists must register with the building administrator. Existing instructions must be left on file with the administrator for each mailing list to which subscribed.

Invasion of Privacy

Students should refrain from unreasonable intrusions concerning the privacy of school employees, other students, or third parties. Invasions of privacy can include, but are not limited to casting another in a false light, creating unwarranted publicity about another, obtaining information about or images of another via inappropriate means, or tampering with information concerning another.

Copyright and Plagiarism

TCCS policies on copyright will govern the use of material accessed through the school system. Because the extent of copyright protection of certain works found on the Internet is unclear, instructors will make a standard practice of requesting permission from the holder of the work if their use of the materials has the potential of being considered an infringement. Proper citation of electronic resources will be taught to students who use computers and telecommunications to gather information for research. Plagiarism will be discouraged as it is with all other research projects and will be subject to possible disciplinary action.
Cheat - to deceive, deprive by fraud, pretense obtain property by distortion of the truth, swindle, or all of the above.

Plagiarize - to steal and pass off as one's own the ideas or words of another, to present as one's own idea or product an article derived from an existing source.

Students caught cheating or plagiarizing will be given a zero (0) on the assignment/test with teacher discretion to make up the work. They may also receive consequences as aligned with this handbook.

Publishing on the Web

All web pages to be created through the use of TCCS equipment or representing the school or a school supported group must be linked through the TCCS Home Page.

No pictures or personal information about employees or students may be posted on the Internet without permission of the person, or in the case of persons under the age of 18, the parent or guardian. All web pages must be approved by the Chief Administrator or his or her designee prior to being mounted, or linked to the TCCS Home Page.

Classes may establish web pages that present information about the school or class activities. Students may establish personal web pages with the approval of the building administrator and in conjunction with a school assignment. Material presented in the student's website must be related to the student's educational activity. All web page work must be free of spelling and grammatical errors. All graphics must follow guidelines set forth by copyright laws. Only when necessary for a curriculum oriented project may a graphic file be downloaded from the Internet. Permission to post the graphic should be sought from the creator of the graphic file. Graphics should be identified with the originator or document from which it was extracted.

These types of projects will be removed from the individual building home page at the end of the school year in which the project was created. Documents may not contain objectionable material or link directly to objectionable material. Student web pages must have a notice that indicates the web site was designed by a student, and that the opinions expressed are not attributed to school. All student web pages must be approved by the Chief Administrator; his/her designee, and the web manager prior to becoming a link from the school website. With such approval, extracurricular organizations may establish web pages with links. Material

presented on the organizational web page must relate specifically to the organization and that the opinions expressed are not attributed to the school.

ASSEMBLY PROGRAMS
Assembly programs are scheduled for the enjoyment and cultural enrichment of the student body. Destructive and disruptive behavior will not be tolerated and may result in the immediate removal of the offender(s) or termination of the program. In addition, disciplinary measures may be pursued if the offense warrants further action.

MANDATORY PARTICIPATION AT EVENING PERFORMANCES
The Board of Trustees recognizes the value to students in sharing their talents and skills with the community through their participation in performances for the public. The Board feels that public performances are an integral part of the course work for students enrolled in courses relating to the performing arts.

The Board endorses such mandatory performances by students when such performances contribute to or are a natural culmination of work in the classroom. These mandatory performances are an integral part of the course requirements.

FLAG SALUTE AND PLEDGE OF ALLEGIANCE-It is the responsibility of every citizen to show proper respect for his or her country and its flag. However, 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. This right has been affirmed by the United States Supreme Court in the case of West Virginia State Board of Education vs. Barnett, 319 U.S. 6324 (1934). Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate in a meaningful ceremony. A student who chooses not to participate may either stand or sit, remaining respectfully silent.

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

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

Philosophy
Participation in co-curricular activities is a privilege afforded to students that carries with it the responsibility of good behavior. The TCCS recognizes that acceptable behavior is essential to the development of responsible and self-disciplined citizens and to effective school programs. Positive behavior is based on respect for one's self and for the worth and dignity of others. The TCCS has a legitimate and substantial community interest in promoting respect for authority, traditional values, and in developing positive behavior.

It is the intention of the Chief Administrator that the school's programs help students achieve maximum development of individual knowledge, skills and competence, and that they provide behavior patterns which will

enable students to be responsible, contributing members of society.

The Chief Administrator will periodically review and approve the following rules of conduct for students:

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

Authority

The Chief Administrator shall make school facilities, supplies, and equipment available and shall assign staff members for the support of a program of co-curricular activities for students. Such availability and assignment shall be in accordance with the Equal Access Act. Any co-curricular activity will be considered to be under the sponsorship of the school when it has been approved by the Chief Administrator.

The Board will maintain the program of co-curricular activities at no cost to the participating students, except those listed as per the Board's policy on regular school supplies. Students may assume all or part of the costs of travel and attendance at co-curricular events and tips.

Delegation

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

- Access the needs and interest of the students of the Tidioute Community Charter School
- Invite the participation of parents and community in the development of a program of co-curricular activities. Such participation shall be in accordance with the Equal Access Act.
- Involve students in the planning of co-curricular activities
- Be responsive to the articulated needs of students
- Ensure the provision of competent guidance and supervision of staff
- Guard against the exploitation of students
- Provide for a variety of experiences and a diversity of organizational models
- Provide for the continuing evaluation of the co-curricular program
- Ensure that all co-curricular activities are open to all students and that all students are fully informed of the co-curricular opportunities open to them.
- Club By-Laws will outline specific expectations.

A club or activity advisor reserves the right to remove a student from the activity or club if the student is not following the expectations of the TCCS Board in regard to activities.

Equal Access Act

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

The meetings cannot materially and substantially interfere with the orderly conduct of educational activities in

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

Guidelines to Co-Curricular Activities

- Any action relative to the activity
- During normal school hours
- On school property
- On all TCCS provided transportation
- In transit to and from a co-curricular activity
- During the hours a co-curricular activity is taking place (includes overnight trips)
- While serving as an official representative to the co-curricular activity
- The student participants represent the Tidioute Community Charter School, as well as their families and their community.
- Student participants should be exemplars of good behavior. It is the intent of the co-curricular policy to complement and coincide with the athletic policy.

Students violating any co-curricular regulation while participating in a club organization activity will be subjected to disciplinary action as defined in the specific rules section.

The Board of Trustees takes the following position on these organizations:

A. All non-school sponsored organizations, e.g., fraternities, sororities, and other so-called organizations shall be regarded as within parental authority, and entirely apart from school responsibility, except as noted in "B" of this section.

B. The Chief Administrator shall take whatever measures necessary to exclude from the school building, premises or environs an activity or devices tending to promote such secret organizations. The Chief Administrator is empowered to take such disciplinary action as may be necessary to enforce this position, including suspensions of offenders.

Procedures and Responses to Rule Violation

For the purpose of excluding or disciplining a student due to an infraction of one or more of the above stated rules, the Chief Administrator shall employ the following procedure:

1. A student that is to be excluded from an activity or to be otherwise disciplined during or for a period of ten days or less, shall be informed of the reasons for the exclusion or discipline, and given an opportunity to respond. Prior notice and the presence of the student's parents shall not be required; however, the parents shall be notified of the exclusion or discipline imposed. No appeal shall be permitted and the exclusion or discipline shall be within the sole and exclusive discretion of the school administration.
2. A student to be otherwise excluded or disciplined shall be informed of the reasons and the discipline or exclusion to be imposed. The student shall further be informed that an appeal hearing may be held on such exclusion or discipline with the students and parents upon their written request to appeal a suspension. The said hearing shall be conducted by the Board. Notice of the time and place shall be provided to the student and parents, and written notice of the hearing examiner's decision shall be given to the student and parents.

School Suspension or Expulsion and Academic Requirements

The following discipline will be imposed automatically without hearing or appeal:

1. Any student suspended or expelled from school shall also be automatically suspended from participation in all school or co-curricular activities for the duration of the suspension or expulsion

Student Athletic Policy 2026-2027

Physical Exams

A pre-participation physical examination must be performed by an authorized medical examiner in accordance with the procedures set forth by the constitution and by-laws of the PIAA. (Volleyball and Basketball) This must be submitted by the first day of official practice in order for a student athlete to participate in any and all practices and games.

Academic Eligibility

In addition to the athletic eligibility standards set by the Pennsylvania Interscholastic Athletic Association (PIAA), TCCS Student-Athletes are expected to maintain appropriate and solid performance in the classroom . Participation in athletics is a privilege, not a right, and students should remember that their academic performance is vital to their future success. In order to assist the student in meeting his/her academic obligations, teachers and coaches are encouraged to engage in a free-sharing of information. The ultimate responsibility, however, rests with the student, who must meet the academic standards discussed below:

- Student athlete eligibility will be monitored on a weekly basis. The student-athletes' grades will be checked every Monday. The weekly eligibility period begins on Monday and ends on Sunday. All student-athletes are encouraged to attend tutoring when they are having difficulty in any of their classes.
- If a student-athlete is failing one class, they will be given an **Academic Warning** and encouraged to seek tutoring.
- If a student-athlete has failing grades in two or more classes at one time, he or she will be placed on **Athletic/Academic Suspension**. During suspension, the student-athlete may, at the discretion of the coach, participate in practices but not in competitions. However after two weeks of suspension, if the grades have not reached proficiency, the student-athlete will no longer be able to participate in practices.
- If the student-athlete remains ineligible due to grades for 3 consecutive weeks they will be removed from the team for the remainder of the season of that sport.
- Student-athletes on **Athletic/Academic Suspension** are not permitted to be excused early from school to attend away competitions

The purpose of this eligibility plan is to respect the fact that most of our student-athletes are able to maintain high academic standards while also participating in extracurricular activities. For those who may experience academic difficulty, this plan provides an opportunity to use athletic participation to help encourage improved academic performance. If, however, the students grades have not been updated in two consecutive weeks (teachers grade books), the student will be able to participate in athletic events.

School Day Attendance

6. In the case of late arrivals during an athletic season Student-Athletes must be signed in at the office before 10:00 a.m. If a student signs in after 10:00 a.m., they will not be eligible to participate in the day's practice/game. The Athletic Director will investigate unusual circumstances. This expectation is in place so that students may not choose to avoid school work but still intend to play the sport after

school.

7. Late arrivals (tardies) during an athletic season are limited to **5** occurrences without proper documentation. Students who exceed that limit will not be eligible for that day's practice/game thereafter.
8. If a Student-Athlete is absent part of the school day due to a medical reason or family emergency, he/she may provide an excuse from the doctor for medical reasons or parent/guardian for a family emergency validating the absence to still be eligible to participate in that day's practice/game.
9. In the case that Student-Athletes are part of a school club or organization that has an activity requiring absence during the school day, the absence will be excused and he/she will be eligible for the day's practice/game.
10. Attendance shall be tracked by the coaching staff and/or Athletic Director.
11. According to PIAA bylaws: "A student who has been absent from school during a semester for a total of 20 or more school days, is ineligible to participate in an inter-school practice, scrimmage, or contest until the student has been in attendance for a total of 45 school days following the student's 20th day of absence." This encompasses the entire school year, both first and second semester.
12. Students must be enrolled in at least 4 credits to be considered a full time student in order to be eligible for athletics and extracurricular activities.

Discipline

Student-athletes that receive discipline referrals during an athletic season or open gym will automatically be subject to the following discipline:

Any student suspended or expelled from school shall be automatically excluded from participating in all school or co-curricular activities for the duration of the suspension or expulsion. This includes In School Suspension (ISS), Out of School Suspension (OSS), and Expulsion.

Students who commit other conduct violations may be excluded from participating at the discretion of the building principal, athletic director and coaches.

If a student-athlete is removed from the team due to eligibility, drugs or alcohol, attendance issues, or the athlete chooses to quit the team they **must** attend a meeting with the coach(es), athlete director, administration, and parent(s) before they will be allowed to participate in another sport that year or the following year.

Absences from Practices/Games

- Consequences for unexcused absences will be determined as per team rules, as agreed upon by coach and athletic director.
- All student-athletes must complete at least 5 practices (with the exception of Trap) before the student is eligible to participate in a competition.

Conduct Unbecoming of a Student Athlete

- Student-athletes at TCCS are held to higher standards than the rest of our students , at times, because they are in the public and represent our school in various venues. TCCS athletes should display the Bulldog uniform with pride.
- This conduct includes, but is not limited to: disrespect by a Student-Athlete to another player, coach, official, spectator, faculty, or staff, use of obscene or offensive language, any rude or improper gestures.

● In the case of a report that a student-athlete at TCCS has committed any form of conduct unbecoming of a student-athlete either inside or outside of school, the incident will be investigated. If enough evidence is found to prove that the original report was true, the acting Principal and Athletic Director shall decide the disciplinary action to be taken.

Tobacco, Alcohol, or Drug Use

Use of tobacco, alcohol, or illicit drugs and including vaping by Student-Athletes at TCCS will not be tolerated. In the case of a report that a Student-Athlete at TCCS has been using tobacco, vaping, alcohol, and/or illicit drugs, either inside or outside of school, the incident will be investigated. If enough evidence is found to prove that the original report was true, the student will have their privilege to be a Student-Athlete reviewed and a consequence applied-up to from temporary suspensions from practice- games to season consequences as determined each incident up to termination for the remainder of the present athletic season of which they are involved. Incidents may be somewhat different and each will be reviewed on a case by case basis .

Transportation

1. All student athletes are required to ride the school provided bus to all scrimmages and games. SAFETY .
2. All students must ride the game bus home unless they have approval from the head coach as well as a signed note from their parent/guardian before they are excused from riding the bus home with the team.
3. In the case that a parent/guardian requests that their son/daughter be excused from using the provided transportation the acting Athletic Director will decide if it is a reasonable request and grant or deny permission. This request must be written and signed by the parent/guardian and received at least one day in advance.
4. Students are expected to follow all school handbook rules during transportation.

Injuries

1. Any student that has been deemed ineligible to play by medical note, will not be permitted to dress for practice.
2. No athlete will be permitted to return from injury unless they are cleared by a doctor.
3. Concussion Awareness: please visit:
4. https://www.cdc.gov/heads-up/index.html

**regardless of injury athletes should communicate with coach(es) about attendance of games and/or practices*

Varsity Letter Requirements

Student requirements for Varsity Lettering is as follows:

- Volleyball = 65% of all matches
- Basketball = 65% of all quarters
- Trap = 65% accuracy overall for the season
- Archery=65% accuracy for the season
- **Students may dress for Varsity and not meet lettering requirements*

For each successive letter earned by a student he/she shall receive a gold pin to represent the sport and/or year in which they received the letter. The student shall also receive any other certificates and/or awards they earn.

Sportsmanship

- Good sportsmanship is everyone's responsibility.
- Athletics are part of the educational experiences and the benefits go beyond the final score of a contest.

- Students are encouraged to perform their best and learn, understand, and respect the rules of a contest, as well as the officials who administer them and their decisions and our opponents.
- Student-athletes are spokespersons for our school when attending an athletic event. Family and friends, opposing fans, the local community and the media, view your actions. Your display of good sportsmanship will show the most positive things about you and TCCS; and a reminder that sports are meant to be fun. Negative displays by students will be addressed by school officials with disciplinary actions assigned as needed in order to maintain a positive environment for all.

PEST MANAGEMENT

TCCS uses an Integrated Pest Management (IPM) approach for managing insects, rodents and weeds. Our goal is to protect every student from pesticide exposure by using an IPM approach to pest management. This approach focuses on making the school building and grounds an unfavorable habitat for these pests by removing food and water sources, and eliminating their hiding and breeding places. We accomplish this through routine cleaning and maintenance. We routinely monitor the school buildings and grounds to detect any pests that are present. The pests monitoring team consists of our building maintenance, office and teaching staff, and includes our students.

Pest sightings need to be reported to our Head Janitor who evaluates the “pest problem" and determines the appropriate pest management techniques to address the problem. The techniques can include: increased sanitation, modifying storage practices, sealing entry points, physically removing the pest, etc. From time to time, it may be necessary to use pesticides registered by the Environmental Protection Agency to manage a pest problem. A pesticide will only be used when necessary, and will not be routinely applied. When a pesticide is necessary, the school will try to use the least toxic product that is effective. Applications will be made only when unauthorized persons do not have access to the area(s) being treated. Notices will be posted in these area(s) prior to application and for two days following the application.

Parents or guardians of students enrolled in the school may request prior notification of specific pesticide applications made at the school. To receive notification, you must be placed on the school's notification registry. If you would like to be placed on this registry, please notify the school in writing. Please include your e-mail address if you would like to be notified electronically. If a pesticide application must be made to control and emergency pest problem, notice will be provided by telephone to any parent or guardian who has requested such notification in writing. Exemptions to this notification include disinfectants and anti-microbial products; self-containerized baits placed in areas not accessible to students, and gel type baits placed in cracks, creAssistant Principals or voids. Each year the school will prepare a new notification registry.

HOMEROOM

Students are expected to arrive at school and classes on time. Homeroom is very important. It is in the homeroom where information is shared with students and staff, and attendance accounting is initiated.

a. Each student and staff has the opportunity to stand and pledge allegiance to the flag of the United States of America.
b. Listen to all announcements and respect the rights of others to listen. Review the daily schedule.
c. Follow the rules of conduct posted in each homeroom/classroom
d. Students are dismissed to homeroom at 7:55am and will be marked tardy/absent if they are not present by 8:00am. Three tardies to homeroom will result in an after school detention.

CLASSROOM / LABORATORY / SCHOOL SAFETY

Violation of classroom / laboratory / school safety practices shall include any actions which endanger oneself or others through the use or misuse of classroom and/or laboratory equipment. If a violation is very serious, causing damage or injury, the student will be removed from the laboratory and the incident will be handled according to the student handbook disciplinary procedures. Students are not permitted to open school doors to allow someone to come into the building. Doors are opened by the school office or school staff.

VISITORS ON SCHOOL PROPERTY

For the safety of our students, all visitors to the school building during normal hours shall be required to register with the office immediately upon arrival at and prior to leaving the school. Visitors will be asked to wear a visitor's badge at all times while in the school. All visitors must scan a government issued Id or photo license through our RAPTOR system in the school office.

HALL PASSES

If a student has to leave a classroom he/she must sign out and receive a hall pass from the teacher. Only one student is permitted to leave the classroom at a time unless an emergency occurs. Students are reminded that they are to go directly to the destination given by the teacher. Failure to do so may result in the restriction of these privileges. **Students who have permission to leave the classroom during instructional time are not permitted to have their phones in the hallway or the restroom.**

PRINCIPAL/CHIEF ADMINISTRATOR'S AUTHORITY

Section 1317 of the Pennsylvania Public School Code of 1949 establishes the legal doctrine of *in loco parentis* (in place of the parent) for educators. It grants public school teachers, vice principals, and principals the **same authority over students' behavior and conduct** during school hours—including the commute to and from school—as their parents or guardians legally hold.

- **Core Authority (§ 13-1317):** Gives school staff disciplinary control over students. This covers the entire duration they are in attendance, as well as the time required to walk or commute to and from their homes.
- **Weapons Prohibition (§ 13-1317.2):** Explicitly bans the possession of weapons on school property, school-sponsored activities, or school-provided public transportation. It mandates expulsion for violations, though Chief Administators can review cases individually for modifications.
- **School Uniforms (§ 13-1317.3):** Grants school boards the explicit right to regulate student dress code policies, which includes mandating standard dress or full school uniforms across specific buildings or the entire district.

AUTHORITY OF THE FACULTY

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

DISCIPLINE

STUDENT BEHAVIORAL EXPECTATIONS

All provisions regarding student behavior are applicable to students while on school property, at any school-sponsored activity (including graduation, dances, field trips, athletics, etc.), on any public conveyance providing transportation to a school or a school-sponsored activity, and to students going to and returning from school.

Depending on the severity of a student's behavior, the Chief Administrator or designee may exercise the right to assign alternative consequences that may not be included in the disciplinary charts for four levels of infractions.

ZERO TOLERANCE - Any violation of the school's policy concerning assault/physical acts of violence, weapons, and terroristic threats/acts as per PA Act 26 regulations will result in the student's immediate suspension from the school. The student will be referred to the TCCS Hearing Officer for discipline up to and including expulsion for a period of not less than one year. Students may reapply for enrollment after completing their terms of expulsion, but their enrollment must be approved by the TCCS Board of Trustees. After being approved by the TCCS Board of Trustees, the student and parent/guardian will be required to participate in an intake/re-entry meeting at which time the student, parent/guardian, and TCCS school administration will implement conditions set forth for the re-entry that will be in writing and agreed upon by all parties to ensure the safety of the school body and a successful re-entry. The incident will be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. **Zero Tolerance does not mean immediate removal from school, but it does mean immediate discipline and due process under Act 26.**

(1)

DISRUPTION OF LEARNING ENVIRONMENT-Student behavior, including verbal, physical, and/or written actions, which is distracting, detrimental, or not conducive to the learning environment of other students while on school grounds and/or property (office areas, classrooms, hallways, cafeteria, parking lot, school bus, etc.).

Examples include but are not limited to:

1. Inappropriate/uncontrollable laughing and giggling
2. Chasing other students and/or running around
3. Hitting other students while play fighting
4. Throwing objects of any kind

5. Refusal to do schoolwork as directed
6. Refusal to participate in educational activities as directed.
7. Name-calling, making fun of etc. aimed at students, teachers or staff.
8. Talking out of turn, yelling out, making loud noises.

FALSE I.D. — intending to deceive by giving wrong identification. Penalties could range from detention to prosecution by law officials.

LOITERING—to hang around, to lag behind, to aimlessly stop or pause without legitimate purposes, to remain on school property after repeated requests to vacate premises by school personnel. All students must leave the building at the end of their session unless supervised by a member of the staff.

FORGERY- Falsely and fraudulently making or altering writing or another document. Penalties could range from detention to prosecution by law officials.

GAMBLING- The making of any bet or wager and/or the organizing of or participation in any lottery, numbers game, pool, or bookmaking for money or property. The use of dice or other gambling paraphernalia is not appropriate in the school environment. Penalties could range from detention to prosecution by law officials.

TECHNOLOGY VIOLATION - See Page 76

PROFANE, VULGAR LANGUAGE OR GESTURES (Major, Minor)- Language used on school grounds/or property, including the office areas, classrooms, hallways, cafeteria, parking lot, school bus, etc. that is detrimental to the learning environment and offensive to others is not permitted at the TCCS. Profanity will be defined as language or gestures that are crude, obscene, vulgar, demeaning, and inappropriate for the educational setting. Major and minor will be determined by the severity of the offense.

DISCIPLINE CONSEQUENCES FOR CELL PHONE DEVICES

Students must put their cell-phones away at 7:55am when dismissed to Homeroom and are unable to have them out until the 9th period dismissal bell rings at 3:11pm- Students are permitted to have their phones during their 30 minutes scheduled lunchtime
***If a student leave class for any reasons during instructional time, he or she is not permitted to have their cell phones**

If the student is written up for violating the technology, cellphone, and electronic communication device policy, the consequences be as followed:

First write-up: Communication device will be turned into the office until the end of the day (3:11).Technology policy will be reviewed with the student and mailed home.

Second write-up: Communication devices will be placed in the office until the end of the day (3:11pm) and the following day at which time the administrator will review the policy with the student and return the phone. Students will receive one discipline point as well as a lunch detention.

Third write-up: Communication devices will be placed in the office until the parent or adult relative picks up the device. The students will then have cell phone privileges removed for 5 days. Students will receive one discipline point as well as an after school detention.

Fourth write-up: Communication devices will be placed in the office until the parent picks the devices up and the child will receive one point and an after school detention. The students will then have cell phone privileges removed for 30 days.

Fifth write-up: Communication devices will be placed in the office until the parent picks the device up and the child will receive one point and an after school detention. The students will then have cell phone privileges removed for 60 days.

Offenses beyond five will be dealt with on a case by case basis.

***Students are strictly prohibited from using Electronic Devices in the following areas:**

1. **Restrooms**
2. **Locker Rooms**
3. **School Nurses Office**
4. **Other areas of the building considered to be private**
5. **When directed by school personnel**

STUDENT RELATIONSHIPS IN SCHOOL - NO physical contact by students is tolerated except hand holding. Students violating this regulation will receive appropriate disciplinary action; students will be suspended if this behavior persists.

LEAVING ASSIGNED AREA WITHOUT PERMISSION-Students caught leaving their assigned area without a pass or permission from the teacher will be punished within the discipline code with one point and a detention to accompany the handbook. Unless an emergency, teachers are only to allow one student out of a classroom at a time. Students must use the electronic sign-out and use a physical pass.

TARDY TO CLASS - If you are tardy three times to the same class without an excuse, you will receive an after school detention and one point.

SCHOOL SAFETY - (Minor) Violation of classroom / laboratory / school safety practices shall include any actions which endanger oneself or others through the use or misuse of classroom and/or laboratory equipment. If a violation is very serious, causing damage or injury, the student will be removed from the laboratory and the incident will be treated as either a second or third offense. Students are not permitted to open school doors to allow someone to come into the building. Doors are opened by the school office or school staff.

MISCELLANEOUS INAPPROPRIATE BEHAVIOR
Any student who engages in inappropriate behavior, not otherwise specifically addressed in this code, including but not limited to self-destructive behavior, behavior that may be harmful to other of the property of others, or other behavior which negatively reflects the values of this discipline code or the philosophy, goals, and aims of the TCCS, will be subject to suspension or other disciplinary action. The discipline may include action by the building administrator as a possible referral to the hearing officer for further discipline.

(2)

BULLYING/CYBERBULLYING, Policy # 219 Bullying/Cyberbullying

The Tidioute Community Charter School Board of Trustees is committed to providing a safe, positive learning environment for Tidioute Community Charter School students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the board prohibits any form of bullying by all Tidioute Community Charter School students.

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

- Substantial interference with a student's education.
- Creation of a threatening environment
- Substantial disruption of the orderly operation of the school

Scope: School setting means in the school, on school grounds, time traveling to and from school, or any activity sponsored, supervised or sanctioned by the school. Bullying or cyberbullying shall not be interpreted to infringe upon a student's right to engage in legally protected speech or conduct.

Reporting: The Board encourages students who have been bullied or witnessed bullying to promptly report such incidents.

A student or third-party witness who believes an individual has been subject to conduct that constitutes a violation of this policy shall report the incident to an administrator or school employee.

A school employee who witnesses, suspects, or is notified that a student has been subject to conduct that constitutes a violation of this policy shall report the incident to the building administrator.

Investigation:The Board encourages students who have been bullied to promptly report such incidents to designated employees.

The Board directs that complaints of bullying and/or harassment shall be investigated promptly, and corrective action shall be taken when allegations are substantiated.

Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Communication: The policy shall be posted in a prominent location within the school building and on the school's website.

Training and Prevention:The school may develop and implement bullying prevention and intervention programs. Such programs shall provide staff with appropriate training for effectively responding to, intervening in, and reporting of bullying.

Consequences: A student who violates this policy shall be subject to appropriate disciplinary action consistent with the code of student conduct. The consequences may vary depending on the seriousness and pervasiveness of the bullying and may include:

- Counseling with the school
- Parental Conference
- Loss of school privilege
- Transfer to another classroom
- Loss of school bus privileges
- Exclusion from school-sponsored activities
- Detention
- Suspension
- Expulsion
- Referral to law enforcement official

CHEATING/PLAGIARISM- Definition: Cheat: to intentionally misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. As defined, cheating includes, but is not limited to:

- Obtaining or retaining partial or whole copies of examination, tests or quizzes before these are distributed for student use;
- Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;
- Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;
- Securing, giving or exchanging information during examinations;
- Presenting data or other material gathered by another person or group as one's own;
- Falsifying experimental data or information;
- Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;
- Cooperating with another to do one or more of the above
- Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
- Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work.

Plagiarize means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to:

- The copying of words, sentences and paragraphs directly from the work of another without proper credit;
- The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings, of another without proper credit; and
- The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers.

DISRESPECT TO AUTHORITY FIGURE- If someone shows disrespect, they speak or behave in a way that shows lack of respect for a person, classroom or school rule, or school policy, while in the educational setting or environment will result in (2) points and a day(s) of ISS depending on the severity and reoccurrence of the behavior.

INSUBORDINATION- Outright refusal to obey a directive from any staff member, after more than one attempt has been made to encourage the student to comply without disciplinary action being initiated. Or, any behavior that is not in direct compliance with the expectations and/or guidelines set forth by the administration, faculty, and staff.

PROFANE, VULGAR LANGUAGE OR GESTURES (Major, Minor)- Language used on school grounds/or property, including the office areas, classrooms, hallways, cafeteria, parking lot, school bus, etc. that is detrimental to the learning environment and offensive to others is not permitted at the TCCS. Profanity will be defined as language or gestures that are crude, obscene, vulgar, demeaning, and inappropriate for the educational setting. Major and minor will be determined by the severity of the offense.

HORSEPLAYING : Horseplay refers to physical actions that are playful and rough, often involving pushing, shoving, or other forms of physical mock fighting. While playfulness can foster camaraderie among students, horseplay in school settings can become dangerous, leading to injuries and disruptions in the learning environment. Examples of Horseplay Activities: Roughhousing or wrestling, Pushing or shoving fellow students, Running in hallways or classrooms,Throwing objects at each other, Pulling chairs out from other students, causing students to fall, etc.

HARASSMENT- Harassment is a form of discrimination prohibited by federal and state law. Harassment includes, but is not limited to: unwelcome and offensive slurs, jokes or other verbal, graphic, or physical conduct relating to an individual's race, color, religion, ancestry, national origin, age or handicap/disability sexual orientation, gender identity, pregnancy status, which are so severe or pervasive in nature that they create, or pose a realistic threat of creating an intimidating, hostile, disruptive or offensive educational environment. Harassment of and by students is not tolerated within the Tidioute Community Charter School (sexual harassment is further defined below).

1. FIRST OFFENSE – Detention or In-School Suspension (I.S.S.) will be assigned. Parent contact will be made.
2. SECOND OFFENSE - Out-of-School Suspension (O.S.S.) for all involved except for the victim(s). A conference will be held with the parent, student, and appropriate staff. The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted.
3. THIRD OFFENSE - Out-of-School Suspension (O.S.S.) for all involved except for the victim(s) and possible referral to the Board of Directors of the Tidioute Community Charter School for discipline up to and including expulsion. A conference will be held with the parent, student, and appropriate staff. The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted.

RACIAL AND/ OR ETHNIC INTIMIDATION AND HARASSMENT -A person commits the offense of ethnic intimidation if, with malicious intention towards the actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual or group of individuals, he or she commits an offense under any other provision of this article or under Chapter 33 (relating to arson, criminal mischief and other property destruction) exclusive of section 3307 (relating to institutional vandalism) or under section 3503 (relating to criminal trespass with respect to such individual or his or her property or with respect to one or more members of such group or to their property.

Any and all types of ethnic or racial intimidation or harassment are considered unacceptable behavior and will not be tolerated. The TCCS has issued a zero tolerance policy for such behavior and offenders, if apprehended, will be dealt with in the harshest possible terms.

ALL OTHER FORMS OF HARASSMENT OR INTIMIDATION-A person commits the crime of harassment when, with intent to harass, annoy or alarm another, the person:

(1) strikes, shoves, kicks, or otherwise subjects the other person to physical contact, or attempts or threatens to do the same;
(2) persistently following another person;
(3) engages in a course of conduct or repeatedly commits acts which serve no legislative purpose;
(4) communicates to or about such other persons any lewd, lascivious, threatening, or obscene words, language, drawings, or caricatures;
(5) communicates repeatedly in an anonymous manner;
(6) unwanted/ unnecessary repeated communication.

NOT IN ASSIGNED AREA - "not in assigned area" is defined as any student who is not in the area where he/she is currently assigned. This includes students who do not attend class/detention/lunch, who refuse to go to class/detention/lunch, who leave without permission, or who have problems being on time for class/detention/lunch, or leaving early from class/detention/lunch.

LEAVING SCHOOL WITHOUT PERMISSION- Students who leave school property between the hours of 8:00am and 3:11pm without permission.

VANDALISM- Deliberate, or reckless destruction, damage, or defacement of Charter School property or property under the control of the Tidioute Community Charter School.

Depending on the severity of the incident, any student found defacing or destroying school or personal property will face punishment. During this time, arrangements must be made for the student to pay restitution for repairs, or repair the damages. The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. A conference will be held with the parent, student, and appropriate staff. Depending on the severity of the incident the student may be referred to the Board of Trustees of the Tidioute Community Charter School for discipline up to and including expulsion.

STEALING/THEFT- The intentional, unlawful taking, concealing and/or carrying away of property belonging to, or in the lawful possession or custody of another. Offenses will be determined by monetary value (major, **minor**).

SCHOOL SAFETY - (Major) Violation of locking classroom / laboratory / school doors without proper supervision that compromise safety practices shall include any actions which endanger oneself or others is a violation. This violation is very serious and could cause damage or injury and preventing safe practices the student will be removed from the classroom/laboratory and the incident will be met with appropriate discipline.

MISCELLANEOUS INAPPROPRIATE BEHAVIOR
Any student who engages in inappropriate behavior, not otherwise specifically addressed in this code, including but not limited to self-destructive behavior, behavior that may be harmful to other of the property of others, or other behavior which negatively reflects the values of this discipline code or the philosophy, goals, and aims of the TCCS, will be subject to suspension or other disciplinary action. The discipline may include action by the building administrator as a possible referral to the hearing officer for further discipline.

(3)

DISORDERLY CONDUCT - Fighting, threatening, and engaging in violent behavior, making unreasonable noise, using obscene language or gestures, creating a hazardous or physically offensive condition for no legitimate reason, or for the purpose of creating public inconvenience, annoyance, or alarm.

First Offense - Will be given Out-of-School Suspension (O.S.S.) for all involved. The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. Depending on the severity of the behavior, the student may be referred to the Board of Trustees for discipline up to and including expulsion.

Second Offense - The number of Out-of-School Suspension (O.S.S.) days will increase for all involved. A conference will be held with parents, students, and appropriate staff. The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. Depending on the severity of the behavior, the student may be referred to the Board of Trustees for discipline up to and including expulsion.

Third Offense - The number of Out-of-School Suspension (O.S.S.) days will continue to increase for all involved. The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. Depending on the severity of the behavior, the student may be referred to the Board of Directors for discipline up to and including expulsion.

SETTING OFF FALSE FIRE ALARMS- Any student found guilty of intentionally setting off a false fire alarm will receive Out-of-School Suspension (O.S.S.) and may be referred to the Board of Directors of the Tidioute Community Charter School for discipline up to and including expulsion. The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted.

TAMPERING WITH SAFETY EQUIPMENT:FIRE EXTINGUISHERS-Any student found guilty of intentionally tampering with a fire extinguisher or other safety equipment will receive Out-of-School Suspension (O.S.S.) and may be referred to the Board of Directors of the Tidioute Community Charter School for discipline up to and including expulsion.The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted.

POSSESSION/USE OF TOBACCO/PARAPHERNALIA

School Tobacco Control (ACT 145)

It is a summary offense for a pupil ages 6 – 21 who is enrolled in school to possess or use tobacco products, smokeless tobacco, illegal substances, vapes and cartridges in a school building, on a school bus, school property, or any school sponsored event at any time. Tobacco violations require the school to file a citation with the local magistrate on each offense.

TCCS is a tobacco free zone at all times. Students, teachers, staff, families, community members and guests are to refrain from any and all use of tobacco on all school grounds.

The use or possession of tobacco/nicotine products is prohibited in a school building, a school bus or on school property owned by, leased by or under the control of the school district (Smoking on school property is also prohibited under Section 283 of the Fire Code.) Pursuant to 18 Pa. C.S.A. 6306.1 of the Pennsylvania

Crimes Code, a pupil convicted of the summary offense of using or possessing tobacco in a school building, a school bus or on school property owned by, leased by or under the control of the school, shall be sentenced to pay a fine plus court costs. Any student who serves as a "look-out" will be treated as if smoking.

STEALING/THEFT- The intentional, unlawful taking, concealing and/or carrying away of property belonging to, or in the lawful possession or custody of another. Offenses will be determined by monetary value (**major**, minor).

RECKLESS ENDANGERMENT- the offense of recklessly engaging in conduct that creates a substantial risk of serious physical injury or death to another person.

FIGHTING / ASSAULT / PHYSICAL ACTS OF VIOLENCE (ZERO TOLERANCE)- The deliberate or reckless attempt to cause or the actual causing of physical pain or injury to another or the deliberate or reckless attempt by physical menace to put another in fear of imminent physical pain or injury. Any physical conflict between two or more people, with the intent to harm another. A student who assaults or commits a physical act of violence on another student or any school personnel will be given out-of-school suspension (O.S.S.) and may be referred to the Board of Trustees of the Tidioute Community Charter School for discipline up to and including expulsion. The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. A conference will be held with the parents, students, and appropriate staff. The student who is expelled may not participate in any school events including proms and graduation.

INTERFERENCE- Any student who interferes with a staff member trying to stop a fight will be treated as if fighting. The incident may be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted.

SEXUAL HARASSMENT- Sexual harassment is a form of sex discrimination prohibited by Titles VII and IX of the Civil Rights Act of 1964, as amended, and the Pennsylvania Human Relations Act. The following behavior constitutes prohibited sexual harassment for purposes of this policy:

(1) Unwelcome sexual advances, or
(2) Requests for sexual favors, or
(3) Other unwelcome verbal or physical conduct of a sexual nature, where
(a) Submission to such conduct is explicitly or implicitly required of the recipient; or
(b) Submission to or rejection of such conduct is used as the basis of school or work related decisions affecting the recipient; or
(c) Such conduct has the purpose or effect of unreasonably interfering with the recipient's work or school performance or of creating an intimidating, hostile, or offensive working or learning environment.
(4) any other gender-based harassment which has the purpose or effect to interfere with the individual performance, work environment, or participation in school sponsored activities, or creates an intimidating, hostile or offensive educational environment.

Complaint Procedure:

Any student, who believes that he or she has been subjected to discrimination or harassment, should report the conduct to a teacher, nurse, other employee, or School Administrator. Any teacher /staff who becomes aware of possible sexual or other unlawful harassment should promptly advise the Chief Administrator. Students can raise concerns and make reports without fear of reprisal.

Following the report of misconduct, an investigation of the complaint will be undertaken immediately, maintaining confidentiality to the extent possible. Response to the investigation results will be timely and communicated to the involved parties. If the investigation finds merit in the complaint, appropriate disciplinary action designed to remedy the problem will be taken against the offending party. Appeals to the Chief Administrator's response may be made to the TCCS Board Personnel Committee in accordance with Tidioute Community Charter School's existing grievance procedure.

Implementation Principles and Guidelines and Strategies

Any student who believes that he/she has been subjected to sexual harassment has the right to file a complaint and to receive prompt and appropriate handling of her/his complaint. In all phases of the complaint resolution process, every reasonable effort shall be made to maintain the confidentiality and protect the privacy of all parties, consistent with TCCS' responsibility to investigate and address such complaints.

Any TCCS student who believes that he/she has been subjected to sexual harassment should report such conduct promptly orally or in writing, to school personnel, or in a case involving an employee, directly to the Chief Administrator. The employee/principal will report to the EEO officer or Title IX compliance officer, any complaint received regarding sexual harassment involving employees.

The Title IX coordinator will begin an investigation and ask the students to describe details orally and most likely in writing to preserve prospective details.

The full circumstances of the situation will be considered in the investigation of possible harassment incidents. In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record of the incident as a whole and to totality of the circumstances, including the context in which the alleged incidents occurred. Employees and students should be aware that they are responsible for their conduct even if the conduct was not specifically intended to harass.

Retaliation against an individual who either orally reports or files a written complaint regarding sexual harassment or who participates in or cooperates with an investigation is prohibited. The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws and TCCS' responsibility to investigate and address such complaints.

Records will be maintained with the utmost confidentiality at TCCS relative to investigations.

Consequences of Violation of Sexual Harassment Policy

Any student in the school who is found to have engaged in conduct constituting sexual harassment may be subject to discipline ranging from a minimum of five (5) day O.S.S. and up to and including expulsion. The incident will be reported to appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. In addition, any student found to have violated this policy may be required to participate in educational activities related to sexual harassment as part of any discipline imposed. Determination of the appropriate disciplinary sanctions or educational requirements shall be based upon the circumstances of the individual case, after considering the following factors among others:

1. Severity of the misconduct
2. Pervasiveness or persistence of the misconduct
3. Effect on the victim or victims.

4. Intent of the perpetrator.

(**4**)

ARSON- The deliberate starting of a fire or explosion, or helping, asking, or telling another person to start a fire or explosion, which could or does place property in danger of being damaged or a person (including a firefighter) in danger of injury.

Any student found guilty of setting a fire or assisting in setting a fire on school property will receive an Out-of-School Suspension (O.S.S.) and arson charges will be filed with the appropriate law enforcement agencies against him/her by the Tidioute Community Charter School. The student will be referred to the Board of Directors of the Tidioute Community Charter School for discipline up to and including expulsion. Restitution must be made.

BOMB THREAT- A threat to detonate an explosive device or a statement that such a device is located in a place where an explosion may cause injury to people or damage to property, made to public or school authorities, regardless of whether such an explosive device exists. NOTE: This does NOT include informing public or school authorities of such threats or statements made by another person for the purpose of allowing such authorities to take appropriate safety precautions.

Any student found guilty of making a bomb threat will be referred to the Board of Directors of the Tidioute Community Charter School for discipline up to and including expulsion. The incident will be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted.

WEAPONS- Shall include, but not be limited to any of the following or any replica or look-alike of the following: guns, firearms, knives, metal knuckles, straight razors and razor blades, noxious, irritating or poisonous gases, including mace and pepper spray, poisons, explosive materials, bombs, missiles, chains, metal objects or any other object designed for protection or designed to harm others; or any object intended by the student to do bodily injury or threat of bodily injury to another.

Students are strictly prohibited from bringing, carrying, using, concealing, or possessing weapons or any replica or look alike object thereof on school property, at any school sponsored activity, or on any public conveyance providing transportation to a school or school sponsored activity. Any student found in possession of or bringing, carrying, using all or concealing a weapon or any replica or look alike thereof, on school property, at any school sponsored activity or on any public conveyance providing transportation to a school or school sponsored activity will be given ten (10) days Out of School Suspension (O.S.S.) and referred to the Board of Trustees of the Tidioute Community Charter School for immediate expulsion for a period of not less than one (1) year. However, the Chief Administrative Officer may recommend modifications of this expulsion requirement for a student on a case by case basis.

The incident will be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. A conference will be held with the parent, student, and appropriate staff. The Chief Administrator shall report the discovery of possession of any weapon on school property, at school sponsored activities, or on public conveyance providing transportation to a school or school sponsored activity to the Department of Education.

The Chief Administrator shall in the case of an exceptional student, take all steps necessary to comply with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq.

RIOT- Disorderly conduct by three or more persons for the purpose of committing or facilitating the commission of a crime, for the purpose of preventing or coercing official actions, or when the actor knows a firearm or deadly weapon will be used.

Any student found guilty of inciting or participating in a riot will receive Out-of-School Suspension (O.S.S.) and may be referred to the Board of Directors of the Tidioute Community Charter School for discipline up to and including expulsion. The incident will be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. Restitution must be made.

CONTROLLED SUBSTANCES/PARAPHERNALIA, Policy#227 Controlled Substances/Paraphernalia

1. Definitions:

   a. Illegal alcohol - any malt, brewed, or distilled beverage, the purchase or possession of which by a person less than twenty-one years of age is prohibited by Pennsylvania State Law.

   b. Illegal Drug -

      (1) Any substance (other than food) which affects the structure or function of the human body when introduced into the body by ingestion, injection, inhalation, or any other means; the possession, delivery, or use of which is prohibited by Pennsylvania and/or Federal Law, unless prescribed by a physician or licensed by the state or federal government to possess, deliver, or use such substances.

      (2) Any legal substance not intended for introduction into the human body, but which when introduced into the body affects the structure or function of the human body; which is possessed for the purpose of introduction into the body; and the introduction into the body of such substance is prohibited by Pennsylvania or Federal Law (such as solvents).

   c. "Look-alike" drugs/substances- Any substance that substantially resembles or is meant to represent any illegal drug or unauthorized substance.

   d. Misrepresentation - any attempt to distribute a substance which has been inaccurately described or implied to the receiver as an unauthorized substance.

   e. Paraphernalia - Tools or equipment whose function is to aid a user in consuming or selling any type of drug, controlled substance, alcohol or any other unauthorized substance. '.

   f. Possession- Student in possession of unauthorized substances found on the person of the student, in the student's locker, and under the student's control while he/she is on school property, on property being used by the school, at any school function or activity, at any school event held away from the school; or while the student is on his/her way to or from school.

   g. Use of an unauthorized substance - Either the actual use during school hours or at school-sponsored activities either during or after school hours; or the use prior to arrival at school or school-sponsored activities which evidences itself by strong odor or any unusual behavior.

h. Unauthorized substances - Shall include but are not limited to alcohol, illegal drugs, controlled substances, prescription drugs, non-prescription drugs which are being used in an abusive or unlawful manner or in a manner for which they were not intended or prescribed, anabolic steroids, look-alike drugs/substances, and any substance which is intended to alter mood.

Disciplinary consequences for violating Controlled Substances provisions
Possession and/or Use of a Controlled Substance

Required notification of parent/guardian and an Informal hearing held. In case of a violation involving a controlled or illegal substance, the police shall be notified within 24 hours. Out of school suspension. Students must have a Drug/Alcohol assessment and follow recommendations until discharged. Required referral to Student Assistance Team and possible referral to the Board of Trustees for discipline and or expulsion.The school will enforce the drug free schoolzone.

TCCS has a range of discipline consequences for any student who is charged with possession or use of a controlled substance/paraphernalia or a "look-alike" substance on school property, school sponsored events, and school transportation. The TCCS administration reserves the right to suspend students in or out of school for 1-3 days; up to 10 days, for violation of the school substance policy. Parents/Students must be aware that expulsion from Tidioute by the school board is possible for the possession or use of a controlled substance/paraphernalia. TCCS administration reserves the right to inform law enforcement of violation of controlled substances/paraphernalia when warranted.

NOTE: Nothing in this provision relating to the prohibition of using, possessing, delivering or misrepresenting unauthorized substances is intended to nullify the procedures followed by the Charter School regarding student use of medication

The Board of School Directors and/or the administration retain the discretion to waive or amend the penalties associated with violation of the Unauthorized Substance provisions of this policy on a case by case basis.

A.Suspension. Suspension is exclusion from school for a period of one (1) to ten (10) consecutive school days.

1. No student shall be suspended (one to ten days) until the student has been informed of the reasons for the suspension and given an opportunity to respond. However, prior notice (same day) notice of the intended suspension to the parent/ guardian need not be given when it is clear that the health, safety, or welfare of the school community is threatened and immediate action is necessary by the administration. Calls home will be made.

2. The student's parents/guardians shall be notified of suspension(s) by phone within 24 hours with a written letter to follow. Parents will be informed in writing when the student is suspended. Every effort will be made to call/contact parents or guardians when a suspension is going to be made on the day of the infraction.

3. When the suspension exceeds three (3) school days, the student and

Parent/guardian shall be given the opportunity for a parent meeting. The purpose of the informal hearing is to enable the student and/or parents/guardians 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 student has the following due process rights in regard to the informal hearing:

a. Notification of the reasons for the suspension shall be given in writing to the parents/guardians and to the student.
b. At least 48 hours' notice of the time and place of the informal hearing shall be given.
c. A student has the right to question any witnesses present at the hearing.
d. A student has the right to speak and produce witnesses on his/her own behalf
e. The Charter School shall offer to hold the informal hearing within the first three days of the suspension.

B. Expulsion: Expulsion is exclusion from school for a period exceeding (10) school days and may be permanent expulsion from the school rolls.

1. Students referred to the Board of Directors for expulsion are entitled to a formal hearing.
2. Formal hearings may be held before the entire Board of Directors, or before a committee of the Board.
3. The following due process requirements shall be observed with regard to formal hearings:
   - Notification of the charges shall be sent to the student's parents/guardians by certified mail.
   - 48 hours' notice of the time and place of the hearing must be given. The hearing shall be held in private unless the student or parent/guardian requests a public hearing.
   - The student has the right to be represented by counsel. The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
   - The student has the right to request that any such witnesses appear in 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.

INDECENT EXPOSURE - Intentional exposure of part of one's body (such as the genitals) in a place where such exposure is likely to be an offense against the generally accepted standards of decency.

TRESPASSING – To enter or remain in or on school property, knowing or having reason to know that one is not permitted to enter or remain. The incident will be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. A conference will be held with the parent, student, and appropriate staff.

ROBBERY- The taking of money or property from the person or custody of another by force, violence, or assault.

EXTORTION- To obtain money, property, or articles by threat or force. Depending on the severity of the incident, extortion will result in a penalty which will receive Out-of-School Suspension (O.S.S.) to be referred to the Board of Directors of the Tidioute Community Charter School for discipline up to and including

expulsion. The incident will be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted.

BURGLARY OF SCHOOL PROPERTY- Entering or remaining in a structure or conveyance with the intent to remove property, money, or other valuables from the premises.

Depending on the severity of the incident, any student found stealing, robbing, or burglarizing school property, shall be given Out-of-School Suspension (O.S.S.). During this time, arrangements must be made for the student to pay restitution for the property, or replace the property. The incident will be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted. A conference will be held with the parent, student, and appropriate staff. Depending on the severity of the incident the student may be referred to the Board of Trustees of the Tidioute Community Charter School for discipline up to and including expulsion.

TERRORISTIC THREATS/TERRORISTIC ACTS The following definitions apply as used in this section:

Terroristic threats - Are threats to commit any crime of violence to another or to cause evacuation of a building, place of assembly, or facility, or to cause serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience.

Terrorist acts - Are offenses against property or involving danger to another person. Any student who communicates a terroristic threat to or about or commits a terroristic act directed at any student, teacher, administrator, volunteer, or any other employee or affiliate of the school, Board member, community member, or toward any school building shall be given Out-of-School Suspension (O.S.S.) and referred to the Board of Directors of the Tidioute Community Charter School for discipline up to and including expulsion. The student's violation of this policy will immediately be reported to his or her parent/guardian. A conference will be held with the student's parents. The incident will be reported to the appropriate law enforcement officials who may file subsequent criminal charges against the student when warranted.

Threat Assessment Procedures

****TCCS Administration reserves the right to require a student to stay home while the Threat Assessment Team concludes the threat assessment and determines a plan for return depending on the conclusion. At this time, the student will be coded as "Different Schedule" for attendance. The student will be provided his/her school work at home until the student/guardian is given the outcome of the threat assessment.**

45 Day Alternative Placement Procedures

There is a special exception to these rules that permits school officials to transfer the student to an alternative setting for up to 45 days even without a parent's consent if the student (i) carries or possesses a weapon, (ii) knowingly possesses, uses, or sells illegal drugs or a controlled substance, or a student who inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA. "Serious bodily injury" means bodily injury which involves: a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 18 U.S.C. § 1365(h)(3)

THREAT TYPES

TCCS takes student safety and security seriously. Any and all threats are investigated accordingly through a consistent, evidenced based model for the investigative process. TCCS uses a threat assessment team to conduct investigations and determinations of each individual threat. The investigation includes an initial assessment by the threat assessment chair person into the events that occurred. At that point 2 separate avenues can occur. They are outlined as follows:

1. The threat assessment chair person gathers information about the incident and may conduct interviews with all involved. If there is evidence of a **Transient/low level threat,** the threat assessment investigative process is concluded. The case is presented to the assistant principal or principal by the threat assessment chairperson for determination of appropriate response and development of the School Based Monitoring Plan. Discipline will be given to the student according to the TCCS Student Handbook .

   Transient/Low Level Threats Explained

   Transient threats do not express a lasting intent to harm someone and may be an expression of anger, rhetoric, humor, or frustration that can be easily resolved. A Transient/low level of concern designation is given where a person poses a threat of violence or exhibits other concerning behavior that is minimal and it appears that any underlying issues can be resolved easily.

2. The threat assessment chairperson and threat assessment team conducts the full investigation with all persons involved. The threat assessment team meets and determines the level of the threat as a team. The threat assessment team can label a threat as substantive/medium or substantive/high based on the results of the investigation or if the team does not feel comfortable resolving the threat as transient/low level. This could be due to information known (disciplinary records, comments made to students or staff etc) or gathered during the investigative process. Upon threat level determination made by the team, a school based monitoring plan is developed for the student and appropriate discipline according to the TCCS Student Handbook will be given to the student.

   Substantive/ Medium and High Level Threats Explained

   A substantive threat is one where an intent to harm someone is present. Substantive/Medium and Substantive/High Level Threats are statements that express continuing intent to harm someone. These threats may express emotion similar to transient threats but also indicate a desire to harm someone beyond the immediate incident or argument when the threat is made.

Substantive/medium level and substantive/high level threats may include notification to the proper authorities for further criminal investigation. This is outside of the TCCS Threat Assessment Process and Disciplinary Procedures.

Unfounded Threat Determination

An Unfounded determination can be made that there is not a sufficient factual basis to support the allegation. This is because the threat was never made or clearly not a threat that would pose a danger to the school. bAn unfounded determination does not require a School Based Monitoring Plan but will be referred to SSP as needed for any follow up.

School Based Monitoring Plans

Every threat, other than those that are classified as Unfounded, will have a School Based Monitoring Program that will be specially designed for the student and incident involved. These plans are done with the assistance and recommendations of the entire threat assessment team, administration, student and family. The goal is to support the student(s) involved and prevent future incidents. These plans are monitored by the threat assessment Chair person at the monthly threat assessment team meeting. Monitoring times can be extended and the SchoolBased Monitoring Plan can continue at the recommendation of the threat assessment team.

Monitoring times for each level of threats are:

Transient/Low Level - 90 calendar days
Substantive/Medium Level - 180 calendar days
Substantive/High Level - 365 calendar days

Student Refusal to Participate in Threat Assessment Interviews or School Based Monitoring Plan

Should a student refuse to participate in the threat assessment process, administration has the ability to remove the student from the building for up to 10 days. This policy is to ensure the safety and security of the students and staff in the building. During that 10 days removal the goal is to complete the threat assessment interviews remotely or conduct an assessment with the others involved. After that is completed a determination of the level of threat and development of the school Based Monitoring plan is developed. If a student refuses to participate in the monitoring plan then……

ACT 26 Violations

This law prohibits the possession of weapons at school events or going to and from school/school events. These violations are part of the students discipline record and can merit a 1 year minimum expulsion from school. These incidents can include reporting to the police and or local authorities when warranted.

All of these above are taken extremely seriously by the administration and will be disciplined according to the handbook.

Examples of Transient Low Level Threats	**Examples of Substantive Threats** **Medium and High Levels are determined by details of the events**
1. "I'm gonna kill you"- said as a joke. 2. "I'm gonna kill you"- said in the heat of competition during a basketball game. 3. Two students use their fingers to "shoot" one another while playing cops and robbers. 4. "I'm gonna bust you up"- said in anger but then retracted after the student calms down.	1. "There's a bomb in the building"- said in a phone call for the purpose of disrupting school, with there being no actual bomb. 2. A student is found with a pocket knife that he accidently left in his backpack. 3. "I'm gonna kill you"- said with an intent to injure. 4. "I'm gonna kill you"- said while holding a weapon and not jokingly. 5. Two students exchange threats and then throw rocks at each other.

5. "I could break you in half"- said to intimidate someone but retracted after the student calms down. 6. "I'll get you next time"- said after a fight but retracted after the two students reconcile. 7. "Watch out or I'll hurt you"-said to intimidate someone but retracted after the student calms down. 8. "I oughta shoot that teacher:"-said in anger but retracted after the student calms down.	6. "I'm gonna bust you up"- said in anger and not retracted later. 7. "I could break you in half"- said in an intimidating manner, followed by stony silence. 8. "I'll get you next time"- said after a fight and the student refuses mediation. 9. "Watch out or I'll hurt you"-said by a student with a history of bullying. 10. "I oughta shoot that teacher"- said by a student who later denies making the statement. 11. "There's a bomb in the building"- said in a phone call made by a student who later is found to have bomb-making materials and plans at home. 12. A student who threatened to stab a classmate is found to have a pocket knife in his back pack.

DISCIPLINARY PROCEDURES

Categories of disciplinary action could include any of the following:

Discipline procedures will generally follow a continuum of consequences for students who exhibit negative behaviors. Discipline will be administered according to the continuum unless the severity of the incidents dictates increased disciplinary penalties, or if chronic behavior problems exist after attempts have been made to correct infractions.

Life Space Crisis Intervention - Life Space Intervention is the use of daily life events in the school setting in which administrations, school nurse, teachers, and/or the mental health counselor share life space with clients. .Daily life events are exploited by the Mental Health Counselor to help the young people gain understanding of their life experiences.

Lunch Detention – The Student will be assigned a place to eat lunch other than the cafeteria.

In School Suspension- Students will be assigned to the I.S.S. Room at the school foundation house with the time span to be determined by the administration. Students will meet with Mental Health Therapist during ISS. Students are not permitted on school grounds in the evening on a day they serve suspension and are excluded from participation in all school-sponsored activities including, but not limited to: sports events, band activities, academic challenges, dances, and cooperative work experience (this includes spectating for any of these school sponsored activities).

Out of School Suspension (O.S.S.) - student is suspended from school for a period of one (1) to ten (10) days or other recommendations as per the administrator, and is in the custody of the parent/guardian. During the school day, the appropriate staff will arrange for classroom assignments to be picked up by the parents at the

school office. Teachers must be given one day to prepare assignments. Students are not permitted on school grounds during the suspension and are excluded from participation in all school-sponsored activities including, but not limited to: sports events, band activities, academic challenges, dances, and cooperative work experience (this includes spectating for any of these school sponsored activities).

Expulsion - A formal hearing will be conducted by TCCS Administration, the hearing officer, the student/family involved, and members of the Board of Trustees will decide the outcome of the hearing. Students who are expelled may not attend or participate in any school activities.

Charges Filed with the Police Department- any behavior which is in violation of criminal law will be dealt with as the law permits. The Charter School will report incidents to law enforcement officials who may, after investigating the incident, file criminal charges against the student when warranted. TCCS reserves the right to issue consequences regardless of the police investigation outcome.

Loss of Privileges- certain privileges may be revoked due to inappropriate behaviors.

Behavior Contracts- Mutually agreed upon goals and objectives of improved behavior are written and signed by the involved parties which can include but are not limited to students, teachers, administrators, parents and other appropriate staff. Non-compliance with the contract will lead to the next level of discipline.

After-School Detention - students will be assigned to after-school detention from 3:15 to 4:15. It is the Parent/Guardians responsibility to arrange for transportation.

Reteaching positive behaviors - Mental Health Therapist will conduct social skills lesson directly related to the infraction that occurred. These may be individual or group lessons.

Conferences - a formal meeting to discuss the infraction that occurred and the outcome.

Verbal Warning - student is addressed verbally not to repeat the infraction.

Written Warning - student is addressed verbally not to repeat the infraction and the student is given written documentation relevant to the infraction.

STUDENT / PARENT'S DUE PROCESS RIGHTS

All students in Pennsylvania are subject to disciplinary actions per the Pennsylvania School Code. (22 PA Code; section 14-711). Students eligible for Special Education IEP's may be eligible for Special Due Process Disciplinary Considerations. Suspensions or exclusion of all students from classes may be for one to ten days as per school code in PA. Exclusions beyond (ten) 10 consecutive days could be considered a change of placement for IEP students.

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies. (Chapter 14 of State regulations and part 300 of IDEA).

DISCIPLINE CHART

The following is a chart that students follow while they are in school, at any school sponsored event, or on their way to or from school. Each infraction is equated to a point value. These points are in effect for the entire academic year. When a student has received five points, a letter will be sent to the parent / guardian

explaining the policy and letting them know that their student is halfway to the ten-point maximum. At seven points, a meeting is requested with the parent, student, and any concerned member of the TCCS professional staff. At ten points, the student is recommended to the TCCS Board of Trustees for expulsion, depending on the recommendations made by the school's hearing officer. The form below is also reproduced and contained in the middle and high school agenda books.

TCCS BEHAVIOR CONSEQUENCES-Discipline -2026-2027

Depending on the severity of a student's behavior, the Chief Administrator or designee may exercise the right to assign alternative consequences that may not be included in the disciplinary chart's four levels of infractions.

One Point Offense - ****the following lists are intended to serve as examples but are not all inclusive***

Consequences: Warning/Lunch Detention/After-School Detentions/Reteaching positive behaviors/life-space crisis intervention/loss of privileges/student-teacher conference/Parent conference/behavior contract/ In School Suspension (ISS) (1-3 Days)

Disruption of Learning Environment- Class - Hallways- Gym-Cafe (page 87)
Profane language / gesture (minor) (page 88)
Cell Phone Violation (page 88)
Technology Violation (page 75)
Tardy to class (3 Tardies) (Page 89)
Student Relationships in School (page 88)
Leaving Assigned Area without permission(page 88)
School Safety Violation/ Opening Doors- Unsafe Act (minor)(page 89)
Miscellaneous Inappropriate Behavior(page 89)

Two Point Offense - ****the following lists are intended to serve as examples but are not all inclusive***

Consequences: Lunch Detentions/After-School Detentions/Reteaching positive behaviors/life-space crisis intervention/loss of privileges/student-teacher conference/Parent conference/behavior contract/ In School Suspension (ISS) (1-3 Days)

Bullying / Cyberbullying (1st Offense)(page 89)
Cheating/Plagiarism - (Grade for the assignment may also be impacted) (page 90)
Disrespect of Authority Figure - Employee - Contracted Employee (page 91)
Insubordination (page 91)
Profane language / gestures (major)(page 91)

Horseplaying (Page 91)
Harassment - Investigation to occur (page 92)
Racial/Ethnic and/or of Harassment/Intimidation(page 92)
All Other Forms of Harassment or Intimidation (page 92)
Not in Assigned Area (page 93)
Leaving school without permission (page 93)
Vandalism(page 93)
Stealing/ Theft (minor)(page 93)
School Safety Violation - Locking classroom door - Preventing Safety(page 93)
Miscellaneous Inappropriate Behavior (page 93)

Three Point Offense - RESULT (3-10 Day OSS possible)
Out of School Suspension (OSS)

Disorderly Conduct (page 93)
Setting off False Fire Alarms (page 94)
Tampering with Safety Equipment -Fire ext.- Cameras- Locks- Pull Box (page 94)
Possession/Use of Tobacco/Paraphernalia/Vapes (page 94)
Stealing/ Theft (major) (page 94)
Reckless Endangerment (page 94)
Bullying / Cyberbullying (Repeated offenses)(page 89)
Sexual Harassment - Investigation (page 95)
Fighting/Assault/Physical Acts of Violence(page 95)
Interference (page 95)

Four Point Offense - RESULT (4-10 Day OSS possible)
Out of School Suspension (OSS) / possible Board Hearing Referral

Arson - Attempted Arson (page 96)
Bomb Threat (page 97)
Possession- Use of a Weapon (Act 26)(page 97)
Riot - Unlawful Assembly in a Group(page 97)
Serious Physical Harm inflicted upon students - employees- adults in school(major)
Drug or controlled substance possession/sale (page 98)
Indecent Exposure(page 100)
Trespassing (page 100)
Robbery (page 100)
Extortion(page 100)
Burglary of School Property(page 100)
Terroristic Threats/Terroristic Acts- Intention to Cause Harm to Others (page 101)
Fighting if a continuing - ongoing offense from Level 3 cases

****TCCS Administration will consider the PA School Code and IDEA rules and regulations when in comes to discipline and alternative consequences**

****Discipline infractions in Category 3 and 4 can include law enforcement involvement and/or a citation to the Local District Magistrate**

Threat Assessment Procedures

****TCCS Administration reserves the right to require a student to stay home while the Threat Assessment Team concludes the threat assessment and determines a plan for return depending on the conclusion. At this time, the student will be coded as "Different Schedule" for attendance. The student will be provided his/her school work at home until the student/guardian is given the outcome of the threat assessment and possible consequences are determined.**

Suicide Assessment Procedures

***TCCS Administration reserves the right to require a student to stay home until a Suicide Assessment has been completed. The assessment may be completed by the TCCS Mental Health Therapist or an outside agency (If the assessment is completed by an outside agency, the results must be shared with TCCS administration before the student may return to school). At this time, the student will be coded as "Different Schedule" for attendance. The student will be provided his/her school work at home until the student/guardian/administration have a re-entry meeting and a possible safety plan is determined.**

K-12 Transportation Offenses - TCCS 2026-2027

(Please refer to Student Handbook for definition of minor and major offenses)

Minor Offenses

1st Offense: Warning and Parent - Guardian will be notified that day-called
2nd Offense: 1 day suspension of riding privileges
3rd Offense: 3 day suspension of riding privileges
4th Offense: 10 day suspension of riding privileges
5th Offense: Possible suspension of riding privileges for the balance of the school year. (A review of the case will take place after 30 school days and will include the building administrator, parents, student, and driver). School Districts manage our transportation so they will be involved at this level. Note: IDEA rules will follow if a student has special circumstances.

Major Offense

1st Offense: Suspension of riding privileges for 5 to 30 days
2nd Offense: Suspension of riding privileges for a minimum of 30 days (A meeting will take place after 10 school days and will include a meeting with the building administrator, parents, student, and driver)
3rd Offense: Suspension of riding privileges for the balance of the school year. (A meeting will take place after 30 school days and will include a meeting with the building administrator, parents, student, and driver)

When transportation privileges are removed from the student, the parent/guardian/student is still responsible for daily school attendance according to the Pennsylvania state compulsory attendance code. If the student misses school the day their transportation privileges are removed, the following day they return to school, the removal of transportation privileges will apply.

*Students will be held responsible for damages to any school bus. BUSSES ARE TO BE SAFE PLACES FOR STUDENTS AND GUESTS AND DRIVERS.

EQUAL EDUCATIONAL OPPORTUNITY

The Tidioute Community Charter School is an equal-opportunity education institution. It will not discriminate based on race, color, national origin, sex, sexual orientation, veteran status, religion, age, disabilities, creed, marital status, gender identity, political beliefs, pregnancy status, and handicap in its activities, programs, or employment.