

Parent and Student Handbook 2026-2027

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Foreword

The purpose of the Southwest Leadership Academy Charter School (SLACS) Student & Parent Handbook is to provide information to parents and students about SLACS policies, procedures and Title I Programs. Homeroom teachers will discuss necessary components of this handbook with students during the school year. We encourage parents to read the handbook with their student(s) and retain the handbook as a guide throughout the school year. A meeting will be held with all SLACS parents prior to the start of the school year to review the handbook and policies.

This handbook is not intended to cover all of the information that parents and students will be responsible for throughout the school year. Further information will be provided through our website, school newsletters, class newsletters, communication flyers and electronic phone messages. In addition to school newsletters, class newsletters, and weekly communication, grade/school meetings are held to give more specific information about the programs and activities at the school. The Parent Compact at the end of this handbook serves as an agreement of understanding between parents and the school.

If you require more information about your child's schoolwork, please contact or set up an appointment with the homeroom teacher. Your child's homeroom teacher will be pleased to give you any assistance he or she can.

TO THE EXTENT THAT ANY POLICY IN THIS HANDBOOK CAN BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS HANDBOOK MAY BE AMENDED AT ANY TIME BY ADMINISTRATION

School Design

Vision

Southwest Leadership Academy Charter School (SLACS) will develop leaders by empowering students to change the factors that define their reality. Students will develop the leadership skills necessary to drive complete community rejuvenation in Southwest Philadelphia. In developing these skills, students will cultivate an array of leadership components that they can apply to community change on a global scale.

Mission

The mission of SLACS is to foster the next generation of community leaders by:

- Providing a unique educational program that offers rigorous and research-based academic instruction.
- Implementing a Leadership Curriculum, unique to SLACS, that will develop leadership skills essential to enacting change within the community.
- Adopting a single-gender education model and implementing effective research-based practices and strategies that aligns with this model. This single-gender model will ensure that students are able to disengage from traditional social pressures and focus on academic and leadership development.
- SLACS teachers are highly qualified and held to the highest instructional standard, as set by the Instructional Leader. Teachers participate in regular professional development to ensure a high quality of instruction.

Values

SLACS believes that:

- Every child is a developing leader waiting to be fostered.
- Every child is capable of high academic achievement.
- Every child can positively impact and contribute to the school and community.
- A collaborative learning environment with teachers, parents, and school staff is integral to every child's education.
- Inclusiveness and an appreciation for both our own and other cultures strengthen the learning process.
- Every child needs a positive and hopeful definition of reality in order to succeed.

Philosophy

The Leadership curriculum and competency model will strengthen and empower our students to become more productive in school, at home and in their community. By embedding Leadership Development within the Southwest Leadership Academy Charter School's structure, the goal is to attain our overall purpose of reducing behavioral problems, increasing self-awareness and self-respect, promoting civic engagement and motivating our inner city youth to think with an abundant mindset, thus realizing that anything is possible.

Across the United States, our young people face challenging situations daily, and we understand that the survival of these challenges is directly connected to the decision making process of our youth. When our youth are equipped at an early age, with the tools needed to make sound decisions, their chances of graduating and continuing to college increase.

The Leadership Development process that we provide at Southwest Leadership Academy Charter School focuses on the key areas of Leadership, Respect, Self-Awareness, Self-Control, Responsibility, Civic Engagement, Pride and Abundant Thinking. These Competency Models were designed to be our focus, because we are aware of the challenges that our particular students face.

School Branding

School Logos:

SOUTHWEST
LEADERSHIP ACADEMY CHARTER SCHOOL
ESTABLISHED 2006

School Colors: Navy blue &Burgundy

School Mascot: The Timberwolf

School Song:

I am a leader (I am a leader)
I show SLA pride! (I show SLA pride!)
I show respect! (I show respect!) Responsibility! HEY!
And self-control!

I am a leader (I am a leader)
I show SLA pride! (I show SLA pride!)
I show respect! (I show respect!) Responsibility! HEY!
And self-control!
Being a leader is what I know!
Being a leader is what I know!

Governance

Board of Trustees

Mr. William D. Moore (Chair)
Mr. Jim Knight, Jr. (Vice Chair and Treasurer)
Mr. Shawn Fernandes (Secretary)

Mr. Richard Harris
Ms.Tabitha Minor
Mrs. Tomica Williams-Statham
Dr. Chad Womack

Founders

Ms. Paulette Blackson-Royster
Rev. Dr. W. Wilson Goode, Sr.
Mr. William D. Moore
Mr. Ronald G. Waters

Board Communication

Parents that wish to address the board must provide written notification along with any supporting documentation. This request must be provided to Board Chair William Moore at 267-430-3254 for review at least five business days prior to the meeting.

Public Comment is welcomed at all Board Meetings. Please refer to the information on slacs-phila.org.

Southwest Leadership Academy Charter School is a tuition-free public school. Students are accepted without regard to sex, race, color, athletic ability, measures of aptitude or achievement, English proficiency, disability status, or national origin. Applications for new enrollment are provided in September through Apply Philly Charter. The enrollment application is nondiscriminatory on its face and is applied in an unbiased manner. A lottery is used to admit students when spaces are oversubscribed.

Board Schedule

All board meetings will be held at Southwest Leadership Academy Charter School 7101 Paschall Avenue
Meetings are on the 2nd Saturday of each month and begin at 8:30 AM

2026:	**2027:**
	January 9, 2027
August 8, 2026	**February 13, 2027**
September 12, 2026	**March 13, 2027**
October 10, 2026	**April 10, 2027**
November 14, 2026	**May 8, 2027**
December 12, 2026	**June 12, 2027**
	July 10, 2027

School Leadership

Administrative Staff

Dr. Leigh Purnell – Chief Executive Officer
Ms. Christina Green – Principal
Ms. Imani Williams- K-3rd Grade Assistant Principal
Ms. Lauren Quattrone- 4th-8th Grade Assistant Principal
Dr. Bernard Jones – Director of Special Education

Student Support Staff

Ms. Danielle Dunn - Dean of Students
Ms. Kassandra Rivera- Assistant Dean of Students
Mrs. Danielle Raushi-K-4th Grade Counselor
Ms. Corran Branch- 5th-8th Grade Counselor
Ms. Bobbie Sutton- MTSS Behavior Caseload Manager

Administrative Support Staff

Ms. Krystal L. Boyd - Administrative Assistant to the CEO
Ms. Aminah Beyah – HR Liaison and Food Service Director
Ms. Gylinda Holland- Pupil Services Secretary and Main Office Secretary 7101 Paschall Avenue
Ms. Amatullah Abdul-Khabeer- Main Office Secretary 6901 Woodland Avenue/ K-8 Attendance Secretary

School Calendar (see next page)

Southwest Leadership Academy Charter School 2026-2027

JULY 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

23 Summer Programming Ends

AUGUST 2026

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

13-14 New Staff Orientation
17-21 Staff Opening Inservice
24 1st Day for Kindergarten
25 1st Day for 1st-8th Grade

SEPTEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

04 Early Dismissal for Students
07 No School Labor Day
16 K-3 Back to School Night
17 4th – 8th Back to School Night
30 Early Dismissal for Students

OCTOBER 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11		13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

05 Interim Report Conferences
12 School Closed- Indigenous People Day

28 Early Dismissal for Students

NOVEMBER 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

03 No School- Election Day
18 End of Marking Period 1
25-27 No School Thanksgiving Break

DECEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10-11 Report Card Conferences
22 Early Dismissal for Students

23-31 Winter Break- No School

JANUARY 2027

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

01 Winter Break
04 School Closed Teacher Inservice
15 Interim Report Conferences
18 No School MLK Day

FEBRUARY 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

12 No School for Students Staff Flex In-Service
15 No School- President Day
24 Early Dismissal for Students

MARCH 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

03 End of Marking Period 2
09 No School EID Holiday
18-19 Report Card Conferences
22-26 No School Spring Break
31 Early Dismissal for Students

APRIL 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

26-30 PSSA Testing – Early Dismissal

MAY 2027

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-4 PSSA Testing
07 Early Dismissal for Students
17 No School EID Holiday
28 No School Staff Flex Inservice
31 No School- Memorial Day

JUNE 2027

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

08 End of Marking Period
09 Last Day for Students Early Dismissal
10 Last Day for Staff

Holiday- School and Offices Closed	Teacher In-Service Day (No School for Students)		Board Meeting
Early Dismissal	First and Last Day for Students		Half Day PSSA Testing
Last Day of the Marking Period	PSSA Testing Days		

Legal Notices on Website or Available at the School

Numerous federal laws require school entities such as SLACS to provide students, parents, and/or the public with legal notice of certain rights belonging to students and/or parents, or members of the public. Please visit our website for annual notices to see additional information on child find procedures, Section 504 of the Rehabilitation Act, Title I, Title IX, and Individuals with Disabilities in Education Act**,** laws regarding child abuse and mandatory abuse reporting, provision of services to homeless students, student privacy and confidentiality, and other laws, and to obtain contact information for the School's Right to Know Officer.

Please find and review these notices at slacs-phila.org. If you have any questions please contact SLACS Administration.

Academics

Grading & Report Cards

The SLACS school year is divided into three marking periods. Each report card grade is its own independent, non-cumulative grade. At the end of the school year, a cumulative final grade is calculated by averaging each student's percentage grade from all three marking periods. Report card conferences will be held twice a year for all grades, once in December and once in March. All parents are expected to attend Report Card Conferences. **Once in person classes resume, report cards must be picked up at the school by the student's parents. Report cards will not be mailed home or sent home with a student. Report cards will not be sent until a parent conference is held.**

Marking Period	Dates and Times of Parent/Teacher Conferences
1	*In Person only* *1:00-5:00pm (last conference at 5:45)* *1:00-5:00pm (last conference at 5:45)*
2	*In Person only* *1:00-5:00pm (last conference at 5:45)* *1:00-5:00pm (last conference at 5:45)*
3	There are no MP 3 conferences unless a student is being considered for retention. Final report cards will be mailed home.

*Conference appointments will be scheduled by each student's homeroom teacher using SignUp Genius.

Interim Report Cards

Interim Report Conferences

Marking Period	Dates and Times of Parent/Teacher Conferences Conferences are only for parents of students who are in danger of failing the marking period.
1	*Video Conference, or phone* Week of October 13th. All students will have their Interim Reports mailed to their home beginning the following Monday.
2	*Video Conference, or phone* Week of January 26th. All students will have their Interim Reports mailed to their home beginning the following Monday.
3	Week of April 27th . All students will have their Interim Reports mailed to their home beginning the following Monday.

Grading Scales

K – 4th Grades Grading Scale

Grades 1-4 make use of letter grades. The letter grades are based on the percent average for each class. The scale for these grades is included below:

SLACS Elementary Grading Scale	
Letter Grade	Percent
A	100-93
A-	90-92
B+	89-86
B	85-83
B-	82-80
C+	79-78
C	77-76
C-	75-70
D	69-65
F	64 or Lower

5th – 8th Grades Grading Scale

Grades 5th- 8th use the Grade Point Average (GPA) system to help get students acclimated to the high school grading scale moving forward. The letter and percent grades are reflected per class, and an overall GPA is reflected for the student report card.

SLACS Middle School Grading Scale		
Letter Grade	Percent	GPA Points*
A	100-93	4
A-	90-92	3.7
B+	89-86	3.3
B	85-83	3.0
B-	82-80	2.7
C+	79-78	2.3
C	77-76	2.0
C-	75-70	1.7
D	69-65	1
F	64 or Lower	0

*GPA's do not become cumulative until the 7th and 8th grades.

Promotional Policy

1. Students must be in attendance for at least 90% of the days school is in session in order to receive credit for the school year. *If attendance is the ONLY factor, an attendance committee (Assistant Principal, Counselor, Dean of Students) will review the student's attendance history and make a recommendation to the principal.*
2. Demonstrated attainment of grade level standards, content, and skills as evidenced by report card grades and benchmark assessments.
3. A student who is in danger of not being promoted must be referred to the Multi-Tiered Student Support committee.
4. Students will not be retained if they have been retained in a prior school year.

Ultimately, the principal will weigh all factors in deciding student promotion. Parents must be informed by the end of the 2nd Trimester if a student is in danger of not meeting promotion requirements. Retention meetings must be held with all students who are in danger of being retained.

Honor Roll

Honor Roll gives students an opportunity to be recognized for outstanding academic achievements. The Honor Roll program is separated into two distinguished categories, Honors and High Honors. Honor Roll is awarded to students in Grades 1-8 at the end of each marking period according to the following guidelines:

High Honors

- Students must receive a final marking period grade of A in all Academic and Specialist areas, with no exceptions.
- Students must also exhibit a high level of achievement in regards to the Leadership Competencies and demonstrate strong leadership qualities.

Honors

- Students must receive a final marking period grade of A or B in all Academic and Specialist areas, with no exceptions.

Citizenship Honors

- Student is an exemplar of the leadership competencies of Southwest Leadership Academy Charter School.

National Junior Honor Society

National Junior Honor society is an organization that recognizes and encourages academic achievement while also developing other characteristics essential to citizens in a democracy. The NJHS member reflects outstanding accomplishment in the areas of studentship, character, leadership, citizenship, and service. The National Junior Honor Society was created in the hopes that the organization would recognize and encourage academic achievement among middle level students while also developing other characteristics essential to citizens in a democracy. The NJHS is a co-curricular activity that actively supports the educational goals of Southwest Leadership Academy Charter School. Membership is both an honor and a commitment. Membership for this organization is based upon referral only.

Homework

School policy dictates that students are to be assigned homework Monday through Thursday. Every other Tuesday a communication folder will go home. Please sign and return on Wednesday. This is our communication between school and home. The purpose of homework is to promote high quality student learning and achievement. Homework is an out-of-classroom learning experience assigned by a teacher to enhance student learning. It targets specific learning outcomes, reinforces the PA Core Standards taught in the classroom, and provides practice in specific skills. Homework is to be reviewed by teachers to assess students' skills and knowledge in order to inform instruction.

Parents can and must assist their children with all homework assignments to be aware of daily curriculum, and reinforce learning. Students must recognize the connection between home and school. In an effort to reinforce learning experiences, please refer to the following guidelines:

1. Read and discuss the schools' homework policy with the student and encourage good study habits
2. Communicate homework concerns and questions to the teacher
3. Encourage student to get additional help from the teacher when necessary
4. Provide an appropriate time and environment for the student to study and learn
5. Check homework for completion

Student Responsibilities

1. Students are expected to complete all homework assignments.
2. Understand the homework assignments before leaving school.
3. Take home all necessary materials to complete assignments.
4. Have organized means of keeping and carrying homework to and from school.
5. Arrange a place to work and have regular time to study.
6. Schedule a time for homework that is compatible with family and/or afterschool activities.
7. Complete homework assignments carefully and neatly.
8. Complete homework and turn it in on time.
9. Budget time for long-term projects.
10. Complete all work missed due to absences or school wide activities.

Special Education and Specialized Services

Special education is the individually planned and systematically monitoring arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve the greatest possible personal self-sufficiency and success in school and their community.

Our special education program provides a continuum of services to students with special needs who require specially designed instruction which include but are not limited to learning support, emotional support and speech and language support. A certified special education teacher supports students within the general education classes by collaborating and/or co-teaching with the general education teachers. SLACS also provides related services such as physical therapy, occupational therapy, speech, and language support, and transportation required for the student to benefit from the special education program.

To identify a student with a disability, various screening activities are conducted. When screening results suggest a student might be in need of specially designed instruction, the multi-disciplinary team will provide a Permission to Evaluate (PTE) form to the parent/guardian. A team comprised of school staff and the parent/guardian will gather information for the evaluation. The evaluation report (ER) is written and reviewed by the team. If it is determined the child has a disability and also has a need for specially designed instruction, an individualized education plan (IEP) is developed. The IEP Team will determine the type of special education services and the amount of support needed to provide a Free an Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Parents who think their child may have a disability or may be eligible for special education may request, at any time, that SLACS conduct a Multidisciplinary Evaluation. Requests for a Multidisciplinary Evaluation must be made in writing to the Special Education Director available by phone at 215-729-1939. We highly recommend prior to enrolling your child that you contact the Special Education Director to discuss your child's current Individual Education Program and receive further explanation of the special education offerings at the school.

A copy of the Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities and Notification of Rights under the Family Educational Rights and Privacy Act is posted to the School's website and copies are maintained in the school's main office.

Southwest Leadership Academy Charter School (SLACS) developed policies in accordance with federal and state regulations and guidelines to insure the provision of a free appropriate public education to all school-aged children, including those with disabilities. SLACS provides appropriate special education programs and related services that are:

- Provided at no cost to parents
- Provided under the authority of a school entity, directly by referral or by contract
- Individualized to meet the educational needs of the child

- Reasonably calculated to yield meaningful educational or early education benefit and progress and designed to conform to an Individual Education Program (IEP)

Section 504

Under Section 504 of the Rehabilitation Act of 1973, and under the Americans with Disabilities Act, some school age children who do not meet the eligibility criteria outlined above might, nevertheless be eligible for special protections, adaptations and accommodations in instruction, facilities and activities. In certain instances, this includes students diagnosed with an Attention Deficit Disorder. While these students may not be eligible to receive supports and accommodations through special education programs, these children are entitled to such protections, adaptations, and accommodations if they have a mental or physical impairment that substantially limits or prohibits participation in or access to an aspect of the school program.

Children may qualify for special services to ensure equal opportunity to participate in school programs and extracurricular activities to the maximum extent appropriate for the individual child. In these instances, a –Section 504 Service Plan would be developed with the parent's permission and involvement.

Southwest Leadership Academy Charter School has established procedures to identify children needing special education. Those procedures are "screening" and "evaluation." If a disability is suspected, please contact the school regarding screening and evaluation so we can process the request.

Screenings

The purpose of screening is to fulfill the Southwest Leadership Academy Charter School's duty under federal law to establish and implement "…policies and procedures to ensure that … all children with disabilities … regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated…"

Upon acceptance to SLACS, information is collected on students from immediately available data sources that are critical indicators of student progress. Sources include: cumulative records, enrollment records, report cards and medical records. Additional screening procedures include skills assessment for entering kindergarten students, hearing/vision screening and medical review screenings for all grade levels.

Parents suspecting that a child may have a disability and may need special education services can request a screening or evaluation at any time by contacting the school's Principal. If the screening leads to a recommendation for evaluation, the SLACS multi-disciplinary team will conduct the evaluation. No evaluations may be conducted without written parental permission.

We have adopted a full inclusion policy, whereby all students, regardless of handicapping conditions or cognitive development, fully participate in all classroom experiences on the grade level indicated on their IEP/Service Plan. These students, who in other schools may have been designated to Special Education classrooms, will have full opportunity to interact with their peers.

As soon as you register, you must inform us of all related services your child has received or is expected to receive as described on their most recent IEP/Service Plan. It is imperative that your child's IEP/Service Plan be updated by the last school or referring agency to indicate what services are needed for the current grade/school year.

Special Education Services

Special education services are available to children who have one or more of the following physical or mental disabilities:

- **Autism**
- **Deaf/Blindness**
- **Deafness**
- **Emotional Disturbance**
- **Hearing Impairment**
- **Intellectual Disabilities**
- **Multiple Disabilities**
- **Orthopedic Impairment**
- **Other Health Impairment**
- **Specific Learning Disability**
- **Speech or Language Impairment**
- **Traumatic Brain Injury**
- **Visual Impairment/Blindness**

Child Find (MTSS)

MTSS (Multi-Tiered Systems of Support) is a comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. MTSS allows educators to identify and address academic and behavioral difficulties prior to student failure. The goal of MTSS is to improve student achievement using research-based interventions matched to the instructional need and level of the student.

Title I

Title 1 is a 100% Federally funded supplemental education program that provides financial assistance to local educational opportunities for educationally deprived children. Title 1 programs are designed to help children meet the state content and performance standards in reading, language arts and mathematics. In buildings with 40% or more poverty, LEAs may use the funds to upgrade the entire curriculum of the school and are Schoolwide Programs.

Homelessness

The Education for Homeless Children and Youth (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), is designed to address the needs of homeless children and youths and ensure educational rights and protections for these children and youths. The Every Student Succeeds Act (ESSA) amended the McKinney-Vento Act, and changes made by the ELLA took effect on October 1, 2016. A ***Homeless Liaison*** will aide in linking students experiencing non-permanent housing and homelessness to supports they need. They are charged with ensuring that our homeless students are appropriately identified and linked to the resources and services they require to succeed academically in school. Funds are set-aside to provide homeless students with services they may require that might not ordinarily be provided to other students. For example:

- Items of clothing, particularly if necessary to meet the school's uniform requirement
- Clothing and shoes necessary to participate in physical education classes
- Student fees that are necessary to participate in the general education program
- Personal school supplies such as backpacks and notebooks
- Birth certificates necessary to enroll in school
- Immunizations
- Food

Identification of homeless students

- Information regarding homelessness and the McKinney -Vento Act will be displayed on the Southwest Leadership Academy Charter School website throughout the entire year
- At the start of each academic year, the school will administer the McKinney-Vento Survey, which will be evaluated by our Homeless Liaison to determine if students are experiencing homelessness or non-permanent housing and assist them in obtaining the proper services that they need
- Informational signs regarding homelessness will be displayed in the Main Office area throughout the entire year
- Informational booths run by our Homeless Liaison will be available to family members during the Parent-Teacher conferences at least 3 times each year

English Language Learners

We are proud of the diversity represented in our school family. All Parents are required to complete a Home Language Survey upon enrollment, which enables SLACS to know which students should be administered tests to determine English proficiency for academic purposes. If English is a second language for your child, we will administer a test that will determine the specific level of English as a Second Language [ESL] needed for your student so that we may develop an appropriate plan to assure their success in school. SLACS acts in accordance with 22 PA. Code §4.26 which states: "Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a Second Language (ESL) instruction."

Differentiated Instruction

We believe that there are students born with distinctive gifts as well as students who develop their own as they learn and grow. That is why our instructional program is geared to always being responsive to those talents of each of our students. Our students are divided into instructional groups in reading and mathematics so that they may pursue their learning at their own pace. Enrichment is provided in all aspects of the curriculum. Teachers receive professional development in differentiated instruction. “In a differentiated classroom, teachers are diagnosticians, prescribing the best possible instruction for their students. The instruction is intended to make certain that all students improve their knowledge and skills, moving well beyond where they began.

Attendance Policy

Arrival

Doors open and breakfast begins at 7:55 am. Those students who arrive after 8:10am will be considered late. Students arriving late miss the opportunity to prepare for their day and disrupt the educational process for their classmates. Excellent attendance and punctuality are critical to student success. Absence is time away from the learning process. Stable and prompt attendance is mandated by the Pennsylvania State Compulsory Attendance law.

What happens if my child is absent?

Consecutive Absences	Action
1 Day	If a child will be absent, the parent must phone the school with the reason for the absence and within three days of the child's return, provide the school with a signed written excuse note from the parent.
3 Days	If a child is absent for more than 3 consecutive days, a signed doctor's note must be provided.
4 Days	An invitation for a Truancy Elimination Plan meeting will be sent home. Families have 2 attempts to attend the TEP meeting. After two attempts, families will be referred to Project Go through the Philadelphia District Attorney's Office.
10 Days or more	After 10 consecutive absences, the principal is permitted to drop the child from Southwest Leadership Academy. Students who accumulate 18 or more days of unexcused absences may be retained after a review of the student's records by Administration.

Total Absences	Action
1 Day	Phone call home via School Messenger.
3 Days	A warning letter is sent to parents.
5 Days	An invitation for a Truancy Elimination Plan meeting will be sent home. Families have 2 attempts to attend the TEP meeting. After two attempts, families will be referred to Project Go through the Philadelphia District Attorney's Office.
10 Days	Conference with the student, parent and school administration.
18 Days or more	After 18 unexcused absences, students may have mandatory summer school or incur other appropriate consequences.

What happens if my child is Tardy?

Times Tardy	Action
1 Day	The student will sign in at the main office and report to class.
5 Days or more	A letter will be sent home to the parent. This letter may request a meeting or phone conversation regarding the students' continued lateness.

Dismissal

Dismissal begins at 3:00 every day for students at the 6901 Woodland campus and 3:30 every day for students at the 7101 Paschall Avenue campus. Dismissal on half days is at 12:00 at 6901 Woodland and 12:15pm at 7101 Paschall. Staff members walk their classes outside, and only allow students to leave once the teacher has verified the adult's identity.

In regards to dismissal:

A parent or legal guardian must report to the office and sign the child out for early dismissal (and back into school if the child returns to school before the end of the school day)

- **Early Dismissal is not permitted after 2:30 except in extreme circumstances**
- Parents must let us know how students travel to and from school If you intend to pick your child up, have them walk or have them take public transportation we need advance notice in writing at the beginning of the school year
- If there is a change to the procedure, we need it in writing
- For early pick-up we need advance written notice and I.D.
- All students except for kindergarten have an assigned bus route

Late Pick-Ups

The school office will make every attempt to contact you when your child has not been picked up at the end of the school day. Students that are not picked-up will begin to accrue charges of $5.00/every 15 minutes that they remain in the building. This fee is payable at the time of pick-up, and must be received no later than 5 days of the late pick-up. School records will not be released until this and any other financial obligations described in this handbook are met excluding specific cases.

For those students whose parents, guardians or emergency contacts cannot be reached by 4:00 pm, the 12th Police District will be notified. After this time, your child may be transported to the District Office. In order to ensure your child's safety and well-being, please pick up your child/children on time and be sure to keep the school informed of phone contact changes.

Cancellation of School

Closings due to inclement weather or emergencies will be based on closing announcements from the **School District of Philadelphia**. If a storm comes during school hours, a systems call will go out as well as a posting on our webpage. Again, if Philadelphia Public Schools close early due to weather or any other emergency, so will SLACS.

In the event that the school has a delayed opening, dismisses early or is closed due to weather conditions, we utilize the following resources to communicate with parents and guardians:

- Talking Points App
- SLACS website – http://slacs-phila.org
- Twitter - @SLACSinfo
- Instagram @southwestleadershipacademy
- School Messenger – our all call system **(Please note: If you are not receiving all calls, you must contact the main office to update your information)**

Transportation

Buses

Transportation is provided by the School District of Philadelphia and Suburban districts for students in the 1st through 8th grades. Kindergarten students will not be provided transportation. Bus Routes for pick up will be disseminated to parents by the School District of Philadelphia.

- Children who ride the bus must be reminded to respect the bus driver at all times
- Children are expected to remain in their seats, talk in a quiet voice and follow the bus safety rules
- Riding the school bus is a privilege and can be revoked if a student fails to follow bus safety rules
- If a student violates the code of conduct in a way that negatively impacts the dismissal procedure such that buses or students cannot depart, that student will not be permitted back on that bus that day

Extracurricular Transportation

Transportation is not provided to and from school for students participating in extracurricular activities. Parents and guardians must arrange for students to be picked up from the school on the days they participate in extracurricular activities. Late fees will apply (see Attendance section).

- Students who are picked up late on more than two occasions will be removed from extracurricular activities
- Staff members are not permitted to transport students in their private vehicles

Parking

Please observe the no parking signs. Do not park or stop in the bus zones. When dropping off, do not block the streets, and please be sure your child is not running across traffic to get to school.

6901 Woodland (K-3)

- Please do not double park on Woodland. You will be ticketed.
- Please observe the posted signs and follow the directions of all staff members.
- You can only enter Larry Street from Greenway Avenue during arrival and dismissal. If you choose to utilize Larry Street you will have to be patient as busses arrive and depart. Buses are given priority at the Larry Street entrance.
- Parents are not permitted to park in the lot. The lot is for staff only.

7101 Paschall (4-8)

- Children can be picked up/dropped off on 72nd Street between Paschall & Woodland.
- Until 8:15am All students are to enter the building through the school yard.
- If you park your car in the school load zones or bus zones during designated hours you will be subject to getting a ticket or being towed.

While in a school zone:

- **slow down**
- **do not** park in loading zones or double park
- let your child out at the curb & **BE FULLY AWARE** of children crossing the street
- follow all directions given by Crossing Guards and other adults directing traffic

Do not attempt to pass buses parked on Paschall Ave at dismissal! *

Traffic Safety

Take time to frequently review traffic safety rules with children. Small children often forget important precautions. Children must be instructed to go directly to school, home or daycare. Children who walk to school must establish a walking route with their parents. “Safe walking routes” can be determined with the help of school personnel.

Parent/Guardian Related Information

Parent and Family Engagement Policy

A parent orientation will be held prior to the start of each school year. At this orientation, the parent compact is reviewed. Parents are given two weeks to review the policies and return the Compact. New policies and Title I programs are reviewed for all families and they are provided with a copy of the Parent and Student Handbook which contains information regarding all of the school’s policies and programs. During this time, the school’s curriculum and assessment programs are explained to parents. The entire staff and administrative team are present at this orientation to answer questions for families regarding any and all of these policies and programs.

Parents are surveyed three times throughout the school year in order to gain feedback to guide planning and to review and improve the school’s Parent and Family Engagement Policy. The principal also meets with the Home and School Association several times throughout the school year. These meetings also help to guide improvements made to the Parent and Family Engagement Policy.

Parent-Teacher Conferences are held twice each year at the conclusion of each Marking Period. Parents may also request to hold a meeting with their child’s teacher regarding their academic progress throughout the school year and vice versa.

Parents are provided with a conference time request form several weeks prior to conferences so that SLACS may attempt to accommodate their schedule. Conferences are held both during the afternoon and evening.

Emergency Contact

Schools occasionally have to contact parents during the school day when emergencies arise or to update you on activities occurring at the school. We issued an Emergency Contact card and it is very important that you keep us apprised of changes as soon as they occur.

Please remember to update us as soon as telephone and cell numbers are changed so that we may have the most updated information in case of emergency. Please note that no student may be at school without an accurate emergency contact card. If problems persist with contacting a parent/guardian, he or she will be required to meet with the principal within twenty-four hours.

If the school has attempted contact on 3 occasions with no response from the parent/guardian, a note will be sent home with the student and mailed home. If no response is received within 24 hours,

SLACS will send a representative to the parent/guardian's residence. If SLACS staff is still unable to make contact with the parent/guardian, SLACS will contact an outside agency to proceed with a formal complaint. At this point, student may be dropped from enrollment at SLACS.

Student Records

All student records include educational information which identifies the student either by name or number and are either in written form or on a computer. They include personal and educational information such as test scores, report card information and attendance or guidance folders. They do not include notes about students kept by teachers or other school personnel.

Access to Student Records by Parents/ Legal Guardians/Eligible Students:

The Family Educational Rights and Privacy Act (FERPA) (20 USC. § 1232g;) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education, including SLACS. FERPA gives parents and students over the age of 18 (eligible students) certain rights with respect to student records. These rights are briefly summarized below and are explained more fully in the Board's Student Record Policy which is on file at the school and available upon request, and referenced in the Annual Notification of Rights under FERPA. Authorized requests for student records will be honored, provided that an official request form is completed, signed and returned to the school's principal or designee. The parent/guardian or eligible student is entitled to inspect and review these records. Generally, SLACS provides authorized requesters with photocopies or electronic copies of student records in response to requests made pursuant to FERPA. However, original records may not be removed from the school.

- Access to the record will be made possible at the earliest convenient date. In no case will the waiting period be more than 45 days after the parent/guardian or eligible student's request.
- Parents/guardians or eligible students who inspect or review records may take notes regarding the records but may not alter the records or take photos thereof.
- The Principal will arrange for a staff representative to explain and interpret the record data to the parent/guardian or eligible student upon request.
- Parents/guardians who are disabled or who live outside of the School District of Philadelphia shall be entitled to have photocopies forwarded to them (in such cases, the Principal will arrange for a staff member to interpret the record data to the parent by telephone or by mail).
- In the case of estranged, divorced or separated parents and/or custody issues requests by the custodial parents or legal custodians to examine the child's records will be honored as outlined above.
- In the case of requests by non-custodial parents to view the child's records, the custodial parent or legal custodian will be notified of such request and after 45 days, if no documents are found which bar the non-custodial parent from viewing these records, they will then be made available.
- If there is a court order barring access by the non-custodial parent, the school may neither confirm nor deny that the child is enrolled in the district and it must advise the parent that no information will be released until sufficient evidence that the order has terminated is provided.
- If the education records contain information regarding more than one student, the parent/guardian or eligible student may inspect and review the information that pertains

to only his or her child or the eligible student. In the event copies of this type of record are distributed, the School shall redact personally identifiable information of other students in accordance with FERPA, its regulations, and relevant USDOE guidance in effect at the time of the request.

SLACS may disclose **without** consent the following information:

- 'directory' information such as a student's (and parent/guardian's) name, address, telephone #, and email address
- date or place of birth
- honors and awards
- dates of attendance

Parents/Guardians who wish to restrict SLACS's disclosure of "directory" information may opt-out of related disclosures by submitting a statement to the SLACS Principal in writing.

Please refer to the Annual FERPA Notice which contains a full description of what qualifies as directory information and what information from student records may be disclosed to third parties under specific circumstances.

Parental Expectations

All parents/guardians are expected to:

- conduct themselves in a professional and respectable manner profanity toward staff or students will not be permitted on school grounds.
- adhere to all school policies such as:
    - start/end times of the school day
    - penalties/fee regarding late pick-up
    - any discipline action such as detention, suspension or expulsion
- ensure that their student is in full compliance with the uniform policy
- attend parent conferences

Parent/Teacher Communications

Parent/teacher communication is vital to your child's educational success and experience at Southwest Leadership Academy. Together we form a team that focuses on your child's needs, concerns, and growth. We invite you to participate in this process through your inquiries. We will also communicate with you through the following:

- Talking Points App
- Parent Portal (PowerSchool- Gradebook)
- Dean's List
- Scheduled parent teacher conferences
- Progress reports
- Mid Marking Period Conferences
- Report cards (three times a year)
- Interim reports
- Newsletters
- Notes or telephone calls to parents
- Teacher selected text messaging system
- Home and School meetings
- Tuesday folders
- SLACS Website www.slacs-phila.org
- Instagram @southwestleadershipacademy
- Facebook Southwest Leadership Academy

Please do not hesitate to contact the school or classroom teacher with any questions you may have. Meetings with the teacher must be scheduled in advance and are to be conducted before or after school. **Meetings with the teacher during instructional time will not be allowed.**

To request a meeting with the Principal or other member of the Administrative team, you must contact the school office to schedule an appointment.

Parent Participation

All parents/guardians are **strongly** encouraged to participate in school to the level they are able to. Your interest and involvement in your child's education is paramount to their academic, emotional and social development success.

Parent Volunteerism

ALL VOLUNTEERS MUST FIRST HAVE PENNSYLVANIA REQUIRED CLEARANCES AND PROVIDE COPIES OF *State Police Criminal Check, FBI and Child Abuse Clearances* TO THE MAIN OFFICE BEFORE BEING ALLOWED TO VOLUNTEER AT THE SCHOOL OR AT SCHOOL SPONSORED ACTIVITIES.

Notices will be sent home with students requesting parents/guardians to volunteer. Volunteers are always needed to read with or tutor children, to assist in the classrooms and to assist with supervision on the playground. If you have any special interests or talents, please let the school know so we can help you share your specialties with the children.

The following activities will also be available for participation:

- Volunteering to improve the facility
- Volunteering to assist with school events
- Tutoring students on site (must have appropriate child abuse and criminal background checks)
- Coordinating school events (plays, concerts, sporting contests, etc.)
- Making parent phone calls for the school (late student pickup, late buses, etc.)
- Serving as a chaperone for student trips
- Classroom parent representative

Home & School Association

Meetings are held at 7101 Paschall Avenue in the Multipurpose Room. Parents are strongly encouraged to actively participate in the Home and School Association. The SLACS HSA is designed to Provide a method of communication between parents and the school. The HSA also coordinates all parent Volunteer opportunities..

Parent Workshops

Parents are encouraged to attend parent workshops. The workshops will be held at the school and benefit you as an adult as well as your child.

Visitors

The following guidelines are to keep the school campus safe and secure. Please cooperate to ensure the safety of all children.

- All visitors and volunteers MUST check in to the main office and wear a visitor's tag before visiting any part of the building
- All visitors must have an appointment with a teacher or administrator in order to visit a classroom. Parents are not permitted into the classroom environment without prior permission.
- Parents/guardians who wish to have conferences with teachers must call the teacher to make an appointment ahead of time
- It is expected that all visitors will follow all school policies and conduct themselves in an appropriate manner at all times. SLACS reserves the right to exclude any visitor from school property if the visitor fails to comply with school rules.
- Profanity, threats, verbal and written offensive communications and any other inappropriate actions **will not be tolerated and will result in your exclusion from the school building and activities**.

Parent Appeals Process

Parents are vital partners in the success of the school. SLACS will maintain an open door policy toward receiving parent concerns, suggestions and feedback. We encourage parent feedback through interactions with teachers and other school staff.

If you do have a concern or complaint, contact the child's teacher in writing or verbally. If the complaint is sent in writing, the teacher must respond to the complaint in a timely manner not to exceed 1 week. If unsatisfied with the teacher's response or if the complaint does not concern the child's teacher, the parent can contact the principal. The principal may, at her discretion, require that the complaint be submitted in writing. The principal will conduct an investigation into the complaint and will strive to respond to all complaints in a timely manner, but no more than 30 days after the complaint is received.

If the complainant is unsatisfied with the response of the principal, a written complaint can be submitted to the CEO of the charter school. A Grievance Committee of the Board of Trustees is specifically constructed to respond to complaints from parents and other members of the school community. The Grievance Committee will make every effort to respond to the compliant in a timely manner, not to exceed 30 business days. To help insure a thorough and timely response, the complaint must include:

- a detailed statement of the nature of the grievance
- what response, if any, was received from the principal and/or teacher
- copies of any correspondence between complainant and the principal and/or teacher
- what action or relief the complainant is seeking
- the complainant's name, address and telephone number

If the complainant prefers, they can take the matter to the Board of Trustees, accompanied by the CEO, at the next scheduled board meeting. The complainant must bring a written complaint including all necessary information as stated above. The board will make every effort to make a final decision on the matter as soon as possible, not to exceed 30 business days.

Health & Medical

Program

School health services are designed to help children be ready to learn. Your child will be weighed, measured and be screened for vision and hearing impairments with our school nurse in accordance with PA Public School Code requirements. First aid will be given for minor injuries that occur at school. In the event of a serious injury or illness, parents will be notified immediately. *If a child must be restricted from any physical activity for health reasons, has hearing or vision loss, or any chronic medical conditions, please make the school aware of your child's needs* ***at the start of each school year*** *through a signed medical provider note with specifics as to restrictions, underlying conditions and recommendations to consider in the school setting*. If a child is ill with a fever, please keep the child at home for 24 hours after the fever is normal.

Medication

The ***"Medication at School Authorization"*** form must be in the student's file and completed and signed by both the Parent and medical provider. Any orders from the physician must be in writing detailing the name of the drug, dosage, time interval medication is to be taken, is a necessity. All medication must be given to the nurse and ***cannot*** be kept by the student or given to the teacher. Please contact the school nurse with any questions or issues regarding the medication.

In the event that medication is prescribed on a short-term basis and it is important for the child to receive it at a particular time, please call the school at dosage time to assure administration by the School Nurse.

Medication must be brought to school properly labeled and packaged by a registered pharmacist. The medication bottle must have a Safe-T-Closure cap and the label must include:

- Patient Name
- Pharmacy Name
- Prescription #
- Pharmacy Phone #
- Name of medication and dosage
- Name of prescribing doctor
- Instructions for administration

Over-the-Counter Medication Policy

Each student must provide the school nurse with a ***"Medication Administration Consent"*** form signed by the student's parent/guardian and a ***Medication Order*** from a licensed prescriber. ALL over-the-counter medicine must be brought to school unopened and be properly labeled with the student's name.

This procedure must be repeated each time there is a change in type of medication, dosage, at the beginning of every school year or as often as needed. These guidelines apply to the administration of all over-the- counter medications and usage of medical devices or equipment, i.e. nebulizer, Epi-pen, catheter, etc. These guidelines are designed for the safety of your child and are strictly enforced. If you have any questions/concerns please contact the School Nurse.

Health Requirements for Inclusion

No student will be admitted to school without documentation of proper immunizations or a required form completed and signed as to religious exemption or medical reason by doctor as to why student cannot be immunized. If your child is exempt from immunizations, he/she may be removed from school during an outbreak.

Physical examinations are required by state law when the student first enters school and in the sixth and eleventh grades. The school shall employ a school physician to perform such examination if the student is unable to afford one from a private physician. The school shall also provide information to the parents/guardians regarding health care options in the area for continued medical care for the student.

Children in ALL grades (K-8) need the following vaccines:

- 3 doses of tetanus*
- 3 doses of diphtheria* 3 doses of polio
- 2 doses of measles**
- 1 dose of mumps**
- 1 dose of rubella (German measles) **

Children ENTERING SCHOOL (at K or Grade 1) need the following vaccines:

- 4 doses of tetanus* (1 dose on or after the 4th birthday)
- 4 doses of diphtheria* (1 dose on or after the 4th birthday) 3 doses of polio
- 2 doses of measles** 1 dose of mumps**
- 1 dose of rubella (German measles)**
- 3 doses of hepatitis B
- 1 dose of varicella (chickenpox) vaccine or history of disease

****Vaccines must be Completed by the First Day of Schoo**

School Culture

The 7 Key Competencies of Leadership

The leadership development process that we provide at Southwest Leadership Academy Charter School focuses on ***The 7 Key Competencies of Leadership***. The competencies will help students develop the leadership skills necessary to drive complete community rejuvenation in Southwest Philadelphia. These competencies also act as a guide that assists students in their daily decision making process. Adhering to the letter of the law is not enough. We must sew ***The 7 key Competencies of Leadership*** into the daily fabric of our lives. This will ensure that the choices we make have been properly vetted. This is the framework that we believe will create the ideal climate that will help push the Southwest Leadership Academy forward as we attempt to become the best in the city.

Self-Awareness means knowing who you are. Self-aware people know their strengths and weakness. They are considerate and think how their conduct affects others and how they feel. Self-aware people use their environment, personal circumstances and all available resources to make decisions.	**Responsibility** is doing what you are supposed to do. Responsible people think ahead, set reasonable goals and always do their best. They accept ownership for their own actions and the results those actions produce.
Civic Engagement means having an awareness of the needs of your communities and participation in activities that address those needs. A civically engaged person protects the environment and practices the laws of reciprocity.	**Pride** is showing self–importance and power in the things you represent. People with pride stand up for their beliefs even when it is difficult to do so. Students should embrace challenges that they face in life and take pride in themselves, their community & the direction they are headed in life.
Abundant Thinking means to be creative and think outside the box. Abundant thinkers have greater ambitions regarding their present and future conditions in life. Abundant thinkers dream big and plan even bigger. They believe that anything is possible with the right attitude.	**Self-Control** is being able to think and regulate your response regardless of circumstances. People that have self-control do not allow their actions to escalate a situation, they control their temper.
Respect means demonstrating your ability to show someone that you value their thoughts and feelings. Respectful people show empathy and think before they speak. A respectful person is also self-aware.	

General Student Expectations

1. Students will be respectful toward all adults: principal, assistant principals, dean, teachers, co- teachers, secretarial staff, non-instructional staff, lunchroom staff, custodial staff, parent volunteers and guests. Respect will be given to ***all*** of SLACS staff, peers and the entire SLACS Family ***at all times***.
2. Students will treat other students with respect and kindness.
3. Students will strive to work toward disengaging from traditional social pressures and focus on academic and leadership development.
4. Students will use appropriate language.
5. Students will follow classroom rules.
6. Students will use quiet, peaceful voices and always walk while in the hallway.
7. Students will complete homework and turn it in on time.
8. Students will monitor their academic progress with the help of teachers.
9. Students will ask for help when needed.
10. Students will not chew gum on school property.

Code of Conduct

Purpose

Southwest Leadership Academy believes that student conduct is closely related to learning and that an effective educational program requires a safe and orderly school environment. To fulfill SLACS's educational mission, a high level of organization and discipline is required. Discipline is the development of consistent, acceptable social behavior under all circumstances.

Self-discipline is the ability to control oneself and to respect the rights, property and feelings of others. Ideally, discipline should be self-imposed. SLACS students will have a responsibility to develop an understanding and maturity that guides them in knowing the difference between acceptable and unacceptable behavior as well as the difference between right and wrong. Since this will not always occur, it is occasionally necessary for SLACS to develop rules, regulations and guidelines that describe the set of responsibilities governing each student. While we will endeavor to assist students in developing self-discipline responses, the charter school will need to implement appropriate disciplinary responses in situations that are disruptive to the learning process and the school environment.

The Board of Trustees has established and, from time to time, shall amend fair and reasonable rules. A Code of Conduct is set in place regarding the behavior of all students at the charter school and addresses those offenses which may lead to exclusion from school; i.e. suspension and expulsion. The jurisdiction of these rules will extend to students at any time the students are on school property and while they are present at school-sponsored activities. They will also be in effect while the students are traveling to/from school and school- sponsored activities. Students will be required to adhere to the Code of Conduct during these times.

If a student violates the Code of Conduct and such violation requires a disciplinary response that involves exclusion from school; i.e. out-of-school suspension or expulsion, SLACS will comply with the due process requirements set forth in Chapter 12 of the State Board of Education regulations.

Additional protections and due process measures, including Manifestation Determination Meetings will be implemented for students who are eligible or thought to be eligible for specialized services under the Individuals with Disabilities in Education Act. Discipline measures for such students will comply with the IDEA and its implementing regulations, Section 504 of the Rehabilitation Act of 1973 and its implementing regulations and Chapter 711 of the Pennsylvania State Board of Education regulations.

Definitions

Referral

A referral is written documentation that a student's actions are in conflict with the SLACS Code of Conduct. Referrals are the result of behaviors which may be detrimental to the SLACS community and the educational mission. Students will receive a referral for Level II or Level III Code of Conduct violation (see outline of Level II and Level III violations in SLACS Code of Conduct). Our teachers routinely work with students to mediate problems while utilizing classroom management techniques to proactively shape student behavior. Students who repeatedly fail to meet the expectations of SLACS will receive referrals and further disciplinary actions.

After School Detention

Students serve 1-hour detentions after school. Detentions are held from 4:00 – 5:00pm on regular dismissal days. Detentions may be extended at the discretion of the Principal. Parents and students receive written notification and a phone call concerning the date and time. There are no exceptions to this policy. **Skipping a detention will result in further disciplinary action**. Parents must arrange for transportation home for students receiving detentions.

Saturday School

As an alternative to out-of-school suspension a student may receive a Saturday School to be served at SLACS on an assigned Saturday. No Saturday School shall take effect until the student has been informed of the reasons for the action and given an opportunity to respond. Following any action taken by the school, an administrator shall notify the student's parent/guardian of the Saturday School. Reasonable effort will be made when scheduling Saturday School to accommodate prior engagements. However, failure to attend Saturday School once a date has been established will result in a suspension of 1-3 days based on the violation.

Mandatory Parent Conference (MPC)

A MPC is scheduled to inform and discuss with parents our need to provide increased interventions and supports for their children. At parent conferences parents/guardians and caregivers can expect that school personnel will adhere to the following protocol:

- Notice of a conference must be provided to the parent/guardian in writing and either hand-delivered to the home, sent by certified mail, faxed, emailed or communicated by other reasonable means.
- At the conference, the parent/guardian or caregiver may request to review and have a copy of

the student's records and any witness statements, with other student names and information redacted.

Suspension

The following constitutes SLACS's proposed policies for the out-of- school suspension of students:

- Suspension is an exclusion from school for at least one (1) but not to exceed ten (10) consecutive days
- Suspensions may be given by the Principal or designee
- A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond
- Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the SLACS school community is threatened

Reinstatement

Reinstatement meetings are conducted the morning after an out of school suspension. Reinstatement meetings may also be held on the day of the suspension if the parent/ guardian is able to come to the school. Phone reinstatements may be conducted at the discretion of school administration. The purpose of a reinstatement meeting is for the school administration and staff, parents and guardians, and student to discuss the event that caused the suspension and to set realistic and relevant goals for the student to achieve moving forward. The student's discipline record, all interventions, and documents leading to the suspension are presented at the meeting. If the offense limit has been reached, a school administrator may discuss the probation process.

Suspensions for 1 to 3 days

A student may be suspended for a maximum of three days without an informal hearing. After an incident occurs, the student will be given an opportunity to discuss the incident with the Principal or their designee. A written notice of suspension will be prepared for the parents and given to the student. The notice will contain reasons for the suspension. A conference with the parent will be scheduled before the student's return to school.

Students are fully responsible to make up exams and work missed during their out-of-school suspension and shall be permitted to complete these assignments within guidelines established by the Board of Directors. Students will have 2 days to make up work for every day of suspension up to 3 days. For suspensions of 4 to 10 days, teachers will provide students with work and the work will be due when the student returns from suspension.

Informal Hearing

For suspensions of 4 to 10 days, the student and parent will have the right to an informal hearing with the Principal or their designee. The purpose of the informal hearing is to enable the parents or guardians and the student to meet with the appropriate school official (Dean, Assistant Principal, or Principal) to explain the circumstances surrounding the event for which the student is being suspended and/or is being requested to appear for an expulsion hearing, or to show why the student should not be suspended. The informal hearing is meant to encourage the student's parents/guardian to meet with school administration to discuss the current incident as well as how future incidents may be avoided.

The informal hearing is held to bring forth all relevant information regarding the event which led to the student being suspended and/or being recommended for an expulsion hearing, or to show why the student should not be suspended. The following due process requirements shall be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
- Parent/Guardian will be provided with sufficient notice of the time and place of the informal hearing.
- School officials must provide the parents or guardians and the student copies of all discipline records since the date of enrollment.
- A student has the right to question any witnesses present at the hearing.
- A student has the right to speak and produce witnesses on his or her own behalf.
- The school entity shall offer to hold the informal hearing within the first five (5) days of the suspension.

An informal hearing must be held with the parents or guardians, along with the student in order for the student to be reinstated back into school. In cases where at the informal hearing the administration elects to proceed to a formal expulsion hearing, the expulsion hearing shall be scheduled as expeditiously as possible under the circumstances.

Probation

The school administration has the right to place a student who has accrued at least 2 or more in or out of school suspensions for a period of 15, 30, 45, 60, or 90 school days. The student's discipline record, all interventions, and documents leading to the probation are presented at the reinstatement meeting, following a suspension. The school administration will review the Disciplinary Probation Agreement with the parents or guardians and the student that outlines definitive and specific goals during the probation.

Expulsion and the Formal Hearing Process

The following constitutes SLACS's policies governing the procedures for expulsion of students:

- Only the Board of Trustees has the authority to expel a student. A majority vote of the entire governing Board is required to expel a student from SLACS. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing in conformity with 22 Pa. Code § 12.8.

- A formal hearing is required in all expulsion actions. The hearing may be held before the Board, a duly authorized committee of the Board, or a qualified hearing examiner appointed by the Board.

- During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless serving a suspension, shall be placed in his normal class except:
    - If it is determined after an informal hearing that a student's presence would constitute a threat to the health, safety, morals or welfare of others
    - If it is not possible to hold a formal hearing within the period of a suspension

The hearing process and Board decision will be governed by the requirements of 22 Pa. Code § 12.8, including the following:

- Notification of the charges will be sent to the student's parents/guardian by certified mail. Notice shall be provided utilizing the Expulsion Hearing Notice form generated by the School District of Philadelphia's Charter Schools Office, or similar form which conforms to the requirements of 22 Pa. Code § 12.8
- A copy of this expulsion policy, including a notice that legal counsel may represent the student and hearing procedures, shall be included with the hearing notice.
- At least three (3) days' notice of the time/place of the hearing shall be given.
- A student may request the rescheduling of the formal hearing upon good cause shown for the extension.
- The hearing shall be held within fifteen (15) days of the incident unless otherwise agreed to by the parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
    - Laboratory reports are needed from law enforcement agencies;
    - Evaluations or other court proceedings are pending due to a student invoking the student's rights under the IDEA
    - In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- The hearing notice shall advise the parent/guardian of the following:
    - The hearing will be held in private unless the student or parent requests a public hearing.
    - The student has the right to be represented by legal counsel.
    - The student has the right to be presented with the names of the witnesses against the student and copies of the statements/affidavits, if any, 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 their behalf.A written or audio record will be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
    - Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision. In Philadelphia, a student may appeal the Board's decision to expel the student to the Court of Common Pleas,

Philadelphia County.

Prohibition against Excessive Discipline

Southwest Leadership Academy Charter School will not expel a student nor will they issue an excessive suspension on the basis of minor violations of the Code of Conduct or truancy.

Additional Protections for Students with Disabilities

Students who are eligible for specialized services (under an IEP or 504 Service Plan) or students who are "thought to be eligible" may have additional due process protections as provided by law. Procedures associated with these additional protections are outlined below.

Procedural Safeguards Notice

The school must complete a Manifestation Determination within 10 days of a decision to change placement for students who have an IEP or a 504 plan, or are considered "thought to be eligible" for specialized services or accommodations due to a disability. The results of the review must be available at the parent/guardian conference. If a hearing is not scheduled during the period of a student's suspension, the student has the right to return to his/her school pending the outcome of a hearing. If the behavior of the student continues to create such a risk of harm to the school community, then the school may request an interim placement.

Placement and Manifestation

A Manifestation Determination is required by the Individuals with Disabilities Education Act (IDEA) when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement. A change of placement occurs when a student is excluded from school:

1. For more than 10 school days in a row; or
2. For more than 15 school days in any one school year; or
3. When days 11-15 constitute a pattern of exclusion; or
4. For even one school day for a student with an intellectual disability

SLACS, as the local educational agency (LEA), parents/guardians and relevant members of the Individualized Education Program (IEP) team conduct a review to determine if the behavior that is subject to disciplinary action is directly related to the student's disability (i.e. a manifestation of the student's disability). Students with disabilities cannot be disciplined for behaviors that are related to or are manifestations of their disabilities. In cases where there is a disciplinary change of placement of a student who is receiving Special Education services, a Manifestation Determination must be held within ten (10) days of the decision to change placement. Written notice to the parent/guardian must be provided with regard to the disciplinary action being considered as well as the date of a Manifestation Determination Hearing.

The IEP team will adhere to the following procedures:

1. Hold a meeting with parents/guardians to review evaluative and diagnostic results and discuss observations of the student and their IEP, in order to complete a Manifestation Determination as to whether this specific misconduct is related to the student's disability. Misconduct will NOT be considered a manifestation of the student's disability if:

- The current IEP was deemed appropriate and implemented properly
- The disability does not impede ability to understand and control behavior

2. Review and revise, if necessary, the current Behavioral Intervention Plan
3. Conduct a Functional Behavioral Assessment and put into place an Intervention Strategy to address the misconduct pending development of a Positive Behavior Support Plan
4. Determine appropriateness of an interim alternative educational setting and, if deemed appropriate, revise the IEP to include such services and modifications that would enable the student to continue with the general curriculum program and correct the behavior so that it will not recur
5. Issue a NOREP (Notice of Recommendation of Educational Placement) containing the results of the Manifestation Determination

If the student's behavior is NOT considered to be a manifestation of the disability, the Student Code of Conduct will apply as it would for a regular education student. However, if the Special Education student is ultimately expelled, he/she must still be provided with the benefit of his/her IEP from the moment of expulsion as opposed to a regular education student for whom parents have the duty to find educational programming for the first thirty (30) days following expulsion.

If the student's behavior is found to be a manifestation of the disability, the student may not be expelled.

Regardless of relatedness or non-relatedness determination, the student's placement may be changed to a 45 school day interim alternate educational setting if misconduct involves carrying a weapon to school or a school function; possession, use or the sale of illegal drugs or the solicitation of sale of a controlled substance while at school or a school function or infliction of serious bodily injury. If the parent disagrees with the NOREP for this 45 school day placement, the parent must request a Due Process Hearing, which will be expedited pursuant to Office of Dispute Resolution procedures. Additionally, an Administrator may request an expedited hearing and ask the Hearing Officer to order a 45 school day interim placement if the student is likely to cause injury to themselves or others. Students with disabilities, even if expelled, are entitled to Free and Appropriate Education (FAPE).

A child with a disability who is removed from the child's current placement (irrespective of whether the behavior is determined to be a manifestation of the child's disability) shall:

1. Continue to receive educational services as provided, so as to enable the child to continue to participate in the general education curriculum in alternative setting and to progress toward meeting the goals set out in the child's IEP
2. Receive a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

In general, within 10 school days of any decision to change the placement of a child with a disability because of a Code of Conduct violation the school, parent/guardian and relevant members of the IEP Team (as determined by the parent and the School) shall review all related information in the student's file, including any applicable information provided by the parents to determine

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

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

If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall

1. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement described above;
2. In the situation where a Behavioral Intervention Plan has been developed, review and modify the plan if necessary
3. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan
    - School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child:
        - carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or School; or
        - knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
        - has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency

Not later than the date on which the decision to take disciplinary action is made, Southwest Leadership Academy shall notify the parents of that decision, and of all procedural safeguards accorded. The interim alternative educational setting shall be determined by the IEP Team. If the parent/guardian of a child with a disability is not in agreement with the decision regarding placement or the Manifestation Determination, they may request a hearing. If SLACS believes that maintaining the current placement of the child is likely to result in injury to the child or to others they may also request a hearing.

A hearing officer shall hear and make a determination regarding an appeal request. In making the determination the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may:

(I) return a child with a disability to the placement from which the child was removed; or

(II) order a change in placement of a 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 such child is substantially likely to result in injury to the child or to others.

If an appeal has been requested by either the parent or Southwest Leadership Academy, the child

shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided (whichever occurs first) unless the parent and SLACS agree otherwise. Southwest Leadership Academy could arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

SLACS Violation Tiers

There are three levels of disciplinary violations at SLACS: Level I, Level II, and Level III. Please refer to the table below for descriptions of each. Following this table are lists of violations that fall under each disciplinary Level.

Level I – Teacher Level Concern and Uniform Violations

Description	Actions	Typical Consequences
Actions that **negatively impact** the SLACS school culture and community and interferes with the SLACS Vision, but does not require significant intervention.	• Address the student • Document the violation • Issue classroom consequences • Contact parent and log communication • Repeated behaviors - address student during MTSS meetings.	• Lunch detention • After school detention • Reflection assignment • Phone call home • Teacher/student conference during lunch • Teacher requests parent meeting

Level II – Dean's Level Concern

Description	Actions	Typical Consequences
Actions that **significantly** impact the SLACS school culture and community and interfere with the SLACS Vision.	• Remove disruptive student(s) from classroom • Interview all parties involved in violation/incident; gather statements from students • Inform parent of incident and consequence • In the event of a significant violation, statements are gathered	• Student/ Administrator conference • Phone call home • Suspension or exclusion from extracurricular activities. • Parent/Guardian Meeting • Mandatory Mentoring • Weekly counseling session with school counselor • Lunch detentions • After School Detention

Level III – Administrator Level Concern

Description	Actions	Typical Consequences
Very serious violations of the SLACS Code of Conduct, and/or criminal violations of Pennsylvania law.	● All matters of this nature are handled by school Administrators (unless otherwise notified)	● Parent/guardian notified in writing ● School investigation (with due process protections) ● Out-of-School Suspension (1- 10 days)* ● Disciplinary Hearing (if warranted) If recommendation to expel, expulsion is confirmed by Board of Trustees

Level I Violations

Level I Violations include, but are not limited to:

Level I Violation	Description
Late to School or Class	Arrival after the bell rings for the start any class or after school activity
Violation of Uniform Policy	This includes, but is not limited to, violations of dress code, un-tucked shirt, inappropriate dress on dress down days, etc.
Disruptive Behavior	Students are expected to follow the rules that individual teachers have established for Student conduct in their classrooms. No student's behavior can be permitted to disrupt the learning of others. **Violations include:** ● Disruptive outbursts, talking while others are talking, throwing objects, and inappropriate gestures and sounds. ● Sleeping in class or putting head on desk ● Being unprepared, e.g. not having proper supplies & books ● Leaving class without permission and a hall pass ● Wearing headphones except for approved instructional purposes ● Horseplay that includes but not limited to pushing, shoving, kicking, or other physical contact, knowingly taking of another's property done in a playful and/or confrontational manner
Gum & Food Contraband	Gum chewing in the school building or eating foods outside of the designated lunch area is prohibited. There is no eating and/or drinking allowed in class. No glass bottles or soda are permitted. Lunch should be stored in lockers or book bags and then taken to and eaten in the cafeteria. Students are prohibited from carrying food or

	drinks from the cafeteria. For additional support, Students may eat lunch in their teacher's classroom provided they have a pass from their teacher. If this pass from the teacher is abused, the Dean or Principal will revoke the privilege.
Environment	Students are required to maintain a clean school environment by picking up after themselves at lunch, disposing of paper in hall/class, retrieving lost/unwanted personal items, and respecting all school property.
Lapse of Integrity	Attempt to deceive or mislead by verbalizing intentions that misrepresent a Student's actions when questioned by school personnel.
Student Personal Electronics	Students are never permitted to use mobile phones, iPods or music devices, video game devices, laser pointers, etc. in class or hallways. K-3 students' phones must be turned off and placed in their bookbags during the school day. 4th-8th grade students must secure their phones in their Yondr Pouch when arriving at school. The phone must remain in the pouch until the student leaves for the day. All devices shall be completely turned off (not in vibration mode). Using such devices is prohibited. Such devices should never be visible within class or in hallways. Once confiscated, teachers immediately give the device to the dean. The phone will be returned to the student at the end of the day. Students will be issued a 1 day out of school suspension. *SLACS does not accept any responsibility for loss of Student's electronic equipment due to theft or other loss. In addition, SLACS will <u>not</u> be responsible for damage or loss of a nuisance device that is confiscated by staff.*

Level II Violations

Level II Violations include, but are not limited to:

Level II Violation	Description
Threats, Intimidation, Provocation	Threats are words and/or actions that are intended to taunt, provoke, or do emotional harm. Intimidation includes aggravating or making others uncomfortable by calling others "out of their names," passing rumors, etc. Provocation is the use of intimidation or threats to provoke a violent reaction, including poking, "getting in his/her face", violation of personal space, aggressive gestures, etc.
Facilitating Violence Cyber-Bullying	Encouraging, instigating, or planning to fight before, during, or after school is prohibited. It is our belief that bystanders or those who have knowledge of a potential altercation should seek help ***Note, depending on the nature of the communication, the Principal may consider the violation to be of a Level III nature.***
Plagiarism, Forgery & Cheating	Plagiarism is using, without permission, the ideas & writings of another; either word for word or in substance, and representing such as one's own. Forgery is the signing of a document in another's name. Cheating includes deceit, fraud, or deception (i.e., copying another's assignments, assisting another to cheat by lending one's own work; giving or receiving aid during a testing period).
Insubordination	This includes failure to comply with directions of teachers and other school personnel such as leaving class without permission or vulgar language directed at school personnel.
Cutting Class	Cutting includes all scheduled or rostered activities as well as leaving the building without permission (see attendance section).
Gambling	Gambling includes betting or wagering for money, favors, or fun. *The severity of the disciplinary action will be based upon the circumstances of the infraction, and could include expulsion from school. Repeated or serious violations may also result in filing of criminal charges as deemed appropriate by the school.*

Damaging Of School and/or Property of Others (Misdemeanor Property)	Misdemeanor damage means damage to any school property or of others of $50.00 or less.
Obscene/Abusive/ Inappropriate/Disrespectful Language	This includes spoken, written, and gestures that are disrespectful, inflammatory, or offensive to generally accepted community standards including religious or ethnic epithets. Inappropriate language includes talking back, silently mouthing words.

Level III Violations

Level III Violations include, but are not limited to:

Level III Violation	Description
Firearm, Weapon or Dangerous Instrument	Any person found or observed on school property or school-sponsored event in possession of a firearm, weapon or dangerous instrument (i.e. BB gun, bullet, pistol, rifle, gun, disguised gun, dagger, switchblade, knife, box cutter, paint ball gun, dart gun, explosive or incendiary device or other instrument, material or device that can cause physical injury etc.) must immediately be reported to the Principal. Law enforcement officials shall be informed.
Bullying/ Harassment	An act or acts of threat or intimidation that is/are done repeatedly and persistently against a single person or group.
Cyberbullying	The use of the Internet (web pages, social networking sites, email, etc.) to intimidate, bully, defame, threaten or spread rumor or inappropriate information about another individual or group of individuals.
Terrorist Threats/Acts	Terrorist threats/act mean a communication/act to commit violence, terrorize, evacuate building, or otherwise cause serious public inconvenience or safety risk. Depending on the nature of the incident, law enforcement officials may be informed.
Drug Possession, Use, or Illicit Activity	This violation includes drug possession, use, or illicit activity on school grounds or at a school-sponsored event. Illicit activity means the intent to use, sell, store, or purchase illegal substances, and paraphernalia. School administrators will report the incident to the police and provide all information concerning the matter to law enforcement authorities.
Theft	Theft means withholding, taking, or removal of personal or school property (including tests) without the owner's consent. Depending on the nature of the incident, law enforcement officials may be informed.
Arson and/or Possession of Fireworks and Other Explosive Devices	Arson means the malicious burning of another's property. Students may not possess or use fireworks or the paraphernalia needed to explode them—matches, lighters—on school grounds or during school activity. Depending on the nature of the incident, law enforcement officials may be informed.
Vandalism	Vandalism includes intentional or reckless damage to, or attempt to damage, the property of another, or the causing of damage while committing an act contrary to this code or to the law. Depending on the nature of the incident, law enforcement officials may be informed.

Disorderly Conduct	Reckless behavior that could cause serious injury, including throwing objects (tables, chairs), pulling fire alarms, etc.
Assault of Staff Members, Vendors, Guests	Any violent act against a faculty or staff member or a visitor to SLACS may result in severe penalties, including the filing a criminal complaint. Violent acts are any acts that could cause physical injury.
Violence, Fighting & Fighting with a Weapon	Violence includes physical aggression between two or more Students that escalates into punching, wrestling, knocking down, or damaging or destroying property. This means physical aggression typically that lasts more than a few seconds and is not easily broken up. Any aggression that includes use of a weapon or use of an implement as a weapon clearly falls into this category. In cases of violence with a weapon or violence that results in bodily harm (hospitalization), law enforcement officials will be informed.
Sexual Misconduct/ Sexual Harassment	This may include attempting or carrying out a sexual act with oneself or another person whether it is consensual or non-consensual. Depending on the nature of the incident, law enforcement officials may be informed. SLACS recognizes that harassment on the basis of sex is a violation both of Federal and State discrimination laws and that these laws apply to Students and employees. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when: ● submission to such conduct is made a term of the Student's right to learning ● such conduct interferes with an individual's academic performance or creates an intimidating, hostile, or offensive educational environment ● submission to or rejection of such conduct is used as the basis for academic decisions **Forms of sexual harassment include but are not limited to the following:** ● Derogatory comments, jokes, or slurs; sexually-oriented sounds or remarks ● Uninvited, unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement ● Derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures *The severity of the disciplinary action will be based upon the circumstances of the infraction, and could include expulsion from school. Repeated or serious violations may also result in filing of criminal charges as deemed appropriate by the school.*

Hall and Classroom Procedures

- Be prepared for each class with a notebook, pens, pencils, and other required materials (please review your child's supply list)
- Be prompt for each class and in proper uniform. Lateness or uniform violations will result in disciplinary action
- Students must obtain permission to get out of seat
- The teacher dismisses each class
- Students may not be in the halls during class time without a valid hall pass
    - Failure to obey this rule will result in disciplinary action
- Students may not leave the building during the day unless authorized by the principal or designee
    - Failure to obey this rule will result in disciplinary action

Classroom Policies

- Always be on time
- Always be prepared
- Always follow instructions
- Always be in uniform unless otherwise permitted
- No talking without permission
- Remain in your seats unless instructed otherwise
- No playing
- Always work to achieve academic excellence
- Respect all of your elders and the entire SLACS Family at all times
- Always follow the SLACS Code of Conduct

Hall Policies

- Class to class transitions are silent because other students are learning
- You must have a pass while in the hall, no excuses
- Always use quiet and peaceful voices, no excuses
- Always walk in single file
- Walk on the right side of the hall
- No Loitering
- No Running
- No Playing
- Respect all of SLACS staff, peers and the entire SLACS Family at all times
- Always follow the SLACS Code of Conduct

Breakfast, Lunch & Recess Programs

We are partnered with Red Rabbit Food Services to provide breakfast and lunch with a vast menu that suits our students' dietary needs. Red Rabbit's contributes to the educational development of our children by providing nutritious meals that appeal to students. We provide daily meal service with a menu that meets National School Lunch Program requirements.

- Meals that promote healthy eating behaviors
- Meals that meet USDA's Healthy Hungry-Free Kids Act
- Knowledge & experience with special diet and religious meal needs
- High sanitation standards maintained
- Quality Assurance measures
- Special events, theme menus, holiday or ethnic meals are incorporated to stimulate enthusiasm and provide excitement to our daily menu offerings
- Breakfast is served in the multi-purpose room at 8:00 a.m and classroom at 6901
- Our meals are free to all students with no paperwork to complete

Lunchroom

Please provide your child with lunch prior to his/her arrival at school. All students who bring lunch must report to school with a nutritious lunch (e.g. sandwich, fruit, salad, juice or water). **Microwaveable and/or other foods requiring preparation or heating are not permitted for students.**

Students are not permitted to have food delivered to the school.

- All students are to line up and when quiet, are escorted by their teacher to the lunch room
- Students are to remain seated until they have been dismissed by lunchroom staff/teacher
- Students are expected to clean up their areas before they are dismissed
- Do not run, play rough games or throw objects
- Glass bottles, soda and junk foods (e.g. potato chips, Doritos, nachos, various candies or sodas) are not allowed in the lunchroom
- All students are to follow the directives from adults in the lunchroom
- Always use quiet and peaceful voices
- Always remain seated unless given permission to transition
- Enter and leave in single file
- No Restroom breaks 10 minutes to the end of lunch
- No playing, running, horse playing, hitting, etc.
- Eat healthy
- Respect all staff members, peers, and the entire SLACS Family at all times
- Always follow the SLACS Code of Conduct

Junk Foods

Chewing gum, candy and soda are not permitted in school. Failure to follow this rule will result in confiscation of the item(s) in question and may result in disciplinary action. Please refrain from sending in large amounts of salty snacks.

Water Bottle Policy

To promote healthy hydration habits and minimize classroom disruption, our school encourages all students to bring water bottles to school. We ask that all students follow the following guidelines :

Water Bottle Guidelines

Permitted Water Bottles:

- Must be **24 ounces or smaller** in size.
- Must be leak-proof and have a secure lid
- Must be labeled with the student's full name
- Must contain only water (no juice, soda, sports drinks, etc)

Not Permitted:

- Bottles **larger than 24 oz**.
- Glass or ceramic bottles
- Sharing water bottles between students
- Beverages besides water inside of the bottle

In the Classroom:

- Water bottles should be kept at students' desks or a designated area.
- Students may drink water as needed, as long as it does not interrupt learning
- Teachers may ask students to put away bottles if they become a distraction to the learning environment.

USDA Non-Discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: program.intake@usda.gov

This institution is an equal opportunity provider.

Recess

Recess is provided to give children the opportunity to take a break from their work, get fresh air and socialize with friends. Children are expected to go outside and play. We discourage the practice of sending notes to the teacher requesting permission for a child to remain inside during play periods. We recognize the necessity of this in certain circumstances and will honor these requests when pursuant to a medical provider's signed note or in accordance with a Student's IEP, Section 504 Service Plan or other circumstance approved by Administration. Students will not be permitted to play outside if the temperature is below 30 degrees or due to inclement weather. Make sure your child comes to school with weather appropriate clothing to play outside. This is especially important during winter months when students should arrive at school with a winter coat, hat, scarf and gloves. Hoodies are not acceptable as coats for outdoor recess during colder months.

Locker Policy

Each student in grades 6th-8th is assigned a locker and a lock and he or she is solely responsible for that locker. Such lockers, shelves or cabinets remain the property of SLACS at all times. Any student tampering with a locker other than his/her own is subject to disciplinary action in accordance with the Code of Conduct. A student is never permitted to trade lockers or locks with another student, nor are they permitted to occupy an unused locker. Lockers may be used before class in the morning, during times designated by their teacher and after the student's last class. Unfortunately, lockers are not absolutely safe and the following suggestions should be heeded:

- Valuable items should not be stored in them
- Students should not give combinations to other students
- Students may not share lockers
- Make sure the locker doors are completely shut and the lock is secured
- Jackets and coats should be marked clearly so they can be identified

Only locks issued by SLACS will be permitted on lockers. Because the lockers are located in classroom corridors, students should be careful about the noise made while at their lockers. Lockers are the property of Southwest leadership Academy Charter School and may be inspected at any time by proper school authority. The cost to replace a lock is $5.00. Southwest Leadership Academy Charter School will not be responsible for lost or stolen property.

Search Policy

To protect the school community against illegal substances or objects as well as material which may pose a hazard to the safety, sanitation and good order of the school; school bags, lockers and clothing can be inspected without probable cause if there is reasonable suspicion that the student is holding any such materials explained above. Pursuant to 22 Pa Code sec. 12.14: Prior to a locker search students shall be notified and given an opportunity to be present. When school authorities have a reasonable suspicion that the locker contains any materials that pose a threat to the health, welfare or safety of students in the school, student lockers may be searched without prior warning. Students are to keep lockers locked at all times, not share lockers with other students and must notify administration if their lock is stolen or misplaced. SLACS assumes no responsibility for the loss of students' personal property.

Technology Use Policy

The following are misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another student or staff member by way of any technological tool. This includes but not limited to; sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including Facebook, Instagram, Twitter, Snapchat & blogs). This is a level II violation of the SLACS Code of Conduct (level III in some instances pending investigation). **The use of the Internet/Network is a privilege, not a right, and inappropriate use will result in the loss of privileges and other possible disciplinary consequences. NOTE: ALL EMAIL & WEB TRAFFIC IS MONITORED.**

These behaviors will result in disciplinary action up to and including suspension:

- Stealing, using, or disclosing someone else's code or password without authorization.
- Entering a virtual classroom fraudulently using another person's name
- Entering a virtual classroom that is not assigned to student (with malicious intent)
- Sharing class IDs
- Engaging in unauthorized transactions that may incur a cost to the school or initiate unwanted Internet services and transmissions (punishable by law)
- Participating in the viewing or exchange of pornography or obscene materials (punishable by law)
- Attempting to break into the computer system of SLACS, another organization, or person (punishable by law)
- Sending anonymous e-mail messages
- Refusing to follow the rules of the specific virtual learning classroom
- Unmuting yourself when your teacher has placed you on mute
- Engaging in acts including but not limited to sexting, videotaping fights, videotaping someone in a place where they an expectation of privacy, or posting content that impacts the school community in a negative manner. (punishable by law)
- Engaging in any illegal activities
- Submitting work using another person's login, and taking assessments or performing tasks for another student.

Cell Phones & Electronic Devices

Cell Phones and Electronic Devices are not permitted openly on school grounds; this applies to the perimeter of the school and the school bus. **If parents/guardians have an emergency and need to speak to their child, please contact the main office**. If there is a need for students to contact parents, they will need to do so through the main office.

General Safety

Students are not to leave the school grounds once they arrive at school by car or bus or any points during the school day. Children will only be released to the persons designated by the parent/guardian. If you are having other parents, older siblings or a friend pickup your child at the end of the day you must send a signed note to school. All adults picking up a student must have photo identification or the child will not be released to that person. This is a safety protection for all students. Students will not be released to a sibling and anyone else under the age of 18. **When regular routines (for example, taking a bus home) are changed please notify the school in writing prior to 11:30 a.m.** A complete copy of the school safety plan can be found in the main office.

Uniform Policy

In order for students to reach their full potential here at SLACS, they must be in full uniform each day, unless otherwise approved by school leadership (such as on dress down days). Students that are unprepared for physical education will not be allowed to participate wearing their instructional uniform. Those students will be marked unprepared, sit out and receive a failing mark for session. All uniform pieces must be purchased from Flynn O'Hara Uniforms.

Note: Nothing in this Handbook or Uniform Policy is intended to unduly restrict or to ban students from wearing religious garb. Parents with questions regarding religious dress are encouraged to discuss them with the school principal.

Uniform Description

GRADES K-4

- Light blue butterfly collared shirt with no names or logos
- Solid navy blue pleated uniform skirt that extends to the knee.
- Jumpers - must extend to the knee.
- Solid black shoes, laces, eyelets, and soles with no other coloring or decals (must be ALL black)
- Solid navy blue knee high uniform socks or stockings
- Burgundy crisscross tie. Burgundy clip on or Velcro tie
- Light blue collared shirt with no names or logos
- Solid navy blue uniform pants that extend from waist to the top of the shoe free from holes or tears
- Solid black or navy socks
- Solid black shoes, laces, eyelets, and soles with no other coloring or decals (must be ALL black)
- Platforms are strongly discouraged. If you chose to purchase a platform shoe the platform and heel must not exceed 1 inch
- Shoes must have a flat rubber sole. Heels may not exceed one inch in height, including platform soles
- Belts must be worn with all pants. Only solid black belts are acceptable. Belt buckles must be simple in design. Belt buckles must not contain any pictures, designs or emblems. Decorative belts or belt buckles are not permitted. Belts cannot be frayed or torn.
- Official Southwest Leadership Academy Charter School pullover. All SLACS sweaters contain the embroidered SLACS name and logo **(Mandatory October 15- April 1st)**

GRADE 5 - 8

- Light blue butterfly collared shirt with no names or logos
- Solid navy blue pleated uniform skirt that extends to the knee.
- Solid black shoes, laces, eyelets, and soles with no other coloring or decals (must be ALL black)
- Solid navy blue knee high uniform socks or stockings
- Solid black or navy socks
- Official Southwest Leadership Academy Charter School blazer. All SLACS uniform blazers contain the embroidered SLACS name and logo
- Burgundy criss cross tie
- OPTIONAL: Official Southwest Leadership Academy Charter School short sleeve polo shirt. All SLACS uniform polo shirts contain the embroidered SLACS name and logo **(First**

Day of School - October 15 and April 1st- Last Day of School)

- Light blue collared shirt with no names or logos
- Solid navy blue uniform pants that extend from waist to the top of the shoe free from holes or tears
- Solid black shoes, laces, eyelets, and soles with no other coloring or decals (must be ALL black)
- Platforms are strongly discouraged. If you chose to purchase a platform shoe the platform and heel must not exceed 1 inch
- Shoes must have a flat rubber sole. Heels may not exceed one inch in height, including platform soles
- Belts must be worn with all pants. Only solid black belts are acceptable. Belt buckles must be simple in design. Belt buckles must not contain any pictures, designs or emblems. Decorative belts or belt buckles are not permitted. Belts cannot be frayed or torn.
- Maroon and navy striped four in hand tie
- Official Southwest Leadership Academy Charter School blazer is acceptable. All SLACS uniform blazers contain the embroidered SLACS name and logo.

PHYSICAL EDUCATION UNIFORM- Gym uniform is only prohibited on assigned gym days.

- Blue SLACS t-shirts
- Official SLACS navy blue sweatpants
- Sneaker (Any color)
- OPTIONAL: Official SLACS Sweatshirt
- OPTIONAL: Official SLACS long sleeved t-shirt
- OPTIONAL: Official SLACS Gym Shorts

CULTURAL RELIGIOUS CONSIDERATIONS - exceptions are limited to the following:

- Students are permitted to wear solid-colored (navy blue) hijab or Headscarf that does not cover the face. Hijab or Headscarf must be free of jewels or print.
- Long traditional over garments must be worn over a full SLACS uniform so if, for whatever reason, a student were to remove the over garment, that student would remain in compliance with the SLACs Dress Code.
- All religious attire must be solid navy blue
- Prayer beads/Prayer bracelets
- Students who are required to wear a niqab or other face covering should first notify the CEO or Principal.

BOOK BAGS

- A book bag is required as part of the daily SLACS uniform. Over the shoulder pocketbooks and handbags are prohibited.

JEWELRY & PIERCINGS

- Students are not permitted to wear earrings larger than the size of a quarter. Ear piercings are limited to one per earlobe. No other part of the ear can be pierced.
- All other jewelry is prohibited. This includes wristwatches, necklaces, bracelets, and pins.

MAKEUP

- Students are not permitted to wear makeup of any kind.

HATS & HEADGEAR

- Hats and hooded garments may not be worn indoors and must be removed upon entering the school building. Durags, bandannas and other types of headgear (excepting headgear worn

due to religious or cultural reasons) are not to be worn in the building at any time.

- Students are permitted to wear headbands provided they are plain (free of markings, lettering, and designs) and solid black, navy or burgundy in color.

HOODIES

- Hoodies are not to be worn during morning admissions or in the building at any time unless entering or exiting the building.

GROOMING

Student conduct and appearance reflect on their family as well as on the standards of SLACS. Therefore, the staff, administration, and parents must insist upon conduct and clothing to reflect our principles.

- Uniforms must be clean and pressed.
- Torn or ripped uniforms are unacceptable.
- Hair must be clean and neat at all times
- Tattoos in permanent or stick-on form are prohibited or must be covered at all times.

Dress Down Days

On occasion, SLACS will sponsor a "dress down" day as a reward or as a fundraiser.
Items that are prohibited during "dress down" days are:

- Prohibited shoes: open toe shoes, flip flops, sandals, and heels
- Tight and revealing clothing (i.e. shoulders, stomach, buttocks, and cleavage must not be exposed)
- Frayed or torn clothing
- Shorts
- Tights/leggings
- Skirts that end above the knee
- Negative imagery
- In general no attire that is too revealing, or displays inappropriate language or graphics is unacceptable.

Students who fail to meet the criteria may be sent home or excluded from instruction

Compliance with the Uniform Policy

Students who fail to dress as required will be subject to corrective measures or disciplinary action, which may include but not limited to:

- Conference with administration
- Loss of privileges
- Exclusion from athletic participation and/or extracurricular activities
- Detentions
- Exclusion from activities, trips, etc.

Board of Trustees Anti-Bullying Policy

PURPOSE AND DECLARATION OF POLICY

The Board of Trustees ("the Board") recognizes the importance of a safe School environment to the educational process of Southwest Leadership Academy Charter School (the “School”). The Board has determined that a safe and civil environment in School is necessary for students to learn and to achieve high academic standards. Bullying, like other disruptive or violent behaviors that disrupt both a student's ability to learn and a School's ability to educate its students in a safe environment, is prohibited at Southwest Leadership Academy Charter School. Because students learn by example, School administrators, faculty, staff, students and volunteers are directed to: demonstrate appropriate behavior, treat others with civility and respect and refuse to tolerate bullying.

Students, staff, parents, and any other parties who suspect that bullying is occurring are directed to immediately report same to the Principal, or to a trusted adult, in the case of student reporting.

DEFINITIONS

"Bullying" is defined as an intentional electronic, written, verbal or physical act, or a series of acts:

1. directed at another student or students;
2. which occurs in a "School setting" or occurs outside of School and the outside of School conduct materially and substantially interferes with the educational process or program in the School, as allowed by law;
3. that is severe, persistent or pervasive; and
4. that has the effect of doing any of the following:
    - substantially interfering with a student's education;
    - creating a threatening environment; or
    - substantially disrupting the orderly operation of the School;

“Cyberbullying” means a form of bullying which may occur, in whole or in part, outside of the school setting. Allegations of cyberbullying shall be addressed in accordance with this policy.

A "school setting" shall mean in the School, on School grounds, on School property, at any School testing site or other sites used by the School, on the School's server or School's electronic, web-based, Internet or on-line programs, in School vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by the School and any necessary time spent traveling to and from these locations. Additionally, any student whose out-of-school conduct materially and substantially interferes with the educational process in the School is also subject to this Policy.

DELEGATION OF RESPONSIBILITY

The Board requires the Principal at the School to be responsible for receiving complaints alleging violations of this Policy. All School employees are required to report alleged violations of this Policy to the Principal. All other members of the School community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this Policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report without further investigation.

The Board requires the Principal to be responsible for determining whether an alleged act constitutes a violation of this Policy. In so doing, the Principal shall conduct a prompt, thorough, and complete investigation of each alleged incident. An investigation is to be conducted within three School days after a report or complaint is made known to the Chief Executive Officer.

The Board further requires School officials to ensure that this Policy and procedures for reporting bullying

incidents are reviewed with the students within ninety (90) days after the Policy is adopted and at least once each School year thereafter.
The Board directs Administration to develop procedures necessary to implement this Policy and to develop appropriate prevention, intervention and education strategies related to bullying.
The Board directs that this Policy be included in the Student Handbook/Code of Conduct and be made available on the School's website as well as in a prominent location at the School's main office.

GUIDELINES

Students shall conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, School staff, volunteers, and contractors.
The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the School, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for School and community property on the part of students, staff, and community members.
Because bystander support of bullying can bolster these behaviors, the School prohibits both active and passive support for acts of bullying. The staff should encourage all students to refuse to engage in these acts and to report them immediately to the Principal of the School.
Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying may range from positive behavioral interventions up to and including in-School or out-of-School suspension from the School and/or expulsion or other disciplinary removal from the School, in the case of a student, or suspension and/or termination in the case of an employee, as set forth in the School's approved code of student conduct or employee handbook.
Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the School's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Depending upon the incident, expulsion may be recommended to the Board.
The Board prohibits reprisal or retaliation against any person on the basis that he or she reports an act of bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal after consideration of the nature, severity, and circumstances of the act.
The Board prohibits any person from falsely accusing another of bullying. The consequences and appropriate remedial action for a person found to have falsely accused another of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences and appropriate remedial action for a School employee found to have falsely accused another of bullying shall be disciplined in accordance with School policies, procedures, and agreements.
The Board requires School officials to annually disseminate the Policy to all School staff, students, and parents, along with a statement explaining that it applies to all applicable acts of bullying that occur on School property, at School-sponsored functions, or in a School vehicle and to develop procedures for investigating and addressing any alleged violations of this Policy.
Reports of alleged bullying shall be promptly and thoroughly investigated. In the course of an investigation pursuant to this policy, if potential incidences of sexual harassment are identified, the Title IX Coordinator shall be notified immediately. Any complaints or allegations made under this policy which could be construed as complaints of sexual harassment shall be handled in accordance with the applicable Board policy.
Southwest Leadership Academy Charter School will comply with applicable federal and state laws relating to

bullying, including but not limited to those requirements delineated in the Charter School Law, Chapter 12 of Title 22 of the Pennsylvania Code and the applicable House Bill 1067 Public School Code amendments relating to bullying.

Southwest Leadership Academy Charter School will comply with applicable federal and state laws, including Chapter 711 of Title 22 of the Pennsylvania Code and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying. Southwest Leadership Academy Charter School will further comply with applicable federal and state laws, regarding protected handicapped students and applicable sections of Section 504 of the Rehabilitation Act and its applicable implementing regulations.

TO REPORT AN ACT OF BULLYING, CONTACT DANIELLE DUNN, DEAN OF STUDENTS
SOUTHWEST LEADERSHIP ACADEMY CHARTER SCHOOL
(215) 729-1939, 7101 PASCHALL AVENUE, PHILADELPHIA, PA 19142.

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.