
PARENT AND SCHOLAR HANDBOOK
(CODE OF CONDUCT)



VISION ACADEMY

CHARTER SCHOOL OF EXCELLENCE

Excellence in Education

THE 2025-26 SCHOOL YEAR

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Dear Parents and Scholars,

Welcome to the 2025-26 school year at Vision Academy Charter School of Excellence! We are thrilled to embark on this journey of learning and growth together. The caring and dedicated staff at Vision Academy Charter School of Excellence are committed to providing students with an excellent and well-rounded education.

We firmly believe that education is a shared responsibility, and the successful operation of our school depends on the cooperation of everyone involved: students, parents, and staff. The mission of Vision Academy Charter School of Excellence is to create a strong partnership among these key stakeholders. Each of us plays a vital role in shaping our school into a place where we can work, learn, and play together harmoniously.

Vision Academy Charter School of Excellence reflects all of us. Our policies are designed to create a safe and orderly environment that fosters optimal learning. Our esteemed faculty and staff eagerly await the opportunity to share their expertise in academics, special programs, and extracurricular activities. We encourage you to explore and familiarize yourself with the school's diverse range of programs, activities, and schedules. You can become an engaged and valued member of our vibrant school community by actively participating in classrooms, clubs, and activities.

This Handbook serves as a comprehensive guide to our school's goals, services, and rules. It is an essential reference book that outlines our expectations and operational procedures. Please read it carefully, discuss it, and let it serve as a compass for your effective involvement in all aspects of the school. The Handbook has been thoughtfully crafted to provide information to make your year purposeful and rewarding. Please keep this Handbook easily accessible as a reference throughout the school year.

The Handbook also includes the Code of Conduct, which outlines the expected behavior and values that form the foundation of our school community. Parents and students should review the Code of Conduct carefully and uphold its principles to ensure a positive and respectful learning environment for all.

On behalf of the entire Vision Academy Charter School of Excellence staff and community, we extend our warmest wishes for a remarkable 2025-26 school year!

Mr.Halil CHINAR/CEO

Non-Discrimination and Anti-Harassment Policy

Vision Academy Charter School of Excellence is committed to fostering an environment where everyone is treated with respect and dignity. We firmly believe that every student has the right to learn in an atmosphere that promotes equal opportunities and prohibits discriminatory practices, including harassment based on race, color, creed, religion, sex, national origin, disability, genetic predisposition, or other protected characteristics defined by law.

Harassment based on any protected characteristic is strictly prohibited within our school community. Under this policy, harassment refers to verbal or physical conduct that denigrates or displays hostility or aversion toward an individual because of their race, color, religion, national origin, age, disability, sexual orientation, or any other protected characteristic as defined by law. Harassment also includes conduct that: (i) creates an intimidating, hostile, or offensive environment; or (ii) unreasonably interferes with an individual's performance. Examples of harassing conduct include, but are not limited to, the use of epithets, slurs, or negative stereotyping; engaging in threatening, intimidating, or hostile acts; making denigrating jokes; and displaying or circulating written or graphic material that denigrates or shows hostility or aversion toward an individual or a group (including through email).

We would also like to draw your attention to the programs available for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These acts prohibit discrimination against individuals with disabilities in any program that receives federal financial assistance. A person with a disability, as defined by Section 504/ADA, is someone with a mental or physical impairment that substantially limits one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working. Our school is responsible for providing reasonable adjustments, modifications, and necessary services to eligible individuals with disabilities.

Vision Academy Charter School of Excellence is fully committed to ensuring that its policies and practices do not discriminate against individuals with disabilities, both

among its personnel and students. We strictly prohibit discrimination against individuals with disabilities in any program or practice within our school.

We appreciate your cooperation in upholding these principles and creating a respectful and inclusive environment for all Vision Academy Charter School of Excellence community members.

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MISSION STATEMENT

Vision Academy Charter School of Excellence (VACSE)'s mission is to prepare kindergarten through eighth-grade students to become responsible and articulate students and citizens by using a comprehensive curriculum designed to foster academic success and current technology to build self-reliance.

At the core of our philosophy lie the five research-based pillars, which are the cornerstones of our educational approach:

1. **Precise Scope and Sequence:** Our commitment to a well-structured scope and sequence and extended school days in a small and nurturing environment ensures that students master the content.
2. **Calculated Delivery Model:** We continuously refine and improve our delivery model based on data-driven insights, allowing us to tailor our education to the unique needs of each student.
3. **Demonstration of Student Achievement:** Beyond standardized testing, we encourage students to showcase their achievements through project-based learning and online opportunities, fostering autonomy in their educational journey.
4. **Positive Behavior Support Systems:** We maintain a consistent school-wide and individual positive behavior support system to create a conducive and respectful learning environment.
5. **Authentic Parent Engagement:** We actively involve parents in their child's education, breaking down barriers and strengthening the vital relationship between home and school, ensuring that no one feels disenfranchised from the educational process.

At VACSE, we are dedicated to nurturing well-rounded students who are academically proficient, responsible, confident, and engaged citizens, ready to excel in today's dynamic world.

VISION STATEMENT

VACSE is committed to constructing a foundational platform for learning that:

1. **Ensures Equal Access:** We strive to provide every child with equitable access to a comprehensive, diverse, and challenging curriculum.
2. **Promotes the Value of Knowledge:** We emphasize the importance of knowledge as a powerful tool for upward mobility, encouraging every child to appreciate its significance.
3. **Tailored Support for Mastery:** We are dedicated to offering each child the appropriate time and support required to master the content effectively.
4. **Harnesses Technology for Independence:** Our use of technology is geared towards nurturing self-reliance in learning and empowering students to take ownership of their educational outcomes.
5. **Fosters a Safe and Consistent Environment:** We create a secure and consistent setting that encourages exploration and instills a sense of personal responsibility in every child.
6. **Empowers Families and Students:** We actively involve families and students in defining their goals and creating clear pathways towards achieving them, fostering empowerment in our educational community.

At VACSE, we are dedicated to building a solid foundation for learning that ensures all our students have equal opportunities for success, value knowledge, and are equipped with the tools to navigate their educational journey effectively.

I. INTRODUCTION

To fulfill our mission, every member of the Vision Academy Charter School of Excellence community must respect the rights of others. This includes cultivating an environment that is safe, orderly, and conducive to physical, emotional, and intellectual learning. This handbook outlines the behaviors and attitudes that will help create a positive environment where students, parents, and teachers can contribute and learn together. As this is a "Scholar/Parent" Handbook, it has been specifically written for you. Each section begins with a general description of the topic and is followed by detailed information.

Section I of this handbook provides general guidelines for the smooth operation of Vision Academy Charter School of Excellence.

REGISTRATION

Registration for the waiting list at Vision Academy Charter School of Excellence can be completed at the school office or online through our [website](#). Please note that children must be five years of age on or before August 31st to be eligible for enrollment in kindergarten.

HOURS OF SCHOOL OPERATION

The regular school day at Vision Academy Charter School of Excellence runs from 8:00 a.m. to 3:30 p.m., Monday through Thursday. On Fridays, students are dismissed at 1:15 p.m. to allow staff to engage in Professional Development activities. To ensure students start the day with a nutritious meal, breakfast is available to all students from 7:30 a.m. until 7:50 a.m.

Additionally, we offer an optional Extended Day Program from 3:45 p.m. to 5:00 p.m., Monday through Thursday. This program provides students valuable enrichment opportunities, athletic activities, and tutoring. We strongly encourage parents to consider allowing their children to participate in the Extended Day Program. If your child is enrolled in the After School/Extended Day Program, please ensure they are promptly picked up by 5:15 p.m.

At Vision Academy Charter School of Excellence, we strive to provide a well-rounded educational experience that extends beyond the regular school hours. These additional programs contribute to the overall growth and development of our students.

Students who have not been picked up by 3:45 PM may be referred to CYF or the Police. Similarly, students enrolled in the Extended Day Program who have not been picked up by 5:15 pm may be referred to CYF or the Police may be contacted.

WEATHER RELATED SCHOOL CLOSING POLICY

In inclement weather, Vision Academy Charter School of Excellence may decide to close, open late, or dismiss early. We rely on our *One Call* phone call and email system to ensure that families receive timely notifications. Therefore, we strongly encourage parents to promptly update their phone numbers and email addresses in the [student information system](#) whenever a change occurs. By keeping this information current, you will receive important notifications regarding school closures or schedule changes due to inclement weather.

In addition to our direct communication, families can also check local media stations' School Delay and Closing websites for information about Vision Academy Charter School of Excellence's status during inclement weather.

II. CALENDAR

July / 2025				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Teacher days – 0
 Student days – 0
 Cumulative teacher days – 0
 Cumulative student days – 0

August / 2025				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Teacher days – 14
 Student days – 4
 Cumulative teacher days – 14
 Cumulative student days – 4

September / 2025				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Teacher days – 20
 Student days – 20
 Cumulative teacher days – 34
 Cumulative student days – 24

October / 2025				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Teacher days – 23
 Student days – 22
 Cumulative teacher days – 57
 Cumulative student days – 46

November / 2025				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Teacher days – 18
 Student days – 18
 Cumulative teacher days – 75
 Cumulative student days – 64

December / 2025				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Teacher days – 17
 Student days – 17
 Cumulative teacher days – 92
 Cumulative student days – 81

Vision Academy Charter School of Excellence (VACSE)

2025 – 2026 School Calendar Schedule of Activities and Holidays



July 7 - July 31	Summer School
Aug 11	Summer Institute – Teacher In-Service Days – New Staff Only
Aug 12 - 22	Summer Institute – Teacher In-Service Days – All Staff
Aug 20	Parent Orientations @ 3-5pm (Grades K-2)
Aug 21	Parent Orientations @ 3-5pm (Grades 3-5)
Aug 25	Teacher Classroom Set-Up
Aug 26	First Day of School for Students
Aug 26 - Aug 29	Early Dismissal for Kindergarten ONLY (1:15pm)
Aug 29	1:15pm Dismissal For ALL Students EVERY Friday (Starting Today)
Sep 1	Labor Day – School Closed
Sep 15	Extended Learning Program Begins (i.e. Afterschool Clubs & Sports)
Sep 17	Back to School Night
Sep 23	Rosh Hashanah – School Closed
Oct 10	Trimester 1 Progress Reports Distributed
Oct 13	Teacher In-Service Day – No School for Students (on Indigenous Peoples' Day)
Nov 26	End of Trimester 1
Nov 27 & 28	Thanksgiving Holiday – School Closed
Dec 5	Grades Due From Teachers
Dec 11	Parent/Teacher Conferences – Early Dismissal (1:15pm)
Dec 12	Parent/Teacher Conferences – Early Dismissal (1:15pm)
Dec 15	Trimester 1 Report Cards Distributed
Dec 23	Early Dismissal (1:15pm)
Dec 24 - Jan 2	Winter Recess – School Closed (School Back in Session on Jan 5)
Jan 19	Martin Luther King Day – School Closed
Jan 23	Trimester 2 Progress Reports Distributed
Feb 2	Teacher In-Service Day – No School for Students
Feb 16	Presidents' Day – School Closed
Feb 27	End of Trimester 2
March 3	Grades Due From Teachers
Mar 12	Parent/Teacher Conferences – Early Dismissal (1:15pm)
Mar 13	Parent/Teacher Conferences – Early Dismissal (1:15pm)
March 16	Trimester 2 Report Cards Distributed
Mar 20	Eid-al-Fitr Holiday (End of Ramadan) – School Closed
Mar 30 - Apr 3	Spring Recess – School Closed
Apr 20 - Apr 24	PSSA Exams Eng/Lng Arts – Grades 3-5
Apr 27 - May 1	PSSA Exams Math/Science – Grades 3-5
May 4 - May 8	PSSA Makeup Exams
May 7	Trimester 3 Progress Reports Distributed
May 25	Memorial Day – School Closed
May 29	End of Trimester 3
June 2	Grades Due From Teachers
June 8	Last Day of School for Students – Early Dismissal (1:15pm)
June 9	Last Staff Day (Teacher In-Service & Wrap-Up Day)
June 9	Trimester 3 Report Cards Distributed

Color Code:
 School Closed
 Check Schedule for Details
 Check Schedule for Details

January / 2026				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Teacher days – 19
 Student days – 19
 Cumulative teacher days – 111
 Cumulative student days – 100

February / 2026				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

Teacher days – 19
 Student days – 18
 Cumulative teacher days – 130
 Cumulative student days – 118

March / 2026				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Teacher days – 19
 Student days – 19
 Cumulative teacher days – 149
 Cumulative student days – 137

April / 2026				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Teacher days – 19
 Student days – 19
 Cumulative teacher days – 168
 Cumulative student days – 156

May / 2026				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Teacher days – 20
 Student days – 20
 Cumulative teacher days – 188
 Cumulative student days – 176

June / 2026				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Teacher days – 7
 Student days – 6
 Cumulative teacher days – 195
 Cumulative student days – 182

III. ACADEMIC GUIDELINES

ACADEMICS

At Vision Academy Charter School of Excellence, our unwavering dedication lies in providing a world-class education to all our scholars. Through our comprehensive academic programming, we strive to establish a solid educational foundation that will shape the future lives of our students. We understand that some scholars may encounter academic challenges, and we offer a wide range of resources and support programs to assist them.

We provide various programs to address academic difficulties and foster student growth. These programs include W.I.N. Time, which offers targeted intervention and enrichment activities, our Extended Day program, tutoring services, mentor programs, E.S.L. support, and Special Education Services. We strongly encourage parents and scholars to promptly notify a staff member if they encounter any academic difficulties. If a scholar is struggling in any subject, we urge parents to immediately contact the respective teacher so that we can promptly address the issue.

Vision Academy Charter School of Excellence employs an internet-based academic monitoring system called Power School to enhance communication and academic monitoring. We highly encourage all parents to use this system, which can be accessed through our school [website](#). Furthermore, parents and scholars are encouraged to regularly visit the school [website](#) to stay informed about important updates and access valuable information.

By working collaboratively and leveraging the available resources, we can ensure that every scholar at Vision Academy Charter School of Excellence receives the necessary support to excel academically.

REPORT CARDS

Scholars will have three grading periods. Report cards are made available electronically through [Power School](#). If you need a printed copy of your scholar's report card, please talk to the principal. Vision Academy Charter School of Excellence strongly

encourages 100% of parents to visit their child's school and discuss the student's progress with his\her teacher.

GRADES

Grades are calculated by trimester, the final grade being an average of the three grading periods.

In Grades K-2, a standards-based grading system is used, which lists the most essential skills students should learn in each subject at a particular grade level. Instead of letter grades, performance indicators are shared. These indicators on a standards-based report card differ from traditional letter grades and convey how well students have mastered specific skills within a subject area. Four progress indicators are noted on VACSE's report cards using a numeric marking system (4, 3, 2, and 1). These indicators are used for Reading, Mathematics, Science, and Social Studies. The indicators are:

1: Area of Concern

The student's performance currently does not meet the grade level standard. In addition, the student demonstrates a limited understanding of key concepts, processes, and skills.

2: Approaching Grade-Level Expectations

The student's performance is approaching the grade level standard. In addition, the student is developing an understanding of key concepts, processes, and skills.

3: Meeting Grade-Level Expectations

The student consistently meets the grade level standard. In addition, the student grasps key concepts, processes, and skills.

4: Exceeding Grade-Level Expectations

The student's performance exceeds the grade level standard. In addition, the student demonstrates a deep understanding of key concepts, processes, and skills and consistently applies them in a variety of contexts.

On our standards-based report card, an indicator of "3" is the expected goal for students by the end of the school year. The expectation is that most students will achieve a "3" by the end of the year for each grade-level standard. During the first and second trimesters, indicators of "3" and "2" both show that a student is working within the grade level's expectations. An indicator of "1" points to an area of concern, while an indicator of "4" signifies performance that goes above and beyond grade-level expectations.

In Grades 3-5, student grades are determined by taking into account various factors, including classwork (tasks, assignments, and projects completed during class time), homework, major assessments (such as unit assessments, projects, and formal assessments), and minor assessments (ongoing checks for understanding, which may include quizzes, shorter assignments, and performances).

If a student fails or receives a grade of "F" for two consecutive trimesters, there may be consequences such as grade repetition or mandatory attendance at summer school.

Scholars will receive a progress report halfway through each trimester to keep parents informed about their child's progress. This report is designed to provide valuable feedback to the student and their parents regarding their current performance status. It serves as an important reference point for identifying areas of improvement and enhancing overall academic performance.

HOMEWORK GUIDELINES

Homework assignments, referred to as Learning at Home activities, are flexible to accommodate individual students' diverse needs and learning styles. They serve as a means of communication between home and school, and parents are strongly encouraged to play a positive role in supporting their children's homework experience.

Homework encompasses a variety of tasks, including assignments that need to be completed and submitted to the teacher. It also includes scholars preparing for upcoming lessons, quizzes, and tests. These assignments should involve synthesizing information and practicing anticipated questions that will be covered in class.

Furthermore, homework includes daily independent reading. Scholars are encouraged to read a book at their appropriate instructional level. Additionally, it is strongly

recommended that all students engage in a minimum of 15-20 minutes of recreational reading at home each day, either independently or with the assistance of a parent.

The amount of time dedicated to homework may vary, with a maximum of 60 minutes per day, depending on the grade level and teacher. Specific guidelines for homework assignments will be determined by each individual teacher and communicated to families. With parental guidance, students are expected to manage their time effectively, completing long-term projects within the given timeframe rather than waiting until the last minute.

DIAGNOSTIC TESTING AND PROGRESS MONITORING

At Vision Academy Charter School of Excellence, each student undergoes three Nwea Map assessments in Math and Reading throughout the school year, specifically in the Fall, Winter, and Spring. Additionally, Grades 3-8 scholars participate in PSSA practice tests as part of the instructional program.

Based on the students' NWEA MAP scores, grades, and teacher recommendations, scholars are placed in mandatory intervention programs. These programs may take place during or after school. It is required for scholars to attend all sessions until they either demonstrate proficiency and are tested out of the program or receive a recommendation from their teachers.

These assessment practices help ensure targeted support and intervention for Vision Academy Charter School of Excellence students.

ACADEMIC DISHONESTY

Any form of academic dishonesty, including cheating on tests or quizzes, providing false information to school staff, forging teacher, or parent signatures, or engaging in plagiarism, will not be tolerated. Such actions will be considered severe offenses with disciplinary consequences.

Consequences for academic dishonesty may include a disciplinary referral, which could lead to academic penalties such as reduced grades or the loss of academic credit. The specific disciplinary actions taken will be determined based on the severity of the cheating incident.

MAKE-UP WORK

Students are accountable for completing any missed coursework due to absences. To ensure students do not lag behind academically, the following guidelines regarding make-up assignments will be implemented:

Unless absences are prearranged, students will be granted two days to complete assignments for each day they were absent. Upon returning to school, students need to meet with the teachers of the missed classes to obtain the necessary assignments. However, long-term assignments such as term papers or tests are exempt from the two-day rule, and the individual teacher will determine the due dates for such assignments.

PROMOTION/RETENTION POLICY

Placement, promotion, retention, and acceleration shall be made in the student's best interest after carefully evaluating all the factors relating to the advantages and disadvantages of alternatives. The educational program shall provide for the continuous progress of children from grade to grade. A student's achievement of the skills for the grade level to which he/she is assigned and his/her readiness for work at the next grade level shall be required before he/she is assigned to the higher grade.

The school recognizes that individual students' physical, social, emotional, and academic growth rates will vary. Since each student grows at his/her own pace, these personal growth characteristics shall be recognized in classroom programming.

Retention at the same grade may benefit the student when he/she is not demonstrating minimum competency in basic skill subjects about ability and grade level. In evaluating student achievement, each teacher shall use all available information, including results of unit exams, curriculum-based assessments and other measures of skill and content mastery, standardized-test results, and teacher observation of student performance.

The procedure to be used is as follows:

1. The classroom teacher informs the principal that a particular student is not progressing satisfactorily by the end of the second trimester. Parents will be notified through a letter, and a conference will be set to discuss additional interventions that can be tried in the classroom and at home. In addition, the possibility of retention must be addressed, as the consequences of such action.

2. During the conference, parents will be advised on how they might assist the student during the balance of the school year.
3. At the end of the school year, the parent, principal, and teacher will again meet to review the latest progress and determine if promotion or retention would best serve the student's needs.
4. The goal is to keep all children at grade level and age-appropriate grades. Therefore, the following factors should be carefully studied when individual retention or promotion is being considered:
 - a. Physical Maturity
 - b. Social Maturity
 - c. Emotional Maturity
 - d. Chronological Age
 - e. Achievement
 - f. Attendance
5. Similarly, acceleration will be used only after consultation with all staff members involved with the child and the parents. The CEO shall make the final decision.
6. Every effort shall be made to identify children's special needs and talents early in their school careers so appropriate placements can be made.
7. The final decision on whether to retain or promote a student shall be made by the CEO after consultation with the parents and academic team.

SCHOLAR RECOGNITION POLICY

At Vision Academy Charter School of Excellence, our primary goal is to maximize scholars' learning potential. We deeply value scholars' commitment to their education and aim to acknowledge and reward their dedication to academic excellence. To achieve this, we have established policies that incentivize scholars to achieve their educational milestones. We firmly believe in catering to the diverse learning styles of our scholars and tailor our rewards to their individual progress.

Below are the criteria and procedures for earning recognition through our esteemed programs, including the Honor Roll, National Junior Honor Society, PSSA Incentive, and NWEA Map Incentive policy.

HONOR ROLL

Honor Roll – Scholars with an overall GPA of 83% or higher and no grade lower than a 75% are recognized as honor roll scholars.

Distinguished Honor Roll – Scholars with overall GPA of 95% or higher and no grade lower than 85% are recognized as distinguished honor roll.

NWEA MAP INCENTIVE

All scholars in grades K-8 take the NWEA MAP diagnostic three times each year (beginning of year, middle of year, end of year). During this assessment, scholars strive to meet their academic testing goals. In many cases, these goals are referred to as typical growth and/or stretch growth.

Typical growth in the NWEA MAP diagnostic is defined as one full year of academic growth. Scholars that reach their typical growth in the ELA or the Math NWEA MAP diagnostic will be rewarded by attending the end-of-year NWEA MAP Party. During this party, scholars will take part in activities that include games, snacks, music, dancing, prizes, etc.

Stretch growth in the NWEA MAP diagnostic is defined as the growth recommended to put below-grade level scholars on a path to proficiency and on-grade level scholars on a path to advanced proficiency levels. Scholars that reach their stretch growth in the ELA or the Math NWEA MAP diagnostic will also be rewarded by attending the end-of-year NWEA MAP party, but they will receive bonus prizes such as gift cards, homework passes, dress down day passes, and much more!

PSSA INCENTIVE

Scholars in grades 3-8 take the Pennsylvania System of School Assessment (PSSA) in the Spring of each school year. Scholars that attend school every day, pay attention in class, do their homework, and study at home throughout the year give themselves the chance to increase their levels and attain levels of proficient or advanced in the PSSA.

The Proficient level in PSSA is defined as a scholar having a solid understanding and adequate display of the grade-level skills included in the Pennsylvania Academic Content Standards.

The Advanced level in PSSA is defined as superior academic performance and an exemplary display of the skills included in the Pennsylvania Academic Content Standards.

Scholars that reach high levels of growth in the PSSA and/or the Proficient level in the PSSA will take part in the Fall 2026 PSSA Incentive. During this incentive, scholars will be invited to have a special lunch with staff, and they will be eligible for prizes such as gift cards, homework passes, dress down days, etc.

Scholars that reach very high levels of growth and/or the Advanced level in the PSSA will qualify for a VACSE PSSA REWARD Day (Fall 2026) that includes a special day with staff. During the special day off campus with staff, scholars might choose to attend venues such as chick-fil-A, Urban Air, a movie theater, Sky Zone, or many other fun places!

IV. CODE OF CONDUCT

Vision Academy Charter School of Excellence values the dignity of all members of the school community always. We respect the rights of students to make choices and to experience the consequences of those choices. Scholars are taught decision-making, problem-solving and conflict resolution skills to develop their ability to make sound choices.

SCHOLARS RIGHTS

As citizens and members of the school community, students have a right to an education and basic security. Scholars have the right to choose how to behave and to know the consequences that will follow.

DUE PROCESS

Scholars have a right to due process before their rights are restricted. The school mandates that all students shall be treated fairly and honestly in resolving grievances, complaints, or in the consideration of any disciplinary action, suspension, or expulsion. Due process shall be defined as fair and reasonable approaches to all areas of student grievances and discipline on the part of all school officials in order not to arbitrarily deny a student the benefits of the instructional process.

If a scholar is determined to have violated the rules and regulations of the school to the extent a suspension or expulsion is deemed necessary, the student will receive alternate instruction during the time of suspension equivalent to that provided to their peers.

DUE PROCESS AND SCHOLARS WITH EXCEPTIONALITIES

If discipline which would constitute a change in placement is contemplated for any student with an exceptionality, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with an exceptionality shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR 300.504; and (2) immediately, if possible, but in no case later than nine school days after the date on which such decision is made, the School Exceptional Scholar Team of the school and other qualified personnel shall meet and review the relationship between the child's exceptionality and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her exceptionality, except as provided in 34 CFR 300.121 (d), which relates to the provision of services to students with exceptionalities during periods of removal. Upon notice to the parents or guardians and up to the date of review and determination of whether the behavior was a manifestation of his or her exceptionality, the child will receive alternative instruction equivalent to the instruction provided to his or her peers.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, 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 for in the disciplinary action, whichever occurs first, unless the parent and the school agree otherwise.

SCHOLAR RESPONSIBILITIES:

Scholars are expected to:

- Act in a responsible manner, exhibiting respect towards others.
- Participate in the process of their education actively.
- Accept responsibility for their behavior.
- Cooperate with the school staff in maintaining safety, order, and a disciplined environment.
- Follow established school and classroom codes of conduct and rules, including safety and school bus rules.
- Attend all classes regularly and on time.
- Maintain appropriate dress.
- Respect the rights and property of others.

PARENT AND GUARDIAN RESPONSIBILITIES

Parents and guardians of students are expected to participate in their child's education in the following ways:

- Communicate routinely and as necessary with their child's teacher.
- Keep informed about school policies and their child's academic expectations, including homework.
- Ensure that your child attends regularly, arrives on time, and is prepared for school.
- Alert the school to specific problems or difficulties that may impede the child's learning or well-being.

TEACHER AND STAFF RESPONSIBILITIES

Teachers and staff are expected to model behaviors consistent with the school's core values, staff code of conduct and with policies and school performance standards. All staff is expected to support a successful learning environment by modeling the following behaviors:

- Promote mutual respect between adults and students.
- Meet professional responsibilities associated with their respective positions.
- Develop and use cooperative discipline strategies and positive incentives for reinforcing the expected behaviors.
- Promote a sense of pride and community by contributing to an open and friendly environment, by supporting celebrations, clubs, and activities, by maintaining spirit building routines and traditions, and by promoting service in the school community.

- Establish and maintain strong home to school communication, including but not limited to prompt communication of any serious infraction of the code of conduct.

CONFIDENTIALITY ISSUES

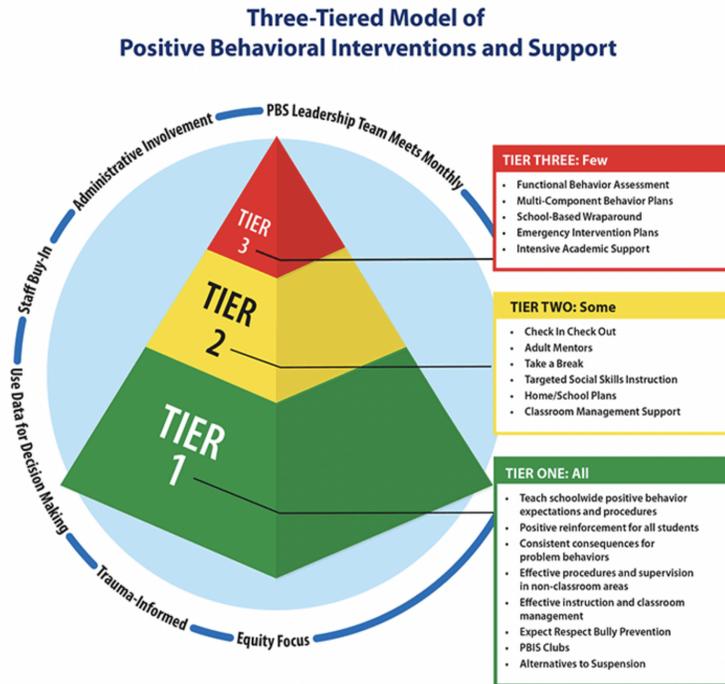
According to State Law no one other than Vision Academy Charter School of Excellence personnel, with a legitimate educational interest, including parents and legal guardians, will be allowed access to student records without a consent form on file at the school that has been signed by the custodial parent/guardian.

CODE OF CONDUCT PHILOSOPHY

The PBIS (Positive Behavior Interventions and Supports) framework at Vision Academy Charter School of Excellence is designed to incorporate evidence-based practices across multiple tiers, providing comprehensive support for all scholars' academic, social, emotional, and behavioral development. These practices are implemented at the school, classroom, and individual levels. Our primary objective is to actively teach, prompt, model, practice, and foster positive social skills appropriate for each scholar's age.

PBIS reflects our dedication to addressing scholars' behavior through systematic approaches. When effectively implemented, it enhances social and academic outcomes for scholars while ensuring consistency in upholding a shared Code of Conduct language throughout Vision Academy Charter School of Excellence. This goal is achieved through the collective efforts of our staff, families, and community members. Scholars at our school engage in problem-solving situations that involve open discussions, a consideration of others' feelings, and the development of personal responsibility.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT MODEL



By instilling our We REIGN values—**Respect, Excellent, Inclusive, Grit, and Noble**—we provide a pathway for our young kings and queens, to grasp the value of embodying these qualities throughout their lives. Our aim is for them to become responsible and articulate individuals.

CONCERNING BEHAVIOR EXAMPLES

Level 1	Level 2	Level 3*
Being in restricted area	Repeated Level 1s	Repeated Level 2s
Campus/Class rule violation	Bullying/Cyberbullying	Abusive/Intimidating Language
Cheating	Chemical Substance Violation	Arson
Chewing gum/eating food outside of cafeteria	Disruption During State Testing	Assault
Cutting in line	Forgery	Bomb Threat

Disrespect towards others	Electronic Device or Usage Violation	Inappropriate Sexual Conduct
Dress code violation	Inappropriate Touching or Exposure	Pulling Fire Alarm
Elopement	Possession of Weapon Replica	Robbery
Lying		
Profanity		
Stealing		
Teasing		
Transportation Violation		
Unexcused tardies		
Unprepared for class		

**Concerning behaviors listed under Level 3 are Major infractions.* Behaviors listed under Level 3 at Vision Academy Charter School of Excellence are considered major infractions. In the event of a major incident, it is mandatory to notify the parent or guardian. In cases where there is a violation of the law, police notification is necessary for reportable offenses. Additionally, certain incidents may result in consequences mandated by state and/or federal law under the Safe and Drug-Free School Act.

RESPONSE TO CONCERNING BEHAVIOR FLOWCHART

	Minor (Level 1 or 2)	Major (Level 3)
Responsible Staff Members	Teacher/Staff	Culture and Climate Team
Action Step 1	Reteach	Investigate - Communicate with Family
Action Step 2	Strategy	Refer to PA laws

Action Step 3	Intervention (Implement for 4-6 weeks and collect applicable data)	If applicable, utilize Restorative Practices including Re-Entry Circle
Action Step 4	Complete a BIR (Behavior Intervention Referral for review by Culture and Climate Team) Possible Responses: -Community Service -Lifeworks -Scholar Care Plan -Time Out of Classroom	File Necessary Reports Possible Responses: -Expulsion -Police Follow Up -Short or Long Term Out of School Suspension

Strategy Examples:

- Restate and Reteach Expectations (verbal and non-verbal)
- Increased Positive to Corrective Interactions
- Preferential Seating/Proximity
- Relational Moments
- Modified Work/Schedule
- Motivation System
- Movement Breaks
- Reflection Sheet
- Restorative Conversations
- Family Involvement
- Counselor Support
- Climate and Culture Team Support

Intervention Examples:

- Goal Setting
- Reset and Refuel Area (breathing, coping area)
- Scheduled Breaks
- Social Skills Sessions
- Staff Mentor
- Targeted Sensory Skills Instruction

SCHOOLWIDE MOTIVATION SYSTEM

The utilization of Class Dojo at our school aligns with our PBIS system, ensuring consistent expectations are set across all classrooms. These expectations, such as "Respecting others" and "Making responsible choices," are incorporated by teachers into their Class Dojo accounts. They provide specific, positive feedback to students based on these expectations. Additionally, teachers can offer neutral feedback through Class Dojo to help guide students in meeting classroom expectations.

All communications within Class Dojo, including feedback and updates, are accessible to parents/guardians. This allows for transparency and involvement in their child's progress.

To encourage adherence to the REIGN Core Values and maintain a uniform appearance, all scholars have the opportunity to earn 3 points per day. The Expressive Arts Team and each grade level collaboratively determine additional age-appropriate ways for scholars to earn points, promoting engagement and positive behavior.

INTRODUCTION TO STUDENT INTERVENTION SYSTEM

1. Multi Tier System of Support (**MTSS**) is a **process** used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with all students to help them succeed in the classroom—it's not just for children with special needs or a learning disability.
2. Once it is determined that a student's behavior is of a nature where the disciplinary process must be invoked, staff will use the **STEPS**. These Steps will be applied consistently to all students unless otherwise provided in a student's Behavioral Intervention Plan. School administrators at VACSE must use informed decision making when determining if a student's actions invoke administrative action as outlined in this section of the manual. The Steps shown on the following pages guide teachers, behavioral support and administrators in the use of progressive strategies, approaches and responses used to change student behavior. The goal is to modify the unacceptable behavior. The goal is not to punish the student but to more strongly alert the student of the need to correct the problem and to provide supports to encourage changed behavior. Teachers, behavioral support and administrators must always use the strategies and interventions identified in the prescribed Step, but also have the option of using one from a lower Step as well.
3. The **Matrix** of Strategies, Interventions, and Administrative Responses (starting on page 25) will be used along with the Steps to assist behavioral support and administrators in determining what level of response to use for students who exhibit challenging, disruptive or unsafe behaviors while on school property or at a school/district sponsored activity. Students who engage in criminal offenses as identified by police agencies not listed in this Student Code of Conduct may be recommended for alternative placement and/or expulsion.

The chart below identifies and defines universal approaches of support that structure a Culturally Responsive Behavior Support System and Multi Tiered Student Support interventions.

Response to Intervention (Academic and Behavioral)

Tier 1 – All Students	Tier 2-Focused Interventions	Tier 3- Intensive Individualized Interventions
This basic level of support enhances student success by recognition of positive behaviors and clearly stated expectations that are applied to all students.	An intermediate level of involvement where strategies and interventions are part of a continuum of behavioral supports available in school. Specific strategies and interventions for students who do not respond to universal supports. Targeted groups of students who require more support.	A higher level of support where the needs of students who exhibit patterns of challenging behaviors interfere with their ability to make academic progress. Decreasing challenging behaviors and increasing students’ social skills and ability to function in a positive school environment. Interventions involving Functional Behavioral Assessments, Intervention Plans, Behavior Support Plans, Special Education Referrals.

Progressive Administrative Strategies, Approaches, and Responses

STEP 1 Classroom Interventions and Responses

Teachers are encouraged to use culturally responsive strategies and classroom management strategies.

All Step 1 interventions and responses should be documented in Class Dojo.

Verbal correction	Seat change	Establish buddy teacher system
Establish positive relationships and rapport with students	Pair or group students in positive peer groups	Involve students in an alternate activity
Conflict resolution/mediation	Parent/Teacher conference	Mentoring
Document Parent/guardian contact and notification	Teacher/student conference outside of class time	Parent/guardian brings student to school/class for informal pre-class refocusing

Logical Consequences (Conducted in Classroom): -Loss of privilege -Break it fix it - Space and Time	Daily progress sheet on behavior (for student and/or parent)	Teach the following through Morning Meeting: -coping strategies -organizational skills -relaxation techniques
Reflection sheets	Take away unstructured or free time	Acknowledging positive behavior
Rewards, simple reward systems & Incentives	Call or send notes to the parent with positive updates	Alternatives modes of completing assignments
Assign a classroom job	Break down the assignment	Break down directions
Call on student frequently	Clear and concise directions	Count to 10
Deep breathing	Give choices	Have students repeat directions back
Headphones	Help student start assignments	Ignore
Individual work space	Listen to music	Model appropriate language
More structured routine	Non verbal cues	Organize materials daily
Pause before giving a direction	Provide a container for student belongings	Reassurance
Reduce assignments	Reflective Listening	Review PBIS expectations and rules
Speak with the student one on one in the hallway	Allow them to stand while working	Create start commands
Stop, walk then talk	Stress ball or fidget	Teach substitute words
Touch base with student	Touch student on shoulder	Turn desk around
Use seating disk	Use timer	Visual schedule

Use role play	Reminders	Redirection
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STEP 2 Appropriate Classroom Level Strategies have been ineffective

A referral for support must be submitted. The MTSS team will meet to determine next steps. These interventions aim to correct behavior by stressing the seriousness of the behavior, while keeping the student in school. **Students will conference with the school Behavioral Interventionist.**

Student conference	Mentoring	FBA
Counseling Referral	Character Development	Behavior Intervention Plan

***All strategies, interventions and responses should be documented in Class Dojo.**

STEPS 1-2 are classroom level infractions. Teachers must use strategies to keep students in the classroom.

STEP 3 Appropriate when Matrix indicates a Step 3 Response

These interventions may involve the short-term removal of a student from the class environment because of the behavior. The duration of any short-term removal is to be limited as much as possible while adequately addressing the behavior. A referral to the school administrator is necessary. **Referral for assistance should be submitted to the MTSS Team.**

Age appropriate Rest and Recovery	Removal from Class (for only that class period)	Restitution (for loss or damage, if applicable)
Conflict resolution/mediation	Detention (2-8)	Reflection Sheet
Loss of privileges	Mandatory Parent Meeting	Referral for Counseling

***All strategies, interventions and responses should be documented in Class Dojo.**

STEP 4 Appropriate when Matrix indicates a Step 4 Response

These interventions involve the removal of a student from the classroom due to a violation of the student code of conduct. **A referral is necessary.**

Behavior Intervention	Loss of Privileges	Conflict resolution/mediation
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Document Mandatory Parent/guardian contact and notification	Written notification to Parent/Guardian	Restitution
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***All strategies, interventions and responses should be documented in Class Dojo.**

STEP 5 Appropriate when Matrix indicate a Step 5 Response

These interventions involve the removal of a student from the classroom due to a violation of the student code of conduct. **A referral to the school administrator is necessary.**

1 (one) day OSS	Conflict resolution/mediation	Document Mandatory Parent/guardian contact and notification
Loss of privilege	Restitution (for loss or damage, if applicable)	Mentoring

***All strategies, interventions and responses should be documented in Class Dojo**

STEP 6 Appropriate when Matrix indicate a Step 6 Response

These interventions involve the removal of a student from the school environment due to a violation of the student code of conduct. **A referral to the school administrator is necessary.**

1 (one) day OSS	Mentoring	Conflict resolution/mediation
Loss of privileges	Restorative Practices	Restitution (for loss or damage, if applicable)
Document Mandatory Parent/guardian contact and notification	Student Due Process required	Mandatory written notification to Parent/Guardian

***All strategies, interventions and responses should be documented in Class Dojo**

STEP 7 Appropriate when Matrix indicate a Step 7 Response

These interventions involve the removal of a student from the school environment due to a violation of the student code of conduct. **A referral to the school administrator is necessary.**

1-3 Day OSS	Conflict resolution/mediation	Loss of privileges
Student Due Process required	Restorative Practices	•Restitution (for loss or damage, if applicable)

Document Mandatory Parent/guardian contact and notification	Mentoring	Conflict resolution/mediation

***All strategies, interventions and responses should be documented in Class Dojo**

STEP 8 Appropriate when Matrix indicate a Step 8 Response

These interventions involve the removal of a student from the school environment due to a violation of the code of conduct. Any repeat occurrence student will be referred to the MTSS Team, which will manage the process of providing the student and school with a plan of action for this student. **A referral to the school administrator is necessary.**

3-5 days OSS	Conflict resolution/mediation	Loss of privileges
Mentoring	Restorative Practices	
Restitution (for loss or damage, if applicable)	Mandatory written notification to Parent/Guardian (Documentation)	Student Due Process required

***All strategies, interventions and responses should be documented in Class Dojo**

STEP 9 Appropriate when Matrix indicate a Step 9 Response

These interventions involve the removal of a student from the school environment due to a violation of the student code of conduct. Student failure to comply with the recommendation will be referred to the Discipline Committee for consideration of Alternative Placement. **A referral to the school administrator is necessary.**

5 Days OSS	Restorative Practices	Restitution (for loss or damage, if applicable)
Referral to Out-of-School Alternative Program, if applicable	Document Mandatory Parent/guardian contact and notification • Mandatory	Student Due Process required

***All strategies, interventions and responses should be documented in Class Dojo**

STEP 10 Appropriate when Matrix indicate a Step 10 Response

These interventions involve the removal of a student from the school environment due to a violation of the student manual. **A referral to the school administrator is necessary**

5-10 Days OSS	Restitution (for loss or damage, if applicable)	Student Due Process required
Building level conference required with teacher/parent/administrator	Document Mandatory Parent/guardian contact and notification	Suspension may be extended up to 10 days with referral for expulsion

***All strategies, interventions and responses should be documented in Class Dojo**

SEE MATRIX(S)

Violation of the Student Code of Conduct

Any student who hinders an investigation or any student who aids, is involved with the planning, or helps another student in any way in an act which violates the Student Code of Conduct may be subject to the same disciplinary action as the individual who committed the violation.

***Note:**

- 1. Any level of behavior and consequence is given at the discretion of the Administrator.**
- 2. While on the school bus, drivers will have the same authority as teachers.**
- 3. ALL consequences listed under a behavior with the exception of “DOE Mandatory by Law” are otherwise OPTIONAL and do not have to be used in the order that they are listed.**
- 4. ALL consequences given and actions taken by staff shall be documented via Class Dojo and Powerschool.**

Level I Behaviors

Academic Plagiarism: Fraudulent deception in preparing or presenting course work or class assignments as a student’s own work when it is not. This includes, but is not limited to: 1. copying another student’s work, 2. unauthorized use of notes or sharing answers during a test, 3. presenting another person’s work as one’s own, or 4. presenting quotations, words or ideas without proper references or credit (plagiarism).

<p>GRADES: K-4 First Offense</p> <ul style="list-style-type: none"> ● Private teacher conference ● Parent/guardian notification *via Dojo or phone call* 	<p>GRADES: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Private teacher conference ● Parent/guardian notification *via Class Dojo/Powerschool or phone call*
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<ul style="list-style-type: none"> ● Loss of assignment Credit- to be determined by teacher ● Document via Dojo ● Restorative Conference <p>Second Offenses</p> <ul style="list-style-type: none"> ● Restorative Conference ● Grade penalty – to be determined by teacher ● Document via Dojo <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Mandatory Parent conference ● Restorative Conference ● Grade penalty – to be determined by teacher ● Cancellation of privileges such as after school activities 	<ul style="list-style-type: none"> ● Grade penalty – to be determined by teacher ● Restorative Conference ● Document via Class Dojo/Powerschool <p>Second Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Document Class Dojo/Powerschool/Mandatory Parent conference ● Cancellation of privileges such as after school activities ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Mandatory Parent conference ● Detention ● Grade penalty – to be determined by teacher ● Cancellation of privileges such as after school activities ● Restorative Conference
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Bus Disruption Minor Behavior on the bus, which seriously or repeatedly interferes with the safe operations of the vehicle by the driver.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offenses</p> <ul style="list-style-type: none"> ● Detention ● Restorative Conference ● Parent/Guardian conference ● Bus Contract w (Student & Parent) ● Document via Dojo <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification *via Class Dojo/Powerschool or phone call* <p>Second Offense</p> <ul style="list-style-type: none"> ● Detention ● Parent/Guardian conference ● Bus Contract w (Student & Parent) ● Document via Class Dojo/Powerschool ● Parent/guardian notification
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<ul style="list-style-type: none"> ● Bus Suspension ● (Indefinite) Removal from Bus 	<p>*via Class Dojo/Powerschool or phone call*</p> <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● 1-3 Days Bus Suspension ● (Indefinite) Removal from Bus
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Bus Disruption (Major) Behavior on the bus, which seriously or repeatedly interferes with the safe operation of the vehicle by the driver.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference ● Detention ● Restorative Conference ● Parent/Guardian Conference <p>Second offense</p> <ul style="list-style-type: none"> ● Parent/guardian Conference ● Restorative Conference ● Behavior Contract ● Bus Suspension 1-3 Days <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Indefinite Suspension of privileges ● Restorative Conference 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Class Dojo/Powerschool & phone call* ● Restorative Conference ● After School Detention ● Parent/Guardian Conference <p>Second offense</p> <ul style="list-style-type: none"> ● Parent/guardian Conference ● Bus Suspension 1-3 Days ● Behavior Contract/Restorative Conference <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via Class Dojo/Powerschool & phone call* ● Restorative Conference ● (Indefinite) Removal from Bus
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Class Cutting/Skipping Intentionally cutting or skipping class

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher conference ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference <p>Second Offenses</p>	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher conference ● Parent/guardian notification *via Class Dojo/Powerschool or phone call* ● After School Detention ● Restorative Conference
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<ul style="list-style-type: none"> ● Parent/guardian Conference ● Behavior Contract ● Document via Dojo ● Restorative Conference <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification ● Loss of student activities ● Document via Dojo ● Detention 	<p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian Conference ● Document Class ● Dojo/Powerschool ● Behavior Contract ● After School Detention ● Restorative Conference <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Document via Class ● Dojo/Powerschool ● Loss of Student Activities ● Parent/Guardian Notification ● Restorative Conference ● 1-3 Days ISS
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Dress Code: the act of wearing items or the manner of wearing items prohibited by the school dress code. See Dress Code policy for specific guidelines

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher conference ● Parent/guardian will be called for a change of clothes ● Require student to change into loaner uniform ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian will be called for a change of clothes and student will lose recess ● Require student to change into loaner uniform ● Document via Dojo ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/Guardian Conference-Support ● Restorative Conference 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via Class Dojo/Powerschool or phone call. Require student to change into loaner uniform/Parent bring correct uniform <p>Second offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via Class Dojo/Powerschool or phone call. Require student to change into loaner uniform ● After school detention ● Loss of school extra curricular activities <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/Guardian Conference-Support ● Require student to change into loaner uniform ● Behavior Contract/Restorative Conference
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<ul style="list-style-type: none"> ● Require student to change into loaner uniform ● Detention 	<ul style="list-style-type: none"> ● 1-2 Days ISS
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Gambling: Engaging in gaming in activities in which money or merchandise may change hands.

<p>GRADES: K-4 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference <p>Second Offense:</p> <ol style="list-style-type: none"> 1. Parent/guardian Conference 2. Detention 3. Restorative Conference 4. Document via Dojo <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification and/or conference ● Cancellation of privileges such as after school activities ● Restorative Conference 5. Behavioral plan/ Contract 6. Referral to MTSSuh 	<p>GRADES: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification *via Class Dojo/Powerschool or phone call* <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification and/or conference ● After School Detention ● Cancellation of privileges such as after school activities ● Behavior plan/Referral to MTSS ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification and/or conference ● Cancellation of privileges such as after school activities ● Restorative Conference 7. Behavioral plan/ Contract 8. 1-3 Days OSS
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Harassment: Harassment is any action or statement made with the intent to harass, annoy, or alarm another person which: A) insults, taunts, or challenges the other person or; B) is a cause of alarming or distressing conduct which serves no legitimate purpose and is done in a manner which the actor knows is likely to provoke a violent or disorderly response or cause a reasonable person to suffer fear, alarm, or distress. ***VACSE reserves the right to expel for serious offenses that rise to the legal definition of Hate Crime**

<p>GRADES: K-4 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification 	<p>GRADES: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification
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<p>*via Dojo or phone call*</p> <ul style="list-style-type: none"> ● Detention ● Restorative Conference <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Detention ● Restorative Conference ● Recommendation to counseling ● Behavior support plan ● Cancellation of privileges such as, but not limited to, before and/or after school activities ● Police notification, when necessary <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 1 to 3 days OSS ● Restorative Conference ● Referral to MTSS ● Loss of after school privileges ● Behavior support plan ● Police notification, when necessary ● Recommendation to counseling 	<p>*via Class Dojo/Powerschool or phone call*</p> <ul style="list-style-type: none"> ● Restorative Conference ● After School Detention <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 1-2 Days ISS ● Recommendation to counseling/Referral to MTSS ● Cancellation of privileges such as, but not limited to, before and/or after school activities ● Behavior plan/contract & Referral to MTSS for Subsequent Offenses/Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 1 to 3 days OSS ● Restorative Conference ● Referral to MTSS ● Loss of after school privileges ● Behavior support plan ● Recommendation to counseling
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Loitering: A student's unauthorized presence in any school area

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification *via Dojo and phone call* <p>Second Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification ● Detention <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Document via Class Dojo ● Recommend Counseling 	<p>GRADES: 5-8</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Class Dojo/Powerschool and phone call* ● After School Detention <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Document via Class Dojo/Powerschool ● Loss of school privileges ● 1-2 Days ISS <p>Subsequent Offense</p>
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	<ul style="list-style-type: none"> ● Recommend Counseling ● Restorative Conference ● Behavior support plan
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Possession of Non-School/unsafe Items: Any item or device that may be deemed by building staff as disruptive or having the potential for causing disruption (matches, lighters etc.).

<p>GRADES: K-4 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference ● Item to be confiscated ● Counseling Referral <p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● Document via Dojo ● Item to be confiscated ● Detention <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● Item to be confiscated ● 1-3 Days OSS ● Behavior support plan 	<p>GRADES: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Class Dojo/Powerschool or phone call* ● Detention ● Item to be confiscated ● Restorative Conference <p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Document via Class Dojo/Powerschool ● Item to be confiscated ● Restorative Conference ● Behavior Contract <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Item to be confiscated ● 2-3 Days OSS ● Behavior support plan
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Unexcused Tardy: Three (3) unexcused tardy to school or to a class without authorization or approved reason.

**** 3 unexcused tardies to school = 1 absence after 9 absences a truancy report will be filed and school will do a Truancy Elimination Plan***

<p>GRADES: K-4 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference 	<p>GRADES: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Class Dojo/Powerschool or phone call*
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<p>Second Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification ● Document via *via Dojo <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Restorative Conference ● Mandatory Parent/guardian conference ● Cancellation of privileges such as after school activities ● Home visit ● Referral to MTSS 	<p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Detention (make up missed assignments) ● Document via Class Dojo/Powerschool ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Recommend Counseling/SSCP/Home Visit ● Detention (make up missed assignments) ● Cancellation of privileges such as after school activities ● Restorative Conference ● Referral to Family Engagement/Truancy
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Use of Profanity/Not staff Directed Use of Profanity

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification and/or conference ● Detention ● Restorative Conference ● Document via Dojo <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification ● Detention 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Class Dojo/Powerschool or phone call* ● Private teacher/student conference <p>Second Offenses</p> <ul style="list-style-type: none"> ● Lunch Detention ● Parent/guardian notification ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● After School Detention ● Parent/guardian notification ● Support Plan
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Level II Behaviors

Abusive Language: Written or spoken language or gestures that are considered offensive, obscene, or vulgar.

<p>GRADES: K-4</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference <p>Second Offense</p> <ul style="list-style-type: none"> ● Detention ● Restorative Conference ● Parent Conference ● Document Via Dojo <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● Student Contract ● Loss of school activities/privileges 	<p>GRADES: 5-8</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Class Dojo/Powerschool & phone call* ● Lunch detention ● Restorative Conference <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent Conference ● After School Detention ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● Loss of school activities/privileges ● 1-2 Days ISS
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Careless/Reckless Behavior/Horseplay: Unintentional behavior that threatens to cause or causes injury or property damage or intentional behavior that causes or may cause unintentional injury or property damage.

<p>GRADES: K-4</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call* ● Detention <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Referral to MTSS ● 1 Day ISS ● Document via Dojo 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian phone call notification Document via Class Dojo/Powerschool ● Restorative Conference ● Detention <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference, document via Class Dojo/Powerschool ● Referral to MTSS
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<ul style="list-style-type: none"> ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● 1-3 Days OSS ● Behavior support plan/Restorative Conference ● Cancellation of privileges such as, but not limited to, after school activities 	<ul style="list-style-type: none"> ● Restorative Conference/Behavior Contract ● 1-3 Days ISS <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● 3-5 Days OSS ● Cancellation of privileges such as, but not limited to, after school activities ● Behavior support plan/Restorative Conference
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Criminal Mischief (Vandalism): A student, in the school environment, intentionally or recklessly: (1) Damages tangible property of another person or entity; or (2) Tamper with tangible property of another person so as to endanger person or property.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Restitution Detention ● Restorative Conference <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● Detention ● Restitution Detention ● Referral for Counseling ● Cancellation of afterschool privileges <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restitution Detention ● Referral to MTSS ● Restorative Conference ● 1-3 ISS ● Behavior Contract 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & /Class Dojo/Powerschool ● Restitution/Detention ● Restorative/Restitution Conference <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restitution/Detention ● Restitution/Restorative Conference/30 Day Behavior Contract ● Cancellation of afterschool privileges <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restitution/Detention ● Referral to MTSS ● Restitution/Restorative Conference ● 1-3 ISS/OSS
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Defiance A verbal or non-verbal refusal to immediately comply with a reasonable request from school personnel, or act of intentionally refusing a reasonable directive from a staff member

<p>GRADES: K-4</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Dojo or phone call ● Detention ● Restorative Conference ● Referral for counseling <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● Detention ● Behavioral plan/contract ● Referral to MTSS 	<p>GRADES: 5-8</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Lunch Detention ● Restorative Conference <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● After school detention ● Restorative Conference/Behavior Contract ● Recommend Counseling <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● After school detention ● Restorative Conference ● Behavior Plan ● Referral to MTSS
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Disruption of the education process Behavior that causes disruption to the normal operation of the school.
(Defiantly sitting quietly is not a disruption of the education process.)

<p>GRADE: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Restorative Conference 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Lunch Detention ● Restorative Conference <p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Restorative Conference
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<p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Detention ● Parent conference ● Behavior support plan ● Restorative Conference 	<p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool <p>Detention/ISS Restorative Conference/Behavior Contract Referral to MTSS</p>
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Failure to Report After School Detention

When assigned a consequence by a staff member and the student did not report as requested

<p>Grades: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Reassign detention and add a lunch detention ● Restorative Conference ● Cancellation of afterschool privileges <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● Cancellation of afterschool privileges <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Referral to Student Support Team 	<p>GRADES: 5-8</p> <p>Offense First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & serve initial detention with additional detention/Class Dojo/Powerschool ● Restorative Conference <p>Second Offenses</p> <ul style="list-style-type: none"> ● Cancellation of privileges such as, but not limited to, before and/or after school activities/Class Dojo/Powerschool ● Parent Conference <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference/Behavior Contract ● Referral to Student Support Team ● ISS
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Inappropriate Behavior Classroom behavior, which produces distractions and/or disturbances, which seriously or relatedly interfere with the effective functioning of the teacher, the student or the class.

<p>Grades: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Detention ● Restorative Conference ● Parent/Guardian Conference ● Behavior Contract 	<p>GRADES: 5-8</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via phone call & Class Dojo/Powerschool ● Restorative Conference <p>Second Offense:</p> <ul style="list-style-type: none"> ● After School Detention/Parent/Guardian Notification *via phone call/Class Dojo/Powerschool ● Restorative Conference/Behavior Contract <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/Guardian Conference/Class Dojo/Powerschool ● ISS 1-3 Days ● Restorative Conference
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Forgery: Falsely or fraudulently signing or altering a document such as hall pass, early dismissal note, progress report, absence excuse, etc. Forgery shall also include impersonating another student or falsely identifying oneself or others.

<p>Grades: K-4</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Restorative Conference ● Detention <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Behavior Plan 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification via phone call/Class Dojo/Powerschool ● After school detention ● Restorative Conference/Behavior Contract <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification/Class Dojo/Powerschool ● After school Detention ● ISS 1-3 Days ● Restorative Conference/Behavior Contract <p>Subsequent Offenses</p>
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	<ul style="list-style-type: none"> ● Restorative Conference/Behavior Contract
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Inappropriate behavior, safety violation Any action that could endanger the safety and welfare of students

<p>Grades: K-4 First Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Detention ● Parent/guardian notification *via Dojo or phone call* <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian conference ● Detention ● Behavior Contract/Safety Plan 	<p>Grades: 5-8 First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Class Dojo/Powerschool or phone call* ● Lunch Detention ● Restorative Conference/Behavior Contract <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Class Dojo/Powerschool or phone call* ● Afterschool Detention ● Restorative Conference/Behavior Contract <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference/Class Dojo/Powerschool ● ISS 1-3 Days ● Restorative Conference/Behavior Contract
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Inappropriate Behavior: Public Display of Affection The act of engaging in overt affectionate activity in the school public setting

<p>GRADES: K-4 First Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/Guardian Conference 	<p>GRADES: 5-8 First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Detention ● Restorative Conference/Behavior Contract <p>Second Offense:</p>
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<p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Behavior Contract 	<ul style="list-style-type: none"> ● Parent/Guardian notification/Class Dojo/Powerschool ● ISS 1-3 Days ● Restorative Conference ● Report MTSS <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Parent/Guardian conference/Class Dojo/Powerschool ● OSS 3-5 Days ● Restorative Conference/Behavior Contract
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Indecent Exposure/Inappropriate Behavior: The exposure of body parts under circumstances in which a student knows or should reasonably know would cause offense or alarm to another person

<p>GRADES: K-4</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call* ● Counseling Referral <p>Second Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent Conference ● Referral to MTSS <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Detention ● Behavior Plan 	<p>GRADES: 5-8</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● OSS 1-3 Days ● Restorative Conference Recommend Counseling <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference/Class Dojo/Powerschool ● OSS 3-5 Days ● Cancellation of privileges such as after school activities ● Restorative Conference ● Referral to MTSS <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian conference/Class Dojo/Powerschool ● Restorative Conference ● Referral to MTSS ● Suspension up to ten days but not limited to Expulsion
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Instigation The act of causing a disruption and/or fight by relaying information between parties.

<p>GRADE: K-4</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Dojo or phone call* ● Detention ● Restorative Conference ● Counseling Referral <p>Second Offense:</p> <ul style="list-style-type: none"> ● Referral to MTSS ● Restorative Conference ● Parent/Guardian Conference ● Behavior Plan <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● 1 Days ISS ● Restorative Conference ● Parent/Guardian Conference ● Behavior Contract ● 1-3 Days OSS 	<p>GRADES: 5-8</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Restorative Conference ● Detention <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● 1-3 Days ISS ● Restorative Conference/Behavior Contract ● Referral to MTSS ● Parent/guardian conference <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference/Class Dojo/Powerschool ● 1-3 Days OSS ● Restorative Conference
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Intimidation/Inappropriate behavior, Disrespect towards Staff Any attempt or threat to do bodily harm to another individual and/or property.

<p>GRADE: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Detention ● Parent/Guardian Conference ● Referral for Counseling ● Document Via Dojo <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● Behavior Contract 	<p>GRADE: 5-8</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Restorative Conference ● After school detention <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference/Class Dojo/Powerschool ● Referral to MTSS ● Detention ● Cancellation of privileges such as after school activities ● Restorative Conference/Behavior Contract
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	<p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference/Class Dojo/Powerschool ● ISS 1-3 Days ● Restorative Conference/Behavior Contract
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Leaving Class Leaving class without permission from the teacher.

<p>GRADE: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference <p>Second Offense</p> <ul style="list-style-type: none"> ● Detention ● Parent/Guardian Conference ● Document Via Dojo <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Cancellation of privileges such as after school activities ● Behavior Contract (Safety Concern) 	<p>GRADE: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Lunch Detention ● Restorative Conference <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● After School Detention ● Restorative Conference/Behavior Contract <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Cancellation of privileges such as after school activities ● ISS 1-3 Days ● Restorative Conference/Behavior Contract ● Behavior Contract (Safety Concern)/Report MTSS
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Leaving School without Authorization: Leaving school grounds without permission.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference *via Dojo or phone call* ● Detention ● Restorative Conference/Behavior Contract <p>Second Offense</p>	<p>GRADES: 5-8:</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian Conference ● Detention ● Restorative Conference/Behavior Contract <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification and/or conference
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<ul style="list-style-type: none"> ● Parent/guardian notification and/or conference ● Counseling Referral ● Cancellation of afterschool privileges ● Detention <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification and/or conference ● Restorative Conference/Behavior Contract ● Behavior plan/contract 	<ul style="list-style-type: none"> ● 1-3 Days OOS/ISS ● Restorative Conference/Behavior Contract ● Cancellation of privileges such as after school activities ● <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification and/or conference ● OOS 3-5 Days ● Restorative Conference/Behavior Contract
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Medication: Inappropriate Possession and/or Use Using any substance for a purpose for which it was not intended. Having medication of any kind in school. Medication is administered only by the nurse.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification *via Dojo or phone call* ● Counseling Referral <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Behavior Contract <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Detention 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● After School Detention ● Recommend Counseling <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference/Behavior Contract <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Detention ● Restorative Conference/Behavior Contract
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Misuse of Cell Phones and All Other Electronic Devices : Students are not permitted to use cell phones/electronic devices during the school day. Cell phones/electronic devices must be turned off and turned into teachers.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Cell phones/electronic devices will be confiscated ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Detention ● Phone/Electronic device is confiscated ● Parent must come to school to retrieve the phone ● After school detention ● Restorative Conference/Behavior Contract 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Cell phones/electronic devices will be confiscated ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool & cell phones/electronic devices will be confiscated ● After School Detention and parent must come to school to retrieve the phone ● Restorative Conference/Behavior Contract
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Misuse of Technology: The use of school technology equipment in: soliciting, using, viewing, receiving or sending pornographic or obscene material; or Accessing unauthorized email; or the unauthorized downloading and/or installing of files; or intentionally damaging technology equipment in the school environment

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Detention <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Loss of privileges ● Restitution <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Behavior support plan ● Cancellation of user privileges for up to one marking period ● Behavior Plan 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Detention <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Detention ● Loss of privileges ● Restorative Conference/Behavior Contract <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool
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	<ul style="list-style-type: none"> ● Cancellation of user privileges for up to one marking period ● Behavior Plan/Restorative Conference
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Smoking: Using, possessing, or dispensing of any tobacco/marijuana or any illicit substance/product, tobacco like, or tobacco substitute products (which includes e-cigarettes) in any form.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Detention <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Behavior plan/contract ● Cancellation of privileges such as, but not limited to, before and/or after school activities <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification and /or conference ● Referral to MTSS 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Suspension 1-3 days ● Cancellation of privileges such as, but not limited to, before and/or after school activities ● Restorative Conference/Behavior Contract <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference// Class Dojo/Powerschool ● Restorative Conference/Behavior Contract ● Suspension 3-5 days ● Cancellation of privileges such as, but not limited to, before and/or after school activities <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification and /or conference/ Class Dojo/Powerschool ● Referral to MTSS ● Restorative Conference/Behavior Contract ● Suspension up to ten days but not limited to Expulsion
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Stealing: The act of taking or transferring the property of another without the consent of the owner.

<p>GRADES: K-4 First Offense:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference ● Restitution ● Counseling Referral <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● Detention ● Behavioral Contract 	<p>GRADES: 5-8 First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Restorative Conference ● Restitution ● Counseling Referral <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Detention ● Restorative Conference/Behavior Contract ● **If over \$1000, OSS Pending Hearing
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Trespassing: Trespassing is when a student knowingly is in VACSE without a legitimate purpose

<p>GRADE: K-4 First Offense</p> <ul style="list-style-type: none"> ● Issue warning that the person is trespassing and must leave immediately ● Restorative Conference ● Parent/guardian notification *via Dojo or phone call* <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Restorative Conference <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference/Behavior Contract 	<p>GRADE: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Issue warning that the person is trespassing and must leave immediately ● Parent/guardian notification *via Class Dojo/Powerschool or phone call* <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Restorative Conference/Behavior Contract <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Behavior Plan
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Truancy: Any unexcused absence from school. Repeated offenses may result in legal action

<p>GRADES: K-4 First Offense Refer to Counseling</p> <p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification and/or conference ● Referral to Counselor/MTSS ● Truancy Elimination plan 	<p>GRADES: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Refer to Counseling <p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification and/or conference/Class Dojo/Powerschool ● Referral to Counselor/MTSS/Family Engagement ● Truancy Elimination plan
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***Note:**

1. Any level of behavior and consequence is given at the discretion of the Administrator.
2. While on the school bus, drivers will have the same authority as teachers.
3. ALL consequences listed under a behavior are otherwise OPTIONAL and do not have to be used in the order that they are listed.
4. ALL consequences given and actions taken by staff shall be documented via Class Dojo/Powerschool or Dojo.

Level III Behaviors

Aggravated Act of Intimidation/Staff Disorderly conduct causes public inconvenience, annoyance or alarm or creates a risk thereof by: engaging in fighting or violent tumultuous or threatening behavior or making an unreasonable noise or an offensively coarse utterance or gesture or display or addressing, abusive language to any person present.

<p>GRADES: K-4 First Offenses:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference ● Detention <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● 1-3 Days OSS/ISS ● Restorative Conference ● Mandatory Parent conference ● Behavior contract 	<p>GRADES: 5-8 First Offenses:</p> <ul style="list-style-type: none"> ● sParent/guardian notification via phone call & Class Dojo/Powerschool ● OSS 1-3 Days ● Restorative Conference/Behavior Contract <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 3-5 Days OSS/ISS Mandatory Parent conference ● Restorative Conference/Behavior Contract
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<p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● OSS Pending Discipline Hearing 	<p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● OSS 10 Days Pending Discipline Hearing ● Restorative Conference/Behavior Contract
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Aggravated Act of Intimidation/Student Disorderly conduct causes public inconvenience, annoyance or alarm or creates a risk thereof by: engaging in fighting or violent tumultuous or threatening behavior or making an unreasonable noise or an offensively coarse utterance or gesture or display or addressing, abusive language to any person present.

<p>GRADES K-4</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Dojo or phone call* ● Restorative Conference ● Detention <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Behavior Contract/Restorative Conference ● 1-3 Day OSS/ISS <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● OSS 5-10 Days Pending Discipline Hearing 	<p>GRADES 5-8</p> <p>First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● OSS 1-3 Days ● Restorative Conference/Behavior Contract <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference 2-4 Day OSS/ISS ● Behavior Contract/Restorative Conference <p>Subsequent Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● OSS 5-10 Days Pending Discipline Hearing
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Fire Alarm/Extinguisher Any burning or attempt of burning of school property or their contents or personal property of self or others. Tampering with with any and all fire safety equipment

<p>GRADES K-4: First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Counseling and Safety Plan ● Restorative Conference ● Attend Fire Safety Class <p>Second Offense</p> <ul style="list-style-type: none"> ● 1-3 Days OSS ● Parent/guardian conference required ● Behavior support plan <p>Third Offense</p> <ul style="list-style-type: none"> ● OSS Pending Discipline Hearing/Expulsion ● 3-5 Days OSS ● Parent/guardian conference required ● Behavior support plan 	<p>GRADES 5-8: First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference/Class Dojo/Powerschool ● Attend Fire Safety Class ● Restorative Conference ● Counseling and Safety Plan <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference/Class Dojo/Powerschool ● 1-3 Days OSS ● Behavior support plan ● OSS Pending Discipline Hearing/Expulsion <p>Third Offense</p> <ul style="list-style-type: none"> ● OSS Pending Discipline Hearing/Expulsion ● 3-5 Days OSS ● Parent/guardian conference required ● Behavior support plan
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Arson Any burning or attempt of burning of school property or their contents or personal property of self or others.

<p>GRADES K-4:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● OSS 5-10 Days Pending Discipline Hearing/Expulsion ● Restorative Conference ● Counseling and Safety Plan 	<p>GRADES 5-8:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● OSS 5-10 Days Pending Discipline Hearing/Expulsion ● Restorative Conference ● Counseling and Safety Plan
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Assault III on Student: A person intentionally or recklessly causes physical injury to another person; or with criminal negligence the person causes physical injury to another person by means of a Deadly Weapon or a Dangerous Instrument.

<p>GRADES: K-4 Offense First Offense</p>	<p>GRADES: 5-8 First or Subsequent Offenses</p>
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<ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● Restorative Conference ● 3 to 5 Days OSS ● Behavior support plan ● Recommendation to counseling or appropriate social service agency <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference required ● Restorative Conference ● 5 to 10 Days OSS ● OSS Pending Discipline Hearing ● Expulsion 	<ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● Restorative Conference ● 5 to 10 Days OSS ● Police notification, when necessary ● Recommendation to counseling or appropriate social service agency ● Expulsion ● Referral to MTSS/Discipline Hearing
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Assault III on Staff Member: A person intentionally or recklessly causes physical injury to another person; or with criminal negligence the person causes physical injury to another person by means of a Deadly Weapon or a Dangerous Instrument.

<p>GRADE: K-4</p> <p>First or Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● Restorative Conference ● 5-10 Days OSS/Referral to Discipline Committee ● Recommendation to counseling or appropriate social service agency ● Referral to Alternative Program 	<p>GRADE: 5-8</p> <p>First or Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● Restorative Conference ● 5-10 Days OSS/Referral to Discipline Committee ● Recommendation to counseling or appropriate social service agency ● Referral to Alternative Program
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Bullying and cyberbullying: Bullying is when one person or a group of persons, targets another person with repeated direct or indirect negative actions over a period of time which are harmful to the victim either emotionally or physically. A negative action occurs when a person knowingly inflicts, or attempts to inflict, physical or emotional injury or discomfort upon another person. Acts of bullying will be reported and documented and placed in a student’s permanent file.

Cyber bullying means the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction that

1. Interferes with a student’s physical well-being; or
2. Is threatening or intimidating; or
3. Is so severe, persistent, or pervasive that it is reasonably likely to limit a student’s ability to participate in or benefit from school.

***VACSE reserves the right to expel for serious offenses that rise to legal definition of a hate crime**

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● Detention ● Restorative Conference ● Cancellation of privileges such as, but not limited to after school activities ● Behavior plan/contract <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● 1 - 3 days OSS ● Behavior plan revised ● Restorative Conference ● Counseling Referral ● Cancellation of privileges such as, but not limited to after school activities <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification ● OSS 5-10 Pending Discipline Hearing 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● 1 Day OSS ● Restorative Conference ● Cancellation of privileges such as, but not limited to after school activities <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● 2 - 3 days OSS ● Behavior plan revised/Restorative Conference ● Cancellation of privileges such as, but not limited to after school activities <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Restorative Conference ● OSS 5-10 Pending Discipline Hearing
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Criminal Mischief/Vandalism Defacing of school property or property of others while involved in school activities.

<p>First Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Private teacher/student conference ● Parent/guardian notification *via Dojo* ● Restitution <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● Restorative Conference ● Restitution ● Behavior Plan <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification/conference required before returning to school ● Detention ● Behavior Plan revised ● Referral to MTSS 	<p>First Offense:</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification *via Class Dojo/Powerschool or phone call* ● Restitution ● Restorative Conference <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference required before returning to school ● Restorative Conference ● Restitution ● Behavior Plan <p>Subsequent Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian notification/conference/Class Dojo/Powerschool ● Detention ● Restorative Conference ● Referral to MTSS
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Distribution of Drugs and/or Alcohol and/or Drug Paraphernalia: The sale, transfer, or distribution in school, on school property, or on school field trip of drugs or alcohol.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification/conference ● 3-5 Days OSS ● Mandatory drug/alcohol screening by a licensed agency at parent/guardian expense ● Recommend Counseling <p>Second Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 5-10 Days OSS ● Restorative Conference ● Mandatory drug/alcohol screening by a licensed agency at parent/guardian expense ● Recommend Counseling <p>Second Offense:</p>
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<ul style="list-style-type: none"> ● Parent/guardian notification/conference ● 10-Day OSS pending a hearing 	<ul style="list-style-type: none"> ● Parent/guardian notification/conference ● 10-Day OSS pending a hearing ● Restorative Conference
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Disorderly Conduct : Conduct in the School Environment with causes public inconvenience, annoyance, or alarm or creates a risk thereof by: engaging in fighting or violent tumultuous or threatening behavior, or making an unreasonable noise or an offensively coarse utterance or gesture or display or addressing abusive language to any person present.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Private teacher/student conference ● Parent/guardian notification/conference *via Dojo or phone call* ● Detention ● Restorative Conference <p>Second Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian Conference ● Referral to MTSS ● Loss of privileges ● Detention <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● 3-5 Days ISS/OSS-Mandatory Parent/guardian Conference ● Restorative Conference ● Behavior Contract 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Detention ● Restorative Conference <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Detention ● Loss of privileges ● Restorative Conference ● Referral to MTSS <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● 5-10 Days ISS/OSS-Mandatory Referral to Discipline Committee ● Restorative Conference
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Dangerous Instrument(s) Possession/Concealment/Sale: the unauthorized possession/ concealment/sale by a student in the school environment of any instrument, article, or substance, which is readily capable of causing serious physical injury or death. **Deadly Weapon(s) Possession/Concealment/Sale:** shall mean the possession, concealment, or sale of a deadly weapon in the school environment.

<p>GRADES: K-4 First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification/conference ● *via Dojo or phone call* ● 3-5 Day OSS ● Recommendation to counseling <p>Second Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● 10 Day OSS pending a hearing ● Parent/guardian notification ● Referral to Alternative Program 	<p>GRADES: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Restorative Conference ● 10 Day OSS ● Referral to Alternative Program
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Extortion: compels or induces another person to deliver property to the person or to a third person by means of instilling in the victim a fear that, if the property is not so delivered, the defendant or another will cause physical injury to anyone or cause damage to property

<p>GRADES: K-4 First Offense</p> <ul style="list-style-type: none"> ● Detention and/or 1 DAY OSS ● Parent/guardian notification ● Restorative Conference ● Behavior support plan <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Restorative Conference ● 1-3 Day ISS/OSS ● Parent/guardian notification ● Return to school conference ● Behavior support plan 	<p>GRADES: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 3-5 Day ISS/OSS ● Recommend Counseling ● Behavior Plan/Restorative Conference
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Harassment/Hate Crime Harassment is any action or statement that intimidates, offends or defames the dignity or self esteem of individuals or a group. Harassment may include, but is not limited to, verbal harassment or abuse, repeated remarks or jokes with demeaning implications, or other offensive behavior.
Includes (race, national origin, disability, sexual orientation, or religion)

<p>GRADES: K-4 First Offense</p>	<p>GRADES: 5-8 First Offense</p>
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<ul style="list-style-type: none"> ● Parent/guardian notification ● Return to school conference ● Restorative Conference ● 1-3 Day ISS/OSS ● Restitution <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Restorative Conference ● Return to school conference ● 3-5 Day OSS ● Counseling Referral ● Behavior Plan <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Restorative Conference ● OSS Pending Discipline Hearing 	<ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Restorative Conference ● 1-3 Day ISS/OSS ● Mandatory return to school ● Parent/Guardian Conference ● Restitution <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 3-5 Day OSS ● Recommend Counseling ● Mandatory return to school ● Parent/Guardian Conference ● Behavior Plan /Restorative Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Restorative Conference ● OSS Pending Discipline Hearing
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Fighting: Any aggressive physical altercation between two or more individuals.

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification ● Return to school conference ● Detention/ 1 Day ISS/OSS <p>Second Offenses:</p> <ul style="list-style-type: none"> ● Restorative Conference ● 1-3 Days OSS ● Parent conference required before returning to school ● Behavior support plan ● Cancellation of afterschool privileges 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● 1-3 Day OSS ● Restorative Conference ● Cancellation of afterschool privileges ● Mandatory return to school ● Parent/Guardian Conference <p>Second Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● 3-5 Day OSS ● Cancellation of afterschool privileges ● Referral to MTSS ● Restorative Conference
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<p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Restorative Conference ● 3-5 Day OSS ● Parent/guardian conference ● Behavior Plan Reviewed ● Referral to MTSS ● Cancellation of afterschool privileges 	<ul style="list-style-type: none"> ● Mandatory return to school Parent/Guardian Conference <p>Subsequent Offenses:</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Referral to MTSS ● Restorative Conference ● OSS Pending Discipline Hearing ● Mandatory return to school Parent/Guardian Conference
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Offensive Touching – Student on Student: Intentionally touching another person either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or Intentionally striking another person with saliva, urine, feces or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person

<p>GRADES: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● 1 Day OSS ● Parent/guardian conference ● DOE Reporting ● Restorative Conference <p>Second Offenses</p> <ul style="list-style-type: none"> ● Restorative Conference ● 1-3 Days OSS ● Mandatory return to school Parent/guardian conference school ● Behavior support plan <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Restorative Conference ● 3-5 Days OSS ● Discipline Hearing ● Behavior Contract 	<p>GRADES: 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● DOE Reporting ● Parent/guardian conference ● Restorative Conference ● 1-3 Day OSS <p>Second Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● 3-5 Days OSS ● Behavior Contract/Restorative Conference ● Mandatory return to school Parent/Guardian Conference <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Restorative Conference ● 5-10 Days OSS ● Discipline Hearing ● Mandatory return to school Parent/Guardian Conference
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Offensive Touching of a Staff Member: Intentionally touching another person either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or Intentionally striking another person with saliva, urine, feces or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person

<p>GRADES: K-4 First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● 1-3 Days OSS ● Parent/guardian conference required ● Behavior support plan <p>Second Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● 5-10 Days OSS/Pending Discipline Hearing ● Parent/guardian Mandatory Conference 	<p>GRADES: 5-8 First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 1-5 Days OSS ● Mandatory return to school Parent/Guardian Conference ● Restorative Conference ● Behavior Plan <p>Second Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Restorative Conference ● 5-10 Days OSS/Pending Discipline Hearing
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Pornography The possession, sharing, or production of any known obscene material

<p>GRADE: K-4 First Offense:</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian conference ● Referral for Counseling <p>Second Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian conference ● Behavior Plan ● Restorative Conference 	<p>GRADE: 5-8 First Offense:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Recommend Counseling ● Restorative Conference <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Behavior Plan ● Restorative Conference
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Rape, Attempted Rape, or Sexual Assault : Shall respectively mean sexual intercourse and attempted sexual intercourse without consent of the victim in both cases or any unwanted sexual behavior committed by a perpetrator who is a stranger to the victim or by a perpetrator who is known by the victim or related to the victim by blood, marriage or civil union.

<p>GRADE K-4 First or Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Suspension (5 - 10 days) ● Restorative Conference ● Recommendation to counseling or appropriate social service agency ● Expulsion ● Referral to Alternative Program ● Safety Plan 	<p>GRADE: 5-8 First or Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● Suspension (5 - 10 days) ● Recommendation to counseling or appropriate social service agency ● Restorative Conference ● Expulsion ● Referral to Alternative Program ● Safety Plan
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Video Taping/ Phone Recording : The recording, sharing, or production of any school activity on social media that puts the school, a student and or administration in a negative and derogatory view by an electrical device that will infringe on one’s personal privacy or cause unwanted and/or unwelcomed feeling of embarrassment. Also, included in this definition is the display of pictures, drawings or other items on social media that it is reasonably likely to limit a student’s ability to participate in or benefit from school. If a student captures footage of another student or administration involved in the offenses listed within the student code of conduct, they will receive the same consequence as the student committing the act.

<p>GRADE K-4 First or Subsequent Offenses</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification and conference required before returning to school ● Student consequence will match the consequence given to the student being recorded. ● Suspension ● Behavior Contract ● Cancellation of afterschool privileges 	<p>GRADE: 5-8 First or Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification via phone call & Class Dojo/Powerschool ● Restorative Conference ● Student consequence will match the consequence given to the student being recorded. ● Suspension ● Cancellation of afterschool privileges ● Mandatory return to school Parent/Guardian Conference
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Sexual Harassment Student: Actions or statements that is sexual in nature, which offends or defames the dignity or self-esteem of an individual. Examples include but are not limited to unwelcome sexual advances, sexual remarks or jokes, requests for sexual favors, and other offensive verbal or physical conduct directed at an individual. Also, included in this definition is the display of pictures, drawings or other items that are sexual in nature.

Sexual Harassment “Severe Clause”: Situations in which the sexual harassment is directed toward a staff member.

<p>GRADE: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Parent conference required before returning to school ● Detention ● 1 Day OSS ● Restorative Conference ● Counseling Referral <p>Second Offenses</p> <ul style="list-style-type: none"> ● 1-3 Days OSS ● Parent/guardian notification and/or conference ● Recommendation to counseling ● Behavior Plan/Restorative Conference ● Cancellation of afterschool privileges <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian notification ● Parent conference required before returning to school ● 3-5 Day OSS ● Referral to MTSS ● Cancellation of afterschool privileges ● Behavior Plan/Restorative Conference ● Referral to Alternative Program 	<p>GRADES 5-8</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 1-3 Days OSS ● Cancellation of privileges such as after school activities ● Restorative Conference ● Counseling Referral <p>Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 3-5 Days OSS ● Recommend Counseling ● Referral to MTSS ● Recommendation to counseling ● DOE Student Conduct Report will be filed as required by law ● Restorative Conference ● Cancellation of privileges such as before and/or after school activities <p>Violation of Severe Clause REQUIRED:</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 5 Days OSS ● Recommend Counseling ● Referral to MTSS ● Cancellation of privileges such as, but not limited to, before and/or after school activities ● Restorative Conference ● Referral to Alternative Program
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Terroristic Threatening and/or Behavior: (1) A person threatens to commit any crime likely to result in death or in serious injury to person or property; or (2) A person commits an act with intent of causing an individual to believe that the individual has been exposed to a substance that will cause the individual death or serious injury.

Terroristic Threatening and/or Behavior “Severe Clause”: toward a staff member.

<p>GRADE: K-4</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● Parent/guardian notification ● Parent conference required before returning to school ● 3-5 Days OSS ● Recommendation to counseling ● Behavior support plan <p>Second Offense</p> <ul style="list-style-type: none"> ● Restorative Conference ● 5-10 Days OSS ● Parent/guardian conference required before returning to school ● Behavior Contract ● Expulsion ● Referral to Alternative Program ● OSS-Discipline Hearing 	<p>Grades 5-8:</p> <p>First or Subsequent Offenses</p> <ul style="list-style-type: none"> ● Parent/guardian conference ● 10 Days OSS ● Recommendation to counseling ● Restorative Conference ● Expulsion ● Referral to Alternative Program
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*** If a parent refuses to allow their student to serve a detention, that detention turns into a suspension.**

*** At 3 suspensions, a disciplinary hearing will take place.**

List of Violations/Offenses That May Result in Alternative Placement and/or Expulsion

Arson	Gun Free School Violation
Assault III	Harassment
Bullying/Cyber bullying	Violation of Behavior Conduct
Careless Reckless Behavior	Use, Possession, and/or Distribution of Drug, Alcohol
Criminal Mischief (Vandalism)	Forgery
Dangerous Weapon and/or Instrument	Multiple Suspensions (3)
Felony Offense	Offensive Touching
Disorderly Conduct	Pornography

Extortion	Rape or Attempted Rape
Felony Theft (\$1500 or More)	Repeated Violations of School Code of Conduct
Fighting	Recording and/or video of any school violations
Inappropriate Touching	Terroristic Threatening (Student and Staff)
Inappropriate Sexual Behavior	Disorderly Conduct III

This list is not all-inclusive, and a student committing an act of misconduct not listed may be subject to disciplinary action (including alternative placement and/or expulsion). Serious or excessive behavior that necessitates a more severe disciplinary action than that which is listed shall be subject to the discretionary authority of the CEO.

USE OR POSSESSION OF DRUGS OR ALCOHOL OR DRUG PARAPHERNALIA

Possession or distribution of alcohol, drugs, or any similar substances is strictly prohibited by state law and Vision Academy Charter School of Excellence's policy. Violations will be addressed according to the following guidelines:

1. Use or possession of alcohol or other drugs/drug paraphernalia:
 - a. First offense: A ten (10) days suspension period.
 - b. Disciplinary Hearing: The student will be required to attend a disciplinary hearing to further address the incident.
2. Distribution of alcohol or drugs:
 - a. Immediate referral to the Police Department or Sheriff's office: The school will promptly report the incident to the appropriate law enforcement agency for necessary legal actions.
 - b. Suspension from school pending recommendation for expulsion: The student will be temporarily suspended from school while awaiting the recommendation for expulsion.

These measures reflect our commitment to maintaining a safe and drug-free environment at Vision Academy Charter School of Excellence.

SMOKING AND TOBACCO

Smoking is strictly prohibited on the premises of our public school, including all buildings, grounds (including outdoor areas and off-campus school activities), and school buses. The possession or use of tobacco products on school grounds is considered a violation of our policy.

Scholars found to be in violation of this policy will receive a disciplinary referral and be subject to appropriate disciplinary measures as determined by the principal. It is important to note that any subsequent offenses will result in even more severe consequences.

We are committed to maintaining a healthy and smoke-free environment for all students, staff, and visitors, promoting the well-being and safety of our entire school community.

GANG POLICY

The school has a zero tolerance for gang-like or intimidating behavior. The Vision Academy Charter School of Excellence specifically finds that any gang-related activity, including use of graffiti, disrupts and interferes with school programs and obstructs the lawful mission, processes, procedures, and functions of the school. Scholars suspected of gang related activity will be referred to the Police Department for investigation and appropriate action.

FIREARMS, WEAPONS, AND DANGEROUS INSTRUMENTS POLICY

Vision Academy prioritizes the importance of a safe school environment. Students who use or possess firearms, weapons or other instruments which can be used as weapons, endanger the health, safety and welfare of students and staff, and interfere with the proper learning environment. Vision Academy prohibits the possession and/or use of firearms, weapons, deadly weapons or dangerous instruments on school property, on school vehicles, at any school function, or while en route to or from school or any school function.

Definitions:

- **Weapon.** Weapon shall mean any object, device, or instrument designed as a weapon or capable of threatening or inflicting serious bodily harm or which may be used to inflict self-injury, including, but not limited to: any firearm (as defined

herein), whether loaded or unloaded, any knife, cutting instrument, or cutting tool, any nunchaku, slingshots, stun guns, any device which projects or emits gas, chemical agents such as pepper spray or mace, or other substances intended to produce discomfort or injury, or any other tool, instrument, or implement capable of inflicting serious bodily harm.

- **Firearms.** Firearms include, but are not limited to, any handgun, rifle, shotgun, machine gun, automatic or semi-automatic rifle, or any BB, pellet, air gun, zip gun or any other similar type of instrument. Firearms also include any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or any destructive device. A destructive device is defined as including, but not limited to, any explosive, incendiary, or poison, gas bomb or grenade.
- **Possession.** Possession shall mean a student in possession of a weapon when the weapon is found on the person of the student or under the student's control while on school property, on property being used by the school, at any school-sponsored function or activity, at any school event held away from school, or while the student is coming to or from school.

The school Principal or CEO shall make the final determination that a particular object is a weapon in any case where there is a question.

A student found or observed on any school property, on a school vehicle or at a school-sponsored event in possession of a firearm, weapon, deadly weapon, or dangerous instrument shall be reported to the principal/designee immediately and shall be referred to the Board of Trustees of Vision Academy Charter School of Excellence. The principal/designee shall immediately inform the CEO as well as appropriate law enforcement officials. The school administrator reporting the incident to the police shall provide the law enforcement officials with all known information concerning the matter, including the identity of the student involved and notice that a violation of the Criminal Code may have occurred.

The principal/designee shall, where safely possible, take possession of the firearm, weapon, deadly weapon or dangerous instrument, which shall be turned over to the law enforcement officials.

Disciplinary action described below, shall be taken against students in possession of a weapon as defined in this policy. This is a ZERO TOLERANCE policy; however, the Principal/designee may recommend modifications of discipline for a student on a case-by-case basis. (24 P.S. § 13-1317.2(c)). The principal/designee shall, in the case of an exceptional student, take all steps necessary to comply with the Individuals with Disabilities Education Act, 20, U.S.C. § 1400 *et seq.*

- **Firearms:** A student will be suspended for a period of not less than one calendar year or expelled if the student is convicted or adjudicated as a juvenile delinquent for possession of a firearm or the commission of a crime while armed with a firearm, or knowingly possessing a firearm on any school property, on a school vehicle, or at a school-sponsored function.
- **Assault with a weapon:** A student will be suspended or expelled if the student commits an assault, against a teacher, administrator, board member or other employee or student, with a weapon, other than a firearm, on any school property, on a school vehicle or at a school-sponsored function. In the case of a suspension the Principal shall make the determination as to when the suspension shall end.

In all such cases, the student shall be immediately removed from the regular classroom program, and provided with home instruction or other suitable facilities or program until placement is available, or placed in an alternative educational program, if available, and required to submit to a Child Study Team evaluation and a board hearing consistent with 22 Pa.Code § 12.8. The board hearing shall be held within fifteen (15) days of the notification of charges, unless mutually agreed to by both parties, with all due process rights provided. The Board will render a decision within five (5) days after the close of the hearing. An appeal of an adverse decision may be made to the appropriate court of the Commonwealth within thirty (30) calendar days from the date of the adverse decision. If the student is eligible for special education, the Charter School will determine whether the disciplinary exclusion being contemplated is a change in educational placement. Students' rights shall be construed in a manner consistent with 20 U.S.C. Section 1400 *et seq.*

If the board determines that the student has not committed the offense as charged, the student shall be immediately returned to his/her regular educational program.

- **Assault without a weapon:** A student may be suspended or expelled if the student commits an assault against another student, a teacher, administrator, board member or other employee who is acting within his/her duties and in a situation where his/her authority to act is apparent, or as a result of his/her relationship with the school. The student shall be immediately suspended pending suspension or expulsion proceedings in a hearing before the Board, which shall be held no later than thirty (30) days from the day the student is suspended, with all due process rights provided. The decision of the board shall be rendered within five (5) days after the close of the hearing. An appeal of an adverse decision may be made to the Secretary of Education within 90 days. Student rights shall be construed in a manner consistent with 20 U.S.C. Section 1400 et seq.

SEXUAL HARASSMENT

Sexual harassment is a violation of policy for any student or member of the Vision Academy Charter School of Excellence staff to harass another student or staff member through conduct or communications of a sexual nature. Sexual harassment may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, sex-oriented verbal "kidding," repeated remarks to a person with sexual or demeaning implications, unwelcome touching, patting, pinching, or repeated brushing against another's body.

Sexual harassment is a form of sex discrimination that violates Section 703 of Title VII of the Civil Rights Act of 1964. It is the school's policy to maintain a learning and working environment free from sexual harassment. Therefore, the Vision Academy Charter School of Excellence prohibits any form of sexual harassment.

It shall be a violation of this policy for any student or employee of the school to harass a student or employee through conduct or communication of a sexual nature as defined by this policy. The Vision Academy Charter School of Excellence will act to investigate all complaints and discipline any student or employee of the school.

HARASSMENT POLICY

Harassment of any type has no place in the school setting. The school will endeavor to maintain a learning and working environment that is free of harassment. Therefore, the

Vision Academy Charter School of Excellence expects administrators and supervisors to make it clear to students and staff that harassment in the school building, on school grounds, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension or expulsion of students and termination of employment for employees.

Harassment may include but is not limited to sexual harassment, racial harassment, or harassment because of a physical condition or disability. In addition, it may include but is not limited to hostile, demeaning, or intimidating behavior or conversation.

ONLINE LEARNING SCHOLAR EXPECTATIONS AND CODE OF CONDUCT

All Vision Academy scholars participating in our virtual curriculum and direct instruction online are subject to any applicable school policies and this Scholar Virtual Learning Code of Conduct. As a virtual learning scholar, there are additional rules and expectations regarding prior online etiquette to protect all scholars and all staff members. Scholars should access remote learning responsibly, safely, efficiently, ethically, and legally. With expanded access to electronic information, the availability of inappropriate material is not uncommon. Some sites contain illegal, defamatory, inaccurate, or offensive information. We especially appreciate partnering with parents to teach responsible Internet use.

Please review the scholar rules and expectations carefully:

- Scholars should be encouraged to be on video during live sessions. Mainly while teacher instruction is being conducted online or if they are speaking/asking a question.
- Cell phone use is not permitted during online instruction. Scholars should not have food, snacks, or eating while online learning occurs. Scholars may have bottled water or containers with them.

Dress Code Must be followed:

- Unacceptable: (Dressed immodestly, pajamas, undergarments, or clothes with inappropriate sayings, pictures, or quotes) Bonnets should not be worn on camera.
- Unacceptable: Scholars not having shirts on while online learning is taking place. Scholars must be in appropriate clothes, shirts, and pants to be worn according to

the online virtual code of conduct. In addition, hoodies should not be over the face and up on the head while on camera and online instruction is taking place.

- Acceptable: Scholars should be dressed in appropriate clothes: gym clothes, comfortable attire, shirts/pants, or shorts. School uniforms are optional.
- Scholars should address all VACSE faculty and staff members as adults and with respect and courtesy for educational professionals. Scholars are to use Mr., Mrs., Ms., or Dr. when using a teacher's preferred name.
- Scholars are responsible for proper behavior during online learning. Always use a computer in a way that shows consideration and respect. Using obscene, profane, threatening, or disrespectful language is unacceptable.
- We take the integrity and authenticity of scholars' work very seriously. Do not cut, copy, or plagiarize internet content or the creation of your online classmates. Teachers do utilize technologies to check for authenticity. Copying, knowingly allowing others to copy from you, and/or misusing internet content will result in disciplinary action.
- Security and Safety are a high priority, especially when the system involves many users. If you identify a security and/or safety problem in the school's computers and/or educational platform, notify.
- It is illegal to create harmful computer viruses.
- Remote Learning correspondence is not private. Never say, write, or record anything that will earn you a consequence.
- Protect your passwords. Keep it secret from anyone except your parents.

Disciplinary actions if the above are not followed:

- Dojo parent
- Email Parent
- Teacher calls home
- School Culture and Climate Coordinator calls home to parent
- Behavior reflection should be completed and returned to the teacher
- Behavior reflection with a restorative apology to the teacher
- Restorative conference with the School Culture and Climate Coordinator
- Restorative conference with the Counselor

- Teacher/ scholar/ School Culture and Climate Coordinator restorative conference
- Virtual meeting with the parent, teachers, and scholar
- In-person meeting with School Culture and Climate Coordinator, social distance, mask, etc. for all parties
- In-person Meeting with the Principal.
- BIR should be filled out for documentation purposes.
- Suspension is given.

BULLYING AND CYBER-BULLYING

Vision Academy Charter School of Excellence (VACSE) is committed to providing scholars with a safe, civil, and positive learning environment. Bullying and cyberbullying create an atmosphere of fear, intimidation, and violence that detracts from the necessary environment for learning. Therefore, VACSE strictly prohibits all forms of bullying and cyberbullying.

1. **Authority:** VACSE prohibits bullying and cyberbullying by students. Any student found to engage in such behavior violating this policy will face appropriate disciplinary action. Students who have been victims of bullying or cyberbullying are encouraged to promptly report incidents to the School Culture and Climate Coordinator or the school guidance counselor. All reported complaints will be promptly investigated, and corrective action will be taken when the complaint is verified. VACSE ensures that no reprisals or retaliation will occur due to submitting a complaint. Annually, students will be informed of the **school's zero-tolerance policy** towards bullying and cyberbullying.
2. **Definition:** Bullying is defined as any intentional electronic, written, verbal, or physical act, or series of acts, directed at another student or students. These acts are severe, persistent, or pervasive and substantially interfere with a student's education, create a threatening environment, or disrupt the orderly operation of the school. Cyberbullying includes various misuses of technology, such as harassing, teasing, intimidating, threatening, or terrorizing another student, teacher, or employee of the school through inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web postings on platforms like "Facebook," "Twitter," "Instagram," "Snapchat," "Tumblr," and "YouTube." All forms of cyberbullying are unacceptable, and

offenders will face appropriate disciplinary action if their actions disrupt the educational process at VACSE. The terms "bullying" and "cyberbullying" will not infringe upon a student's right to engage in legally protected speech or conduct.

3. **Action:** The bullying policy will be prominently displayed in each classroom and reviewed with all students at least once yearly. In cases where a report of bullying or harassment cannot be confirmed, a conference will be held with all students involved, and appropriate verbal warnings will be issued. Students will be allowed to speak with the guidance counselor, and their families will be notified. If a report of bullying is confirmed, the student(s) responsible will face disciplinary consequences, including up to a three (3) day suspension. They will also be referred to a bullying program facilitated by a staff member. If the same student is reported for bullying after being referred to the program, and the report is confirmed, they may be subject to expulsion. A student may also be suspended for up to 3 days and referred to the bullying program if they are reported on three occasions, even if the reports cannot be verified.
4. **Prevention Program:** VACSE is dedicated to creating a safe and caring environment for all students, faculty, and staff. The school community is committed to treating each other with respect and refusing to tolerate any form of bullying. VACSE recognizes the detrimental impact that bullying has on student health, welfare, safety, and the overall learning environment. Bullying is prohibited on school property, at school-sanctioned activities or events, and during student transportation. It is strictly prohibited against any student and will not be tolerated, including behavior based on academic performance or violating federal and state laws prohibiting discrimination. All administrators, teachers, staff, and students are responsible for ensuring that bullying does not occur on school premises, at school-sanctioned activities or events, during transportation, or when conduct is connected to school curricular or non-curricular activities or events, even off school property.

BULLYING INTERVENTION

1. Any student who believes they have been a victim of bullying in any circumstance must immediately report the incident to an administrator or teacher at the school.

The school emphasizes the importance of prompt reporting to ensure appropriate action can be taken.

2. It is the responsibility of all students who witness student bullying in any circumstance to immediately report the incident to an administrator or teacher at the school. Students play a vital role in maintaining a safe and supportive environment for their peers.
3. All staff members and teachers who receive reports of bullying incidents are required to promptly forward the report(s) to a member of the administration. Timely communication ensures that necessary steps can be taken to address the situation effectively.
4. Teachers and staff who witness student bullying in any circumstance have a duty to intervene and take appropriate action to stop the bullying. Additionally, they must promptly report the incident to a member of the administration to ensure further investigation and appropriate follow-up measures.
5. Upon receiving the reports, the school administration conducts a thorough investigation, including individual interviews with witnesses and relevant parties, and examines relevant social media sites, if applicable. The goal is to gather all pertinent information to make an informed determination.
6. Based on the information obtained during the investigation, the school administration determines whether the event in question constitutes bullying, harassment, or a conflict between students. If it is determined to be a case of bullying, the student(s) involved will be referred to our bullying prevention program. If it is determined to be a conflict, the student(s) will be referred to the School Culture and Climate Coordinator, Counselor, or Principal for appropriate resolution and support. The school administration ensures that each case is handled with sensitivity and fairness.

COMPLAINT (GRIEVANCE) PROCEDURE

Any complaints should be addressed through the following procedure:

Step 1: Meeting with Staff Member

Complainants may try to resolve problems promptly through informal dispute resolution with the person immediately involved. If such is not possible or the result is unsatisfactory, the complainant shall meet informally with the principal. This administrator/supervisor will investigate and will reply to the complainant verbally or in writing, as the complainant prefers within five business days of the initial meeting.

Step 2: Written complaint

If the complaint is not satisfactorily resolved through Step 1, the complainant may file a written grievance with the principal within ten business days of disposition at Step 1. The written complaint must include:

- A clear statement of the alleged violation
- The remedy sought by the complainant.
- The complainant's signature and date

Principal will conduct a full investigation of the grievance and will prepare a written report of the investigation that will include:

- A clear statement of the allegations of the grievant and remedy sought.
- A statement of the facts as contended by each party.
- A statement of the facts as found by Principal and evidence to support each fact.
- A list of witnesses interviewed, and documents reviewed during the investigation.
- A narrative describing attempts to resolve the grievance if valid.

If the Principal believes the grievance is valid, she/he will recommend appropriate action to the CEO.

The report will be filed with the school board within fifteen (15) days of receipt of the written grievance. A copy of the report will be provided to the complainant.

The Board will make necessary findings based upon the investigation and report of the principal. If the grievance is valid, the Board may accept the principal's recommendations at their discretion. All recommendations of the Board shall immediately be implemented by the Charter School. A copy of the Board's findings and/or recommendations will be provided to the complainant.

Step 3: Appeal

At any stage in this grievance procedure, the complainant has the right to file a formal complaint.

V. ATHLETIC CODE OF CONDUCT

The Interscholastic Athletic Program at Vision Academy Charter School of Excellence (VACSE) holds significant importance as an integral component of our comprehensive educational curriculum. It is specifically designed to aid our students in developing into well-rounded individuals and responsible citizens.

Participation in our sports programs is entirely voluntary. Students who wish to participate must be prepared to adhere to all the rules and regulations governing athletics. All participants must understand and accept these guidelines; failure to comply will result in ineligibility for participation.

To ensure clarity and accountability, all student-athletes must sign an acknowledgment page confirming their understanding of this Athletic Code of Conduct. By doing so, they commit to abiding by the established rules and regulations that govern their involvement in the Athletic Program at VACSE.

The following rules, procedures, and standards of conduct and athletic achievement are crucial for all student-athletes to be familiar with. Many of these guidelines have been established by the league we are affiliated with. Non-compliance with these requirements may result in the loss of eligibility to participate. Therefore, it is imperative that all student-athletes thoroughly read and share these expectations with their parents or guardians.

a. Expectations

1. Student-athletes will demonstrate good sportsmanship and always convey emotional control.
2. Disrespectful behavior aimed at opponents, officials, spectators, coaches, administration and/or team members will not be tolerated. This includes no tolerance for taunting opponents or questioning of official's decisions.
3. Student-athletes will win with humility and lose with dignity and will shake hands with opposing team members and coaches after each contest.

4. Student-athletes will be held accountable to follow the league rules and regulations, VACSE rules and regulations, and individual team rules, as communicated by their coaches.

b. Injuries

Any student-athlete who is treated by a physician for an injury or illness during a sports season must return his or her private physician's release form indicating the doctor's wishes with regard to continued practice or competition.

c. Transportation

Student-athletes must travel to home games by the transportation provided by their parents or guardians. Student-athletes must travel to and from away games, via the transportation provided either by VACSE or the Parent and Guardian. If a student-athlete must be driven by a parent or guardian, the parent or guardian must notify the principal or the coach in advance to explain the circumstances. Student-athletes may be permitted to ride home from home and away games with their parents or guardians, provided the plan is approved by the coach. Failure to abide by these rules will result in loss of game privileges and/or removal from the team.

d. Equipment

The student-athlete is responsible for all equipment issued including uniforms and practice clothing. He or she will be expected to return that equipment/uniforms at the end of the season. He or she will be required to pay replacement costs for any items that he or she does not return or which he or she returns showing excessive wear or abuse. Issued equipment is not to be used for any activity outside of the practices and competitions. The student-athlete is not to use athletic equipment/clothing for gym classes or wear them to school or at home (with exception of assigned jersey days), or for participation on teams outside of school.

Within one week after the close of a season, the coach and/or equipment manager will collect uniforms. Failure to return uniforms at this time will result in the following:

1. Written notice to student-athletes as to what is owed and the dollar value.
2. Letter to parent/guardian telling what is owed and the dollar value.
3. Withholding of awards until uniform obligation is met.

Students-athletes shall not be permitted to participate in another sport or after school club until they have met equipment/uniform obligations for a sport in which they have previously participated.

e. School Attendance

1. A student-athlete may not practice if he or she is absent from school the day of practice. Additionally, a student-athlete on suspension or detention is not eligible to practice or play on the days of a suspension/detention.
2. Frequent tardiness to school may result in cancellation of participation privileges.
3. A student-athlete who has been absent from school during a trimester for a total of 5 or more school days will not be eligible to participate in any athletic contest until he or she has been in attendance for a total of 60 days following his or her 5th day of absence. The exception is a consecutive absence of 5 or more school days due to confining illness, injury, or quarantine.

f. Dress Code

When traveling to different schools with an athletic team, each student athlete represents the community and VACSE. The way he or she looks and dresses reflects on the entire community and, as such, the student-athlete is expected to wear clothes that are clean and appropriate, following the dress code of VACSE. Coaches have the right to set more specific standards than outlined above and are expected to require appropriate clothing.

g. Initiating/Hazing

Under no circumstances will initiation and/or hazing of any student-athlete be permitted. Any student-athlete involved in initiation or hazing of another student-athlete will be dismissed from the team and appropriately dealt with under the VACSE discipline policy.

h. Academic Eligibility

To be eligible for interscholastic athletics, a student-athlete must have passed all core subjects during the previous grading period or be passing core subjects during the current grading period. Core subjects at VACSE include ELA, Math, Science, Social Studies, and Foreign Languages.

At the end of the school year, the student-athlete's final grades in his or her subjects shall be used to determine his or her eligibility for the next grading period.

Student-athletes MUST be passing physical education in order to participate in middle school athletic events, including practice sessions. Student-athletes who have a medical excuse not to participate in physical education are not eligible to participate in athletic events or practice sessions.

The approved grading scale of VACSE will be used in determining academic eligibility. An "F" grade will be considered not passing.

The athletic director/principal will inform the player and the coach if a student-athlete is ineligible to participate in any athletic event due to academics.

i. Disciplinary Action for Student-Athletes

Any student-athlete who is suspended or expelled from the VACSE will be immediately suspended from the team and may be reinstated pending recommendation by the eligibility committee which includes the principal. The suspended student-athlete has the right to appeal the suspension to the coordinator of athletics.

j. Social Media

It is the expectation that student-athletes will use social media platforms in a positive and respectful manner to engage with family, friends, and the community at large. Disrespectful, insulting, abusive, and/or threatening content—be it original or "reshared" or "liked"—has no place in VACSE Athletics and will not be tolerated. Student-athletes who post offensive content or commentary aimed at opponents, officials, team members, and/or coaches will be subject to disciplinary actions.

k. Summary

This athletic code of conduct is intended to inform student-athletes and parents of rules and regulations governing our interscholastic program. This code of conduct is not all inclusive. There are many rules and regulations that are not included and, of course, each coach has a right to make reasonable rules that are more stringent than those listed here.

VI. ATTENDANCE POLICY AND PROCEDURES

The school recognizes the importance of regular attendance in achieving consistent educational progress. Classroom learning experiences are integral to the educational system and provide valuable opportunities for interaction and exchanging ideas among students and teachers. When students are absent, they miss out on lectures, discussions, and collaborative learning experiences. Therefore, Vision Academy Charter School of Excellence considers consistent and timely attendance a significant responsibility for all enrolled students, regardless of age.

Scholars are expected to be present in their assigned classes every school day, except for excused absences due to illness or injury, family emergencies, or religious observances. The school administration monitors student attendance and communicates with students and their parents when attendance patterns do not meet school standards. The parents must ensure that their children attend school unless a valid reason for absence exists, and they must notify the school when their child will be absent.

The school building officially opens at 7:30 a.m. Students are only permitted to enter the building after this time if qualified personnel are present to supervise them and ensure their safety. All students may enter the school building at 8:00 a.m.

Regardless of the reason for an absence, any schoolwork missed by a student during their absence must be made up.

At Vision Academy Charter School of Excellence, we place great value on regular attendance, as it is crucial for students to fully engage in their educational journey and maximize their learning opportunities.

ABSENCE POLICY

An absence is a day when a student in grades K to 8 fails to attend a minimum of 6 hours on a regularly scheduled school day. The school reserves the right to determine whether the student will receive credit for the day based on the nature of the absence.

Excused absences are defined as follows:

1. Absences due to temporary illness, injury, or family emergency.
2. Absences for extended periods due to physical, mental, or emotional disability.
3. Absences for students in the custody of the court or law enforcement.

4. Absences deemed excusable by the school administration, such as doctor's appointments or juvenile court appearances.
5. Absences due to a death in the family.
6. Absences for religious observance.

To have an absence excused, written notice must be submitted to the principal at least 24 hours before the absence.

Excessive absences are defined as three or more unexcused absences and require verification from the appropriate doctor, dentist, agency, etc. Parents must notify the school office when their child will not attend school. Scholars will be allowed up to 48 hours to make up work for each day of absence, except for major projects due on the specified day. Out-of-school suspensions will not be counted as absences, and work may be made up. Family vacations during school are strongly discouraged as they are considered unexcused absences, potentially exceeding the specified limit. Absences to extend school vacations will not be excused.

Absence notes must include the following information:

- Scholar's full name (first and last)
- Grade
- Dates of the student's absence
- Reason for absence
- Parent's name and phone number
- Parent's signature

In order for any doctor's note to be considered excused, it must include the following information:

- Scholar's full name
- Doctor's name with doctor's signature
- Date of the visit
- Reason for the visit
- Reason why the scholar cannot attend school.
- Date when the scholar can return to school.
- Any necessary follow-up information

EXCUSE NOTES

To excuse their child's absence(s) for up to two consecutive days, all parents/guardians must submit an Attendance Excuse Form using the provided link: [Attendance Excuse Form](#).

For absences exceeding two consecutive days, parents/guardians must provide documentation from the appropriate source (e.g., doctor's office, court, etc.), even if they have already contacted the school by telephone. It is essential to note that excuses will not be accepted after three school days. Documentation must be provided within this time frame to ensure the excusal of the child's absences.

If parents/guardians do not have internet access, they must accompany their child's return to school with a written note explaining the absences, even if they have already contacted the school by telephone.

Please utilize the [Attendance Excuse Form](#) for absences lasting up to two consecutive days and promptly submit any required documentation to ensure the proper excusal of your child's absences.

WAIVER OF COMPULSORY ATTENDANCE APPLICATION

In Pennsylvania, the laws regarding the waiver of compulsory attendance for a school-age child are outlined in the Pennsylvania School Code. The specific provision related to the waiver of compulsory attendance is Section 13-1327 of the Pennsylvania School Code. According to this provision, a parent or guardian of a school-age child may seek a waiver of compulsory attendance under certain circumstances.

As parents and legal guardians, you are encouraged to schedule vacations at times other than when school is in session. We value education and want to stress its importance to our scholars. Requests to take scholars out of school may convey the attitude that other activities are more important than school. Therefore, we discourage general vacation and pleasure trips during the school year. If a vacation or trip is planned during the school year, a *Waiver of Compulsory Attendance* must be submitted, and parents/guardians should carefully plan so absences do not occur during important educational periods.

Please note that some courses may be difficult to make up due to their structure, and extended absences, even when excused, can negatively impact grades. We strongly recommend seeking advice from teachers, counselors, and the principal to minimize adverse effects on your child's education.

If your request for a Waiver of Compulsory Attendance is denied, please note that your child's absences will be considered unexcused. It is important to understand that scholars who accumulate unexcused absences exceeding 21 days within a school year may be required to repeat their current grade level.

Instructions: Please fill out the application form completely and submit it to the principal at least one month prior to the requested date for approval.

Student Name: Address:
Grade: Phone Teacher:

Please complete a separate form for each child affected by this request. The completed form should be returned to the main office.

The waiver can be granted for the following reasons (Please check):

1. _____Health-related reasons: A waiver may be granted if a licensed physician determines that the child's physical or mental health would be significantly impaired by attending school.
2. _____Religious reasons: A waiver may be granted if the parent or guardian demonstrates that their religious beliefs or practices are contrary to the requirements of compulsory attendance.
3. _____Other exceptional circumstances: Vision Academy School Board has the authority to grant a waiver of compulsory attendance for other exceptional circumstances that may prevent the child's attendance at school. These circumstances are evaluated on a case-by-case basis. Please check one of the following special grounds:
 - a) _____Scholars may be excused from school attendance to participate in educational tours or trips. Scholars must be properly supervised by parents, legal guardians, or those serving in loco parentis.
 - b) _____Scholars may be excused from school attendance to participate in family vacations if they are educational and/or cannot be scheduled outside of the school year.
 - c) _____Scholars may be excused from school attendance if their parents/guardians must travel for business or other reasons, and it would constitute a hardship to make arrangements to leave children at home.

PLEASE EXPLAIN THE REASON(S) CHECKED:

.....

Dates of Absence from the School:

Destination:

Is this your initial waiver request for the current school year? (Yes) (No).

If no, how many other requests have you made:

.....
 Signature of Parent/Guardian

.....
 Date of Application

.....
Principal Signature

(Date)

.....Approved. Disapproved.

Please ensure the completed form is returned to the main office within the specified timeframe.

RETENTION BASED ON ATTENDANCE

Scholars who have unexcused absences exceeding 21 days within a school year may be required to repeat their current grade level.

TARDY POLICY

It is every parent's responsibility to ensure that their child arrives at school on time. The school believes that students who are late to school begin the day at a disadvantage. This is why the school makes every effort to see students arriving promptly in the morning. Each student may accumulate three unexcused tardiness per trimester. More than three unexcused tardiness per trimester may result in the following corrective action:

- 1) Parent conference with School Culture and Climate Coordinator
- 2) Meeting with counselor
- 3) Family/ School meeting
- 4) Attendance Contract

Scholars are expected to demonstrate a commitment to on time school attendance. Scholars who do not demonstrate such a commitment may be recommended for expulsion.

TRUANCY POLICY

In accordance with Pennsylvania state regulations, a child is considered truant if they have accumulated three (3) or more unexcused absences during the current school year. Once a child reaches six (6) unexcused absences, they are classified as habitually truant. At Vision Academy Charter School of Excellence, we implement an absentee policy to address excessive absences. Please note that if a student enrolls during the school year, the absences will be prorated based on the remaining days in the semester and school year.

1. **Notification of Unlawful Absences:** Parents or legal guardians will receive a notification upon the student's third (3rd) unexcused absence during the school year. This notice will explain the consequences if the child continues to be habitually truant in the future. Under legal requirements, Vision Academy Charter School of Excellence must issue a written notification to the individual responsible for a child within ten (10) school days of the child's third unexcused absence, officially designating the child as "truant." Vision Academy Charter School of Excellence delivers these notifications using the Infinite Campus- Student Information System. If the child persists in being truant and accrues additional absences after this notification, the school will schedule a student attendance improvement conference involving both the student and the parent or guardian.
2. **Meeting with School Official:** When a student reaches six (6) unexcused absences or a total of eight (8) absences at any point during the school year, a parent or legal guardian will be required to meet with a designated school official. This meeting aims to address the student's attendance issues and develop an improvement plan. The truancy officer will assess the individual circumstances of the student, including factors contributing to the absences during the school day and in the student's home life. The committee will collaborate to create a tailored improvement plan considering academic, behavioral, emotional, and social challenges that may impact student attendance.
3. **Individual Improvement Plan:** Following the meeting with the designated school official, the truancy officer will implement an individual improvement plan for each student. This plan will outline specific strategies and interventions to address the underlying reasons for the absences. The goal is to support the student in overcoming academic, behavioral, emotional, and social challenges that may hinder their attendance.
4. In the event that the issue of habitual truancy persists and a student exceeds 10 unexcused absences, despite the implementation of a student attendance improvement plan, Vision Academy is obligated to follow specific procedures based on the child's age. If the habitually truant child is under fifteen (15) years old, the school must undertake the following actions:

- Referral to Attendance Improvement Programs: The school will refer the child to either a school-based or community-based attendance improvement program. These programs are designed to provide additional support and interventions to help improve the student's attendance.
- Involvement of County Children and Youth Agency (CYS): Alternatively, the school may refer the child to the County Children and Youth Agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act. This step ensures that the child receives appropriate assistance and resources to address the underlying factors contributing to their habitually truant behavior.
- Filing a Citation against the Parent: In addition to the above measures, the school has the option to file a citation against the parent of a habitually truant child under fifteen (15) years old in a magisterial district court. This legal action serves as a means to address parental responsibility and involvement in managing the child's truancy issue.

At Vision Academy Charter School of Excellence, we prioritize our students' well-being and educational success by following procedures that aim to provide comprehensive support and interventions in addressing habitually truant behavior and promoting regular school attendance. We are committed to working closely with parents, guardians, and students to ensure their attendance and provide the necessary support to overcome any obstacles that may hinder their participation in school.

EARLY DISMISSAL POLICY AND PROCEDURES

To ensure a smooth dismissal process, we kindly request your cooperation with the following guidelines:

1. **Commitment to Attendance:** At Vision Academy Charter School of Excellence, our goal is to ensure daily attendance to meet instructional requirements. While we understand occasional early dismissals or late arrivals for medical appointments or emergencies, we encourage scheduling such appointments outside of school hours whenever possible. Emergency situations will be accommodated. Excessive early dismissals, disrupting attendance and educational progress, require a valid doctor's

note. Adhering to these guidelines supports consistent attendance and maximizes learning opportunities. Please make every effort to adhere to regular dismissal times.

2. Early Dismissal Procedures:

- a. *Minimum One-Hour Notice:* If your child needs to be dismissed early, please call the school at least one (1) hour before the early dismissal or send a note with your child.
- b. *Authorized Adults:* Only authorized adults in our main office may pick up your child. Please provide the main office with the names and telephone numbers of adults allowed to pick up your child. Please update the information if there are any changes in your family situation.
- c. *Permission in Writing:* If someone other than a parent will be picking up your child, we require written permission. The note must clearly state the person's name, and they must be at least 18 years old.
- d. *Communication with Your Child:* Please communicate with your child that he/she has an early dismissal.
- e. *Meeting Point:* Meet your child in the main office and try to be on time. For early dismissals, please arrive before 2:30 pm.

3. Timelines for Early Dismissal:

- a. *Full Day:* On a full day, please notify us by 1:00 pm if your child will have an early dismissal. The student must be picked up by 2:30 pm.
 - b. *Early Release Day:* On an early release day, please notify us by 11:00 am if your child will have an early dismissal. The student must be picked up by 12:15 pm.
4. *Late Drop-Offs:* Late drop-offs are not permitted after 10:00 am unless accompanied by a doctor's note.
5. *Early Dismissal Procedures:*
- a. *Scholar's Responsibility:* Scholars must bring a note signed by the parent/guardian to the front office. The note should include a phone number for verification.

- b. *Medical Documentation:* For an early dismissal to be excused, medical documentation justifying the early dismissal must be submitted to the front desk the following morning.
 - c. *Nurse Designation:* If a student leaves school early as the nurse directs, the early dismissal will be excused.
 - d. *Authorized Pick-Up:* Any student leaving early must be picked up by a parent or guardian on the student's emergency contact sheet.
 - e. *After-School Activities:* Students who leave early for any reason are not permitted to participate in after-school activities without prior approval from the administration. This includes trips, dances, athletics, or other events.
6. *Unexcused Absences:* Scholars with three or more unexcused absences should refer to the Code of Conduct.
 7. *Leaving School Grounds:* Students are prohibited from leaving school grounds without parental supervision. In an emergency, the student's parent or guardian must pick up the student and provide photo identification each time. If a parent or guardian cannot pick up the student, the adult must be listed on the emergency card and provide identification.
 8. *Excused Early Dismissals:* Notes for scheduled early dismissals must be submitted to the front desk or classroom teacher one day before being excused.
 9. *Homebound Instruction:* Students with medical conditions requiring an extended absence may qualify for homebound instruction. Please contact the school to schedule an appointment with an administrator. A physician's letter requesting homebound services, including the reason and projected duration, must be presented at the meeting. All requests will be reviewed by a physician appointed by Vision Academy Charter School of Excellence.
 10. *Lateness to School:* Students in grades K-8 who arrive after 8:00 am will be marked late. If a student is late due to an appointment (doctor or court appearance), adequate documentation must be provided for the lateness to be excused.

Thank you for your cooperation in following these guidelines to ensure a safe and efficient dismissal process at Vision Academy Charter School of Excellence.

VII. ENRICHMENT PROGRAMS AND EVENTS

EXTENDED DAY PROGRAM (AFTER SCHOOL)

The Vision Academy Charter School of Excellence After-School/Extended Day program is dedicated to offering scholars a comprehensive, enjoyable, and secure after-school experience throughout the school week. Our program focuses on providing educational support and offers a wide range of activities to enhance and enrich scholars' overall school journey. The program operates from 3:50 PM to 5:00 PM, Monday to Thursday, excluding school vacations, holidays, and snow days. The program is unavailable on early release days due to inclement weather. Scholars will have the opportunity to enjoy a snack from 3:30 PM to 3:50 PM in the cafeteria.

It's important to note that transportation will not be provided for the After-School/Extended Day Program. Additionally, participation in extracurricular activities requires students to attend school on the day of the activity.

Unless otherwise advertised:

1. Scholars must be picked up by 5:15 pm.
2. Siblings of scholars may not roam about the school grounds. Any scholars remaining on campus after dismissal must be in a club.
3. The local authorities will be contacted if scholars remain on campus at 5:15 pm.

SCHOOL TRIPS

Field trips, also called school trips, are meticulously organized by dedicated staff members who prioritize the safety and welfare of the scholars. As a member of such a group:

- Scholars are expected to uphold proper conduct to safeguard the school's reputation. Any violation of this rule may result in scholars being disqualified from participating in future trips.
- Scholars who participate as attendees must utilize the transportation provided by the school unless a parent or guardian personally drops off and picks up the scholar from the event.

- Scholars who travel to an activity on a school bus must return using the same mode of transportation. The only exception to this rule is if a parent directly contacts the responsible teacher, informing them that the student will return with the parent.
- Scholars participating in a school-sponsored trip are expected to remain present at the activity location and must not leave without permission at any time.
- If a participant violates any of the rules mentioned above, they will be excluded from participating in the activity on that day.
- The VACSE staff leading the trip maintain the right to revoke field trip privileges at any time, whether before or during the field trip.
- Chaperones accompanying school trips must provide valid clearances to the trip leader.
- Scholars with severe behavioral issues may be *ineligible* to participate in field trips due to potential disruptions to the overall experience and the safety of other participants.

SCHOOL PARTIES/DANCES/ACTIVITIES

Proposed parties are to be approved by the School Culture and Climate Coordinator, and then checked with the schedule of events that is listed in the office.

1. All party arrangements and invitations are to be handled by an appointed student committee under the supervision of the advisor.
2. All school parties must be chaperoned by at least one faculty member, as many parents as is deemed necessary and possible police supervision.
3. Doors will be locked one hour after the party or dance is scheduled to start and no one may enter or re-enter after that time.

VIII. UNIFORM POLICY

Uniforms are an essential part of the school's identity: It has a positive impact on students' learning and behavior in and around the school, serves to unite students, increase student pride, and eliminate barriers where all students are treated equally.

In addition, school uniforms offer many benefits to young students. For example, uniforms promote greater school spirit. Having pride in one's school can be a powerful

motivator. Most schools with uniform policies see improvements in their student's schoolwork.

Uniforms also make it easier for the school's staff to spot intruders and improve student safety.

Vision Academy Charter School of Excellence students must participate daily in our school's uniform policy. Scholars who violate the dress policy will be sent to the office. The following procedures will be followed to help students comply with the dress policy:

Each student will be given the opportunity to change into an acceptable uniform.

1. A phone call from the School Culture and Climate Coordinator to request that a parent or guardian bring the student uniform.
2. If a student repeatedly dresses in an unacceptable manner for school, he or she will be assigned a disciplinary action and a parent will need to come to school for a conference.

Disciplinary actions taken:

- verbal warning
- life work
- restorative conference with Parents, School Culture and Climate Coordinator and Principal

ACCEPTABLE UNIFORM

Official school uniforms featuring the school's logo can be purchased at the Flynn O'Hara School Uniforms Store in Clifton Heights, PA. The available school uniforms featuring the school's logo are:

- Skirt (Girls)
- Blue khaki pants
- Navy Blue, Black, or orange stockings under school-appropriate shorts or skirts
- Shirts (K-2 blue or orange, 3-8 blue)
- Sweater
- Hoodies
- Zip-up Hoodies of school colors and neutrals (Navy Blue/Orange/Grey/Black/White) may be worn unzipped or under uniform tops.
- Closed-toe shoes/athletic sneakers/boots.

- On gym days, students must wear the school gym uniform.

UNACCEPTABLE UNIFORM

- Pajamas
- Undergarments
- Hoodies over their uniform top
- Jackets, Hoods or Hats on in the school building.
- Hairnets and Bonnets
- Jeans
- Clothes with inappropriate sayings and quotes
- Accessories such as sunglasses, hats, bandanas, dew rags may not be worn during school hours and must be stored in scholars' bags or appropriate classroom areas.

Gym uniforms: Scholars may wear Gym uniforms on PE days only.

UNIFORM CHECK POLICY

At Vision Academy Charter School of Excellence, we prioritize maintaining a consistent and professional appearance among our students. As part of our commitment to enforcing the school uniform policy, we conduct daily uniform checks. The following procedures will be implemented:

1. Students who do not comply with the uniform policy will receive a verbal warning. Additionally, our staff will contact the parents or guardians to inform them about the uniform violation.
2. If a student repeatedly violates the uniform policy, the Culture Team will intervene. They will meet with the scholars to address the importance of adhering to the dress code and reinforcing expectations.

Please note that the response to uniform violations may vary based on the student's grade level. The Culture Team will assess the appropriate action to ensure a constructive resolution.

Furthermore, students will receive Dojo marks for repeated uniform violations. This measure aims to provide a transparent accountability system and encourage students to take responsibility for their appearance.

By implementing the daily uniform check and enforcing consequences for non-compliance, we strive to create a cohesive and respectful learning environment for all Vision Academy Charter School of Excellence students.

IX. HEALTH AND SAFETY

HEALTH AND WELLNESS

The Wellness Plan mandated by the Pennsylvania Department of Education requires all schools to prioritize nutrition, physical education, and physical activity goals for students in grades K-12. At Vision Academy Charter School of Excellence, we are committed to implementing these guidelines to promote the health and well-being of our students.

We have a comprehensive physical education program, and our teachers incorporate physical activity into daily schedules. As part of our Extended Day program, we offer clubs that promote physical activity and encourage students to engage in active pursuits. Additionally, every student participates in a 20-minute recess during lunchtime, typically held outdoors, unless weather conditions are inclement, or the temperature drops below 28 degrees. It is important to note that participation in recess is expected for all students, as it is an integral part of their school day. If a child is not well enough to go outside for recess, they are considered not well enough to be in school. Please dress your child appropriately for the weather to ensure their comfort and safety.

As parents or guardians, you support our efforts to promote student health and wellness. We encourage you to provide your child with healthy and balanced meals and snacks. Please refrain from sending sugary snacks and treats to school, as they will not be distributed to students. Children who bring such items will be asked to save them for lunchtime. Additionally, we have a policy in place that prohibits the consumption of soda unless it is sugar-free.

We have included a list of sample nutritious options to assist you in making healthy food choices. If you have any questions or concerns, please do not hesitate to contact your child's teacher. We greatly appreciate your support as we join the nationwide fight against the obesity epidemic. Together, we can create a healthier environment for our Vision Academy Charter School of Excellence students.

Crunchy	Chewy	Creamy	Juicy
<ul style="list-style-type: none"> ● Pretzels ● Popcorn ● Mini Flavored Rice Cakes ● Animal Crackers ● Trail Mix ● Granola Bars ● Baked Chips ● Graham Crackers ● Cereal ● Air Crisps ● Apples ● Baby Carrots ● Celery Sticks 	<ul style="list-style-type: none"> ● Raisins ● Dried Fruit ● Bagels ● Breakfast Bars ● Graham Treats ● Chewy Granola Bars 	<ul style="list-style-type: none"> ● Pudding Packs ● Cheese Cubes ● Milk ● Yogurt ● Peanut Butter ● Banana 	<ul style="list-style-type: none"> ● Juice Packs ● Jello Packs ● Applesauce ● Canned Fruit ● Cherry Tomatoes ● Tangerine ● Orange ● Grapes ● ALL Fruit

HEALTHY SNACK FOODS

Rule of thumb: If sugar is listed as the first or second ingredient on the package, make a different choice.

- Fresh vegetables: Prepare or purchase them in the supermarket produce section. Options include sugar snap peas, carrots, celery, broccoli florets, cherry tomatoes, etc.
- Veggie dip: Serve vegetables with dip, such as store-bought dressings (like low-fat ranch) or homemade dressings made with yogurt or reduced-calorie mayonnaise.
- Whole-grain crackers and chips: Consider options like graham crackers, rice cakes, and baked tortilla chips.
- Bean dips and salsas: Try hummus, black bean dip, and various salsas for dipping chips and crackers.

- Fresh fruit: Grapes, apples, bananas, oranges, pears, and berries are usually available throughout the year. Melon chunks are popular during the summer.
- Dried fruits and vegetables: "Just Tomatoes" brand offers delicious and crunchy options without added fat.
- Nuts and seeds: Peanuts, pumpkin seeds, and unsalted sunflower seeds are versatile. Serve them alone, mix them with dried fruit, or combine them with whole-grain cereals and grains.
- Portable cheeses: String cheese and Laughing Cow minis (including the low-fat version) are kid-friendly options.
- Whole-grain breakfast cereals and mixes: Serve them without milk or pack them in a Ziploc baggie for school.
- 100 percent fruit or vegetable juice
- Canned and packaged fruit products in juice
- Low-fat or nonfat milk or yogurt
- Cheese or peanut butter with crackers
- Pretzels

Snacks that don't meet the criteria include:

- Candy, including fruit rollups.
- Chips, such as nacho chips, corn chips, and cheese curls.
- Cake, cookies, or cupcakes.

BIRTHDAY CELEBRATIONS

At Vision Academy Charter School of Excellence, we recognize that birthdays are special occasions for our students. To ensure that all celebrations align with our school's health, safety, and community standards, we have established the following guidelines for student birthday celebrations:

No Food Items: For the safety and well-being of all students, food items (including cakes, cupcakes, candy, or other edible treats) are not permitted for birthday celebrations.

Small Gift Bags: Students may bring small gift bags to share with their classmates. These gift bags may include non-food items such as pencils, erasers, stickers, small toys, or other

similar items. Please keep in mind that the contents of the gift bags should be safe and appropriate for all age groups.

Notification: Parents/Guardians are encouraged to notify their child's teacher in advance if they plan to send in gift bags for a birthday celebration.

Classroom Distribution: Gift bags will be distributed by the classroom teacher at an appropriate time, ensuring minimal disruption to the learning environment.

X. EMERGENCY PROCEDURES

In the case of a serious accident or injury, parents, guardians of the emergency contact person will be notified immediately, and authorized medical attention will be given. For a very minor injury, the child will be treated in accordance with first aid procedures. Generally, this simply means cleaning a scrape or scratch with warm water and soap, applying antiseptic spray such as Bactine, and covering it with a band aid. You will be informed immediately of any accident or injury, no matter how minor, affecting your child's head or neck. Injuries other than those requiring minimal first aid are recorded on an accident form.

Scholar safety is a top priority at Vision Academy Charter School of Excellence. The following emergency procedures are practiced at regular intervals so that students and staff are always prepared. Drills take place during regular and extended hours.

FIRE DRILLS

In each classroom at Vision Academy, you will find a posted map and a student roster near the door. Generally, regardless of their location within the building, students should exit through the nearest available exit in an emergency. During an evacuation, all classes move away from the building and gather on the playing field or their designated location, where teachers carefully review class lists to ensure the safety and accountability of all students. These procedures also apply during the Extended Day Program hours. The Extended Day Coordinator takes responsibility for instructing volunteers on the evacuation procedures and conducting building checks.

EVACUATION DRILLS

In the event of unsafe conditions requiring the evacuation of the building, students may be required to walk to an alternative location outside the school premises. The designated location will be announced through the radio communication system. All other evacuation procedures will follow the same protocols as a fire drill. If students are not allowed to re-enter the building, teachers are prepared to promptly contact parents or designated emergency contacts.

These procedures also apply during the Extended Day Program hours. The Extended Day Coordinator holds the responsibility of instructing volunteers on the evacuation procedures and conducting thorough building checks to ensure the safety of all individuals involved.

LOCK DOWN

In the event that the police department notifies the school of a lockdown or an intruder entering the building, a message will be broadcasted through the radio system. Upon receiving the message, teachers promptly lock classroom doors from the inside and ensure that students are not visible from the hallway. If required, students assume the same position as practiced during a tornado drill to maximize safety.

These procedures also apply during the Extended Day Program hours. The Extended Day Coordinator is responsible for instructing volunteers on the lockdown procedures and conducting thorough checks of the building to ensure the security of all individuals present.

TORNADO DRILLS

In the event of a lockdown, an announcement will be made over the PA system instructing all students to proceed to the interior hallways and assume a protected face-down position, kneeling with elbows and hands clasped behind their necks. Teachers should ensure that lights are turned off and doors are closed before leaving the classroom, with the teacher being the last to exit. Once outside the classroom, teachers will take the student roster and conduct a headcount to account for all students.

These procedures apply equally during Extended Day Program hours. The Extended Day Coordinator holds the responsibility of teaching volunteers the lockdown procedures and

conducting regular checks of the building to ensure the safety and security of all individuals present.

XI. ILLNESS, INJURY, AND MEDICATION POLICIES

ILLNESS OR INJURY DURING THE SCHOOL DAY

Scholars follow these steps if they become ill or are injured during the school day.

1. Report to the Main Office or Health Office.
2. Parents or emergency contacts will be called if their child needs to go home.
3. In the event of a severe emergency, a staff member will call 911 if such action is warranted for the welfare of the child.

A new doctor's order for administering medication at school is required at the start of each school year, even if the same prescription was administered the previous year.

It is recommended that non-prescription medication, such as Tylenol, Advil, cough suppressants, Tums, etc. not be given at school unless deemed necessary by the student's physician. In this case, the parent must provide the medication and sign the "Request for Giving Medication at School" form. The medication must accompany specific written directions from a licensed medical practitioner. School personnel will not provide aspirin or any other over-the-counter medicine to students.

Vision Academy Charter School of Excellence has a school nurse available to discuss or assist with medical problems or concerns.

MEDICATION POLICY

Medication should not be brought to school unless it is essential to the health of the student. If a student must take medicine at school, these procedures must be followed:

- The medication to be administered by designated school personnel must be sent directly from the pharmacy, or physician's office, *or* brought to school by the student's parent/guardian.
- The school must receive a Medication Administration Directions Form signed by the student's physician and parent/guardian.
- On the medication container must be clearly printed the following information:
 - Scholar's Name

- Name of the medication
- Dosage
- Time the medication must be taken.
- Bring in only the amount of medication that is needed for a school day.
- In the case of prolonged need, send in the amount for a clearly specified period such as one week or one month. Extra medication will not be sent home with a student.
- All medication will be kept in a secure location in the health office.

Scholars are not allowed to carry any medication with them to school. Aspirin, Tylenol, and other patent drugs *are not* available from school.

Scholars may carry and administer their medication *if these two conditions are met*:

- It is warranted by a potentially life-threatening condition and advised by their physician and
- A Medication Self-Administration Form is on file in the office signed by the student's parent, physician, and Principal or his designee.

XI. SCHOLAR SERVICES

SPECIAL EDUCATION

Vision Academy Charter School of Excellence is committed to providing special education services to students with disabilities, encompassing various forms of support such as learning support, emotional support, speech/language support, and other related services tailored to meet the needs of the students. When a student faces academic challenges and is unresponsive to regular classroom interventions, adaptations, and accommodations, a parent or teacher can request an evaluation to determine the presence of any learning difficulties. If deemed necessary due to an evaluation process, the child may be eligible for additional services outlined by the federal Individuals with Disabilities Education Act, and an IEP may be developed to support the student.

A detailed description and explanation can be found on the school's website for a comprehensive understanding of the rights and resources available to parents and students regarding Special Education services. If you believe your scholar may require an evaluation

for special education services, please contact the principal for further guidance and assistance.

ENGLISH AS A SECOND LANGUAGE (ESL)

Vision Academy's English as a Second Language (ESL) Program in Pennsylvania aims to enhance the English language proficiency of English Learners attending our school.

To identify students who would benefit from ESL services, Vision Academy Charter School of Excellence utilizes the Home Language Survey and conducts parent interviews as assessment tools. We follow the guidelines outlined in the Basic Education Circular on the Identification of English Language Learners by the Pennsylvania Department of Education and Pennsylvania Every Student Succeeds Act (ESSA) Consolidated State Plan of January 12, 2018.

For students whose primary home language is not English, we conduct an academic records review to assess their English language proficiency. If no substantial evidence of English language proficiency is found, we administer one of the WIDA screening tools, such as the WIDA ACCESS Placement Test (W-APT) for kindergarten students or the WIDA Screener for students in grades 1-12.

The goals of our ESL Program align with the ESSA requirements and are designed to support English learners in the following areas:

1. Effective communication in social settings.
2. Academic achievement across all content areas.
3. Interactions in socially and culturally appropriate manners.

At Vision Academy, we are dedicated to providing English learners with the necessary tools and support to improve their English language skills and succeed academically while fostering positive social and cultural interactions.

HEALTH SCREENING

Scholars at Vision Academy undergo regular health screenings in accordance with the guidelines set by the Pennsylvania Department of Education. These screenings include measurements of height, weight, and body mass index (BMI). In addition to these measurements, students in specific grades also receive evaluations for vision and hearing.

These screenings help ensure that our scholars' health needs are addressed and that they have the necessary support for their overall well-being.

SCHOOL COUNSELING

The school counselors at Vision Academy play a vital role in supporting scholars' social and emotional well-being, both inside and outside the classroom. With their expertise and experience, school counselors address various issues that can impact scholars' success. They provide assistance in personal, vocational, and academic areas, ensuring that students receive the necessary support to meet their educational and social-emotional needs. The engagement and support of school counselors are facilitated through various services, including a check-in/out system, individual counseling (with or without Individualized Education Program requirements), small group instruction and support, and classroom lessons focused on developing life skills related to social-emotional and mental wellness. School counselors also contribute to implementing the schoolwide positive behavior interventions and supports (PBIS) system. In addition to their proactive efforts, school counselors are prepared to respond to crises and provide interventions. They collaborate with outside referral agencies, the Intermediate Unit, case management, and social workers as needed. Scholars who wish to meet with a school counselor individually can complete a request form available at the office, on the school's website, or from a teacher, which should be submitted to the counseling office in advance. Parents seeking to discuss their child's well-being can contact the Secretary and Administrative office to be connected with a school counselor. A formal request form is also available on the school website under counseling services. School counselors work closely with scholars and families to ensure they understand graduation requirements and course descriptions and provide guidance on specific course or level recommendations. They meet with scholars to discuss high school readiness and transition and assist families with High School registration when needed. Additionally, new Vision Academy Charter School of Excellence students can meet with a school counselor to facilitate a smooth transition and readjustment process. The school counselors are dedicated to supporting the holistic development of scholars and are committed to their overall success.

HOMELESSNESS

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by Every Student Succeeds Act (ESSA), Vision Academy Charter School of Excellence (VACSE) is attempting to identify all children within the district that may be experiencing homelessness.

The term homeless children and youth is defined as individuals who lack a fixed, regular, and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations.
- Living in emergency or transitional shelters.
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings.
- Living in substandard housing (no running water or working utilities, infestations, etc.).

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring and transportation so that they can remain in their school of origin throughout the duration of their homeless episode.

If you believe your child(ren) may qualify for this service, please contact the School Counselor and Homeless and Foster Youth Liaison by email: at saxon@vacse.org or call at 484-494-1816 (ext. 2006).

If your living situation changes during the school year, and you and your children become homeless, please contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.

SCHOOL MEALS

Vision Academy Charter School of Excellence offers all students free breakfast, lunch, and snacks. Breakfast will be available from 7:30 am till 7:50 am, allowing scholars to start their day with a nutritious meal. Lunch and snacks will be provided at designated times according to the master schedule for all grades K to 8. Alternatively, scholars can bring their

own lunch if they prefer. Providing healthy and balanced meals plays a crucial role in supporting our students' overall health and academic performance.

TRANSPORTATION POLICY

Scholars can be suspended from school bus transportation due to inappropriate behavior. Scholars are expected to follow all safety rules while riding the bus. It is important to remember that any time the driver must remove his/her eyes from the road to address those children who are breaking the rules; the entire bus is placed in jeopardy. Therefore, we expect the children to:

1. Remain in their seat when the bus is in motion, feet and body facing forward
2. Follow all bus rules when entering or exiting the bus
3. Talk in quiet voices.
4. Listen to the bus driver.
5. Speak in respectful voices.
6. Keep feet out of the aisles.
7. Refrain from eating or drinking on the bus
8. Keep hands to themselves and inside the bus.
9. No throwing items off the bus or out the window

If any scholar should choose not to follow the rules, he/she risks being referred for disciplinary action by the bus driver. The first scholar offense will result in a parent warning letter and meeting with the School Culture and Climate Coordinator. Subsequent referrals for bus infractions will result in the following:

2nd referral – two days of bus suspension

3rd referral – five days bus suspension

4th referral – 2 weeks bus suspension and referral to the School Culture and Climate Coordinator for removal of bus privileges for the remainder of the year.

XII. TECHNOLOGY POLICIES

ELECTRONIC DEVICES

In keeping with the school's commitment to creating and maintaining a positive environment, there may be an occasion when an inappropriate item may be confiscated from a student. Examples of such instances would be, **but are not limited to**, cell phones, headphones, recording devices, etc.

If any item is confiscated from a student, the parent or guardian will be notified via email or telephone. On the first offense, all confiscated items will be returned at the end of the day. The second offense will result in the item being confiscated until the end of the week. Any student having any items confiscated three times or more, risks losing all retained items until the end of the year.

It is the student's responsibility to secure the item after the appropriate time. Any illegal items that are brought to school and confiscated will not be returned.

NETWORK AND COMPUTER POLICY

This Network and Computer Policy aims to ensure the responsible, efficient, ethical, and legal use of computers and computer networks for learning and instructional purposes. It aims to create a safe and productive digital environment for all users. Failure to comply with this policy and the guidelines outlined below may result in the revocation of user access privileges.

Acceptable Use:

1. Computers and computer networks are to be used exclusively to support learning and enhance instruction responsibly and efficiently.
2. Users must adhere to ethical and legal standards while utilizing computers and computer networks.

Unacceptable Uses: Users are prohibited from engaging in the following activities:

1. Violating the conditions of the Education Code that pertain to student rights to privacy.
2. Using profanity, obscenity, or any language that may be offensive to other users.
3. Reposting or forwarding personal communication without obtaining prior consent from the original author.
4. Illegally copying commercial software, infringing upon copyright laws.
5. Using the network for financial gain, commercial activities, or any illegal activity.

6. Intentionally damaging any part of the hardware or software within the computer network system.

Account Responsibility and Security:

1. The individual to whom an account is issued is responsible for its proper use at all times.
2. Users must not share their passwords with others and should change them frequently to maintain account security.

Internet Usage and Content:

1. Users, including parents of users under 18 years old, must understand that the school does not have control over the content available on other computer systems connected through the Internet.
2. It is important to acknowledge that some information on these systems may be controversial or offensive.
3. The school does not endorse using such materials and encourages responsible and respectful online behavior.

Permitted Internet Use:

1. Responsible users, under supervision, may use the Internet to research assigned classroom projects.

Prohibited Internet Use: Responsible users must not:

1. Use the Internet for illegal purposes.
2. Employ impolite or abusive language.
3. Violate common sense and etiquette rules.
4. Modify computer files that do not belong to them.
5. Transmit or retrieve copyrighted materials without permission.
6. Share their passwords with anyone.

Account Monitoring: System operators can access all user accounts, including email, for monitoring purposes. Non-compliance with the policy may result in the cancellation of network access, and there will be no second chances. Users who require assistance or guidance regarding computer-related activities should seek help from a teacher or the school's computer specialist.

By adhering to this Network and Computer Policy, users contribute to a positive and secure digital learning environment, promoting responsible use of technology and fostering a respectful online community.

ONE-TO-ONE TECHNOLOGY– STUDENT AGREEMENT TERMS

THE GOALS OF IMPLEMENTING ONE-TO-ONE TECHNOLOGY

The 1:1 Chromebook plan at Vision Academy Charter School of Excellence offers numerous benefits. Allowing students to take the devices home for educational purposes enables synchronous online learning, fostering real-time engagement regardless of location. Chromebooks support flipped learning, enhancing understanding and knowledge retention through access to educational resources beyond the traditional classroom. These devices facilitate frequent teacher feedback, aiding students in revising and analyzing their work. They also promote collaboration, catering to diverse learning styles and fostering crucial interpersonal skills. Chromebooks provide easy internet access, broadening horizons and encouraging independent exploration. Regular device usage improves students' 21st-century technology skills and digital literacy.

Moreover, Chromebooks promote hygiene and cleanliness compared to paper document exchange. This initiative integrates seamlessly with our Parent and Student Handbook, providing clear guidelines for device usage, responsibilities, and digital citizenship. Overall, the 1:1 Chromebook plan enhances learning, empowers students, and prepares them for success in the digital world.

GENERAL TECHNOLOGY STUDENT GUIDELINES

- Students are required to log in using their school-supplied G-Suite (Google) account only.
- Before bringing their device to school, students should ensure it is fully charged at the beginning of the school day.
- Students should promptly report any technical issues through the **Computer Repair Ticket** as soon as they occur or as soon as reasonably possible.

- Students should maintain the cleanliness of their devices by regularly cleaning and sanitizing them. The screen can be cleaned with a soft cloth, while the keyboard can be sanitized using a Clorox wipe.
- Students are expected to uphold responsible digital citizenship skills in their technology usage.
- Students assigned Chromebook use is governed by the rules, regulations, and guidance outlined in their signed Parent and Student Handbook and the guidelines provided in this document.
- After the school year, students are required to return the Chromebooks and chargers to the school.
- It is important to note that the Chromebook is the property of Vision Academy Charter School of Excellence. If a student withdraws or graduates from Vision Academy, they must return the device to the school. Failure to do so will result in the student being responsible for the cost of replacing the device.
- **Note:** All Chromebooks' internet browsing will be filtered via GoGuardian.
- Students should not:
 - Tamper with asset tags or serial numbers.
 - Intentionally damage the device in any way.
 - Apply stickers or decorations to their Chromebook.
 - Exchange their device with anyone else or leave it unattended.
 - Share their password with anyone else.
 - Have food or drink around their device.
 - Sign up for unauthorized websites using their school email address.
 - Attempt Google searches that are not appropriate for school.
 - Add software programs, compromise the network, circumvent existing internet filters, or attempt to "jailbreak" the Chromebook (override manufacturer protections to modify a device).
- **Note:** Violations of these policies may result in disciplinary actions. If GoGuardian detects any unauthorized Google search attempts by students that are not appropriate for school, their access to Google search features will be disabled to maintain the safety and security of our network. The duration of the disabling will

depend on the number of attempts made for the first attempt, it will be disabled for one month; for the second attempt, it will be disabled for four months; and for the third attempt, it will be disabled for the entire school year.

- **Note:** Vision Academy Charter School of Excellence is not liable for any loss or damages (including incidental, consequential, or punitive) caused directly or indirectly by the devices.

REPORTING TECHNICAL ISSUES AND REPAIRS

1. Troubleshoot the issue by visiting the [Google Help Support](#) online webpage. If the problem persists, proceed to Step 2.
 2. Submit a Chromebook Repair Ticket to the school to clean the screen and sanitize the device*. Take the device to the IT Room located in the Administration Building.
 3. Depending on the situation:
 - o If possible, the device will be repaired immediately on-site.
 - o If repair is not possible on-site, the device will be submitted for repair, and a loaner device will be provided. The loaner device will be documented in asset management, including its serial number, asset tag, and model. Parents will be notified regarding the repair process and any associated costs.
 - o NOTE: Loaner devices are subject to the same guidelines as the original device.
1. In case of payment for computer repair, the repair will proceed once the IT Team receives payment confirmation from the Business Manager. Students will be notified once their original device has been repaired or replaced. The loaner device will be exchanged at that time, and the asset management software will be updated accordingly.
 - Clean the screen with a soft cloth. Sanitize the keyboard with a Clorox wipe.
 - NOTE: Loaner devices may not have the same make and model as the original device provided. Similarly, the returned device (after repair or replacement) may not be the same make and model as the original. However, the Chrome operating system will remain consistent.

REPAIR FEES

Students and parents will pay fees when damage occurs, according to the chart below. Please contact your school's administration if you have questions regarding this. Repairs and replacements may be evaluated on a case-by-case basis.

Claim type	Cost for Repair (Screen, Charger, Keyboard and Battery)
<p>Accidental damage on</p> <ul style="list-style-type: none"> ● Chromebook Screen ● Chromebook Charger ● Chromebook Keyboard ● Chromebook Battery ● Chromebook Palmrest 	<p>Dell 3100 Screen - \$50 Dell 3100 Battery - \$50 Dell 3100 Keyboard - \$30 Dell 3100 Charger - \$30 Dell 3100 Palmrest - \$30 Dell 3100 2in1 Charger - \$30</p>
<p>The device must be returned to the school for repair purposes and to facilitate the issuance of a loaner device.</p>	<p>Dell 3100 2in1 Keyboard - \$30 Dell 3100 2in1 Screen - \$100 Dell 3100 2in1 Battery - \$50 Dell 3110 2in1 Palmrest - \$30 Dell 3110 2in1 Charger - \$30 Dell 3110 2in1 Keyboard - \$30 Dell 3110 2in1 Screen - \$100 Dell 3110 2in1 Battery - \$50 Dell 3110 2in1 Palmrest - \$50</p>
<p>Lost or Stolen - A report must be made immediately to administration</p>	<p>Cost of full replacement - \$250 plus \$ 32 License</p>
<p>Intentional damage - Any deliberate damage will be reported to a school administrator. Appropriate disciplinary measures may be taken in cases of damage to school property.</p>	<p>Cost of full replacement - \$250 plus \$ 32 License</p>
<p>Case</p>	<p>Cost for the case - \$32.99</p>

Note: Accidental damage includes spills, drops, fire damage, electrical surges, natural disasters, or any other unintentional event.

ONE-TO-ONE TECHNOLOGY PARENT STUDENT TECHNOLOGY AGREEMENT

Name of the Student	_____	Grade:	_____
Parent/Guardian Names	_____		
Mailing Address	_____		
Email	_____	Phone	_____

STUDENTS: By signing below, I acknowledge and agree to adhere to the policies outlined above and the Acceptable Use Policy that has been previously signed and is on file. Failure to comply with any of the guidelines mentioned earlier may result in losing privileges, including the ability to retain a Chromebook outside of regular school hours and remove it from the school facility. **PARENTS:** By signing below, I understand that I play a crucial role in monitoring my child's internet activities and device usage. While VACSE-issued devices will be subject to cloud-based internet filters, it is important to recognize that no filtering system can capture every questionable website, and there is no substitute for parental supervision in the digital realm. I have carefully read and agree to abide by the terms, conditions, and rules outlined in the Vision Academy Charter School of Excellence policy. I acknowledge that any downtime or damage caused by my child to computer equipment is my responsibility, and I agree to bear the costs associated with repairs, including labor and parts, as specified in the Vision Academy Charter School of Excellence Policy Manual. Furthermore, I understand that any violation of this policy may lead to the loss of network resource privileges (such as computer and Wi-Fi access), suspension or expulsion from school, and potential involvement of law enforcement authorities for acts of vandalism, criminal mischief, or the collection of damages, as well as other legal actions.

	Parent	Student
Name:	_____	_____
Signatures	_____	_____
Date	_____	_____

OFFICE USE ONLY:

Serial Number:	_____	Asset Tag #:	_____
Make (i.e., "Dell"):	_____	Model (i.e., "3100"):	_____

School barcode # if applicable:

XIII. MISCELLANEOUS INFORMATION

BUILDING ACCESS

The only entrance to the school after the morning bell will be the main door at the front of the school building by the school office. This is to better ensure the safety of all students during the day. All visitors and parents must sign-in in the main office when coming to the school.

SCHOOL VISITOR POLICY

The Vision Academy Charter School of Excellence encourages all parent(s)/ guardian(s) to visit our school facilities in accordance with reasonable procedures that have been established to ensure that such visits do not disrupt the educational environment or endanger the safety of students or staff.

We believe that parent(s)/guardian(s) who have students attending our school have a special responsibility to keep themselves informed about the day-to-day operations. The administrators shall encourage parents and guardians to visit the school and shall promote a spirit of mutual cooperation between home and school that will benefit students. Additionally, we shall make an effort to ensure that parent(s)/guardian(s) of school students are aware of the school visitor policy and procedure and that you have a pleasant experience.

Because the safety of our students (your children) and employees are a top priority, all visitors during regular school hours, including parents, must sign in at the reception window, leave a picture ID with office personnel, and obtain a visitor's badge/pass. Visitors are not allowed to be inside the school without a visitor's pass at any time, which includes dropping off and picking up students. Anyone without a pass will be directed to the office to obtain one. We ask that you follow our procedure with courteous behavior. Failure to comply will result in the administration taking your behavior as a serious safety incident. We will not tolerate anyone jeopardizing our security plan.

A school visitor shall not be permitted to interrupt classroom instruction to speak with a staff member or his/her child unless the school administrator grants permission because there is an emergency. A school visitor shall not be permitted to visit any student who is not his/her child, unless permission for such a visit is granted in advance by that student's parent/guardian.

Except for persons attending scheduled school programs, all persons who visit VACSE, during the school day, shall report to the school office upon arrival, sign in, announce the nature and purpose of the visit, and obtain a visitor pass before proceeding to their destination.

SCHOOL VISITOR RESPONSIBILITIES

1. All Visitors must be scanned by a Student Safety Officer and must report to the school office when entering the building between 8:00 am and 3:30 pm on a school day, except when attending scheduled school programs that occur during the regular school day. It is school policy that ALL visitors to the school must sign in at the front office - no exceptions.
2. The Visitor will then inform the school secretary of the staff member or student he or she wishes to see and ask the school secretary if that person is available. Regular school volunteers need only to complete the visitor logbook.
3. The following information in the visitor logbook:
 - A. Name and address
 - B. Whether he or she is a parent/guardian of a child attending the school
 - C. Name of the person/classroom he/she is visiting
 - D. Purpose of the visit
 - E. Time of arrival
4. Your valid government ID will be collected and returned to you when you exit. I.e. driver's license, permit, US Army Id.
5. You must obtain a visitor badge, affix the visitor badge onto your shirt or jacket and you will be escorted to the location or person to be seen.
6. Visitor must report to the school office after concluding the visit to:
 - A. Record his/her time of departure
 - B. Discard his/her visitor badge.

All visitors and volunteers must always wear their name badges in plain sight while on school grounds or at school-related events or activities. Visitors will not, however, be asked to check in and out using this system during large evening meetings, school plays, programs, athletic events, etc.

ADMINISTRATOR RESPONSIBILITIES

1. Maintain a visitor logbook that is available at all times during the school day in the school office.
2. Enforce the school visitor policy and monitor the whereabouts of school visitors.
3. Provide temporary and permanent visitor passes for all persons who visit the school building.
4. Require all visitors, including persons seeking the preferential treatment afforded parents under this policy, to properly identify themselves.
5. Retain complete authority to exclude from the school premises any person(s) whom he/she has reason to believe may disrupt educational programs in the classroom or school, may disturb the teacher(s) or child(ren) on the premises or whom the principal believes are on the premises for the purpose of committing an illegal act.

ADMINISTRATOR'S AUTHORITY

Adults and minors over 16 years of age who enter a school campus and fail to adhere to the posted "Visitor's Policy" or who defy the CEO/principal or designee's authority may be reported to the appropriate police agency and may be subject to criminal charges under the Pennsylvania Penal Code.

CLASSROOM OBSERVATION PROCEDURES

At our school, parent/guardian classroom observations are subject to specific procedures to ensure a conducive learning environment. To observe their child's classroom during a session, parents/guardians must obtain advance permission from the administrators. Upon receiving a request, the administrators will consult with the respective teacher and schedule the visit within one week.

During classroom observations, it is crucial for parents/guardians to respect the ongoing class activities and avoid interrupting the students or the teacher. If there are

questions or a need to discuss matters with the teacher, arrangements for a separate conference should be made by contacting the teacher later for an appointment.

To maintain an optimal learning environment for students, the administrators have the discretion to limit the number of visitors allowed in a classroom at any given time. They may also determine a reasonable duration for the observation period to minimize disruption to the educational process.

To ensure a focused learning atmosphere, parents/guardians are kindly requested to avoid bringing small children who may cause distractions during the observation. However, when appropriate, active participation in classroom activities is encouraged.

During the observation, it is important for observers to refrain from engaging in conversations with other visitors, as this can distract both the students and the teacher from their educational objectives.

Lastly, parents/guardians are welcome to exit the classroom quietly at any time during the observation period. We appreciate your adherence to these procedures and your cooperation in creating an optimal learning environment for all students.

VOLUNTEERS POLICY

The school encourages parents to volunteer and participate in Vision Academy CSoE Parent Advisory Committee (VEPAC). The purpose of Vision Academy CSoE Parent Advisory Committee (VEPAC) is to work in partnership with the administration, teachers, and parents for the continuous improvement of the Vision Academy Charter School of Excellence Community. The VEPAC develops an annual partnership and parent engagement plan to ensure a welcoming school climate and to conduct engagement activities linked to academic and behavioral goals for students in our *School Improvement Plan*.

Studies show that parental involvement in a child's education is one of the most critical factors in raising student self-esteem and academic achievement. Moreover, most experts agree that parental involvement should go beyond attendance at teacher conferences and open houses. Therefore, the school has many opportunities to assist our teachers, students, and staff.

VOLUNTEER RULES

Volunteers must sign in and out in the main office, and get a volunteer pass, which must be worn at all times.

CONFIDENTIALITY must be kept. Please do not repeat anything you hear regarding students while volunteering at school. You should never discuss a student's grades, progress, or what goes on in the classroom with anyone except the staff. We need to remember that our children have a right to privacy.

If you sign up for a regular time with a specific teacher, we look forward to you being consistent with your attendance. The children look forward to you being with them, and the teachers plan your visiting time into their schedules. We hope you will not be absent, but please call the teacher or the main office if you must.

Discipline should be left to the staff and administrators. If you are experiencing a problem with a student, please consult the teacher. We expect our children to behave according to our Code of Conduct and all adults to be models of the Code of Conduct.

When volunteering, please dress comfortably. Please remember that when you are in school, you are also a role model.

Below is a list of sample jobs that may be filled by parents, family members, or other community members.

Sample Volunteer Jobs

- Arrange for curriculum-related speakers, exhibits, and demonstrations.
- Assist in coaching a sport after school.
- Bring in refreshments for special events.
- Chaperone a field trip or event.
- Help during Lunch/Recess duty.
- Help Hosting a Family Literacy Night
- Help Hosting a Family Math Night
- Help Hosting a Family STEM Night
- Help Hosting a Scholastic Book Fair
- Help host a Taste of the World
- Help in a classroom.
- Help Organize a Thanksgiving Celebration Staff Dinner
- Join a school committee of Vision Academy CSoE Advisory Council (VEPAC).

- Make copies for teachers.
- Organize or participate in a special event.
- Plan an Author Visit
- Plan or assist with annual fundraising activities.
- Prepare flyers and write news releases for events for VEPAC events.
- Research and Coordinate Culture Programs
- Share a talent, interest, or hobby.
- Start and/or lead a school club.
- Translate notices, letters, and forms into another language.
- Work at the office reception desk
- Volunteer as a School Picture Day Helper
- Help organize Culture Day/Night
- Participate in Career Day activities.
- Volunteer for Informational meetings for parents
- Help prepare assemblies.
- Update Parent Bulletin board
- Homework Helpers
- Computer Helpers

CLEARANCE POLICY FOR VOLUNTEERS

To ensure the safety of our students, Vision Academy Charter School of Excellence (“Charter School”) has instituted a policy regarding volunteers, which follows Act 15 of 2015 (the Act). Volunteers, who have “direct volunteer contact,” with children at a school, meaning, the care, supervision, guidance, or control of children and routine interaction with children, must have background checks. “Routine interaction” is defined in the Act as “regular and repeated contact that is integral to a person’s employment or volunteer responsibilities.”

Volunteers must obtain the following certifications.

- Pennsylvania State Police Request for Criminal Records Check
- Department of Public Welfare Child Abuse History Clearance
- Federal Criminal History Record Information (CHRI)

A fingerprint based federal criminal history (FBI) submitted through the Pennsylvania State Police or its authorized agent is not required as long as: (1) the position the volunteer is applying for is an unpaid position; and (2) the volunteer has been a resident of the Commonwealth of Pennsylvania for the entirety of the previous ten (10) years. Volunteers who are not required to obtain the FBI certification for these reasons must swear or affirm, in writing, that they are not disqualified from service based upon a conviction of an offense under Section 6344.

If a volunteer has not been a resident of Pennsylvania for the previous ten (10) years, but obtained their FBI certification at any time since establishing residency, they must provide a copy of the certification to the person responsible for the selection of volunteers. They are not required to obtain any additional FBI certifications.

If a volunteer has not been a resident of Pennsylvania for the previous ten (10) years, and has not obtained their FBI certification, they must obtain that certification. Volunteers required to obtain clearances include persons who are responsible for the child's welfare or who wish to visit the school regularly to serve as volunteers and to provide for the care, supervision, guidance, or control of children. All Clearance Required Volunteers should obtain their clearances and the Charter School will reimburse the cost of clearances if such clearances are obtained solely to be used at the Charter School and after the volunteer completes ten (10) volunteering days. All Clearance Required Volunteers must obtain the required certification every sixty (60) months from the date of the individual's most recent certification. Copies of all clearances should be provided to the Charter School.

Examples of volunteer situations requiring clearances include, but are not limited to:

- Homeroom parents
- Working with small group of students or individual students
- Driving a team/group to an activity
- Assisting in a classroom
- Recess and library volunteers
- Volunteer coaches and club advisors

Volunteers not required to obtain clearances include visitors who are not responsible for a child's welfare or are visiting the school irregularly and not providing for the care, supervision, guidance, or control of children. Although occasional visitors are not required

to complete the clearances, they should continue to comply with building security policies such as signing in before entering the building.

Examples of situations in which volunteers typically would not need clearances include, but are not limited to:

- Attending a classroom presentation or party
- Attending a school-sponsored event
- Back-to-School nights
- Parent/Teacher Conferences
- Parent guest readers
- Halloween parades
- Collecting tickets to sporting events
- Working concession stands
- Chaperones for field trips and dances (so long as not routine or responsible for the child's welfare)
- Participating in "Career Day"

FUNDRAISING POLICY

This fundraising policy aims to ensure that all fundraising projects conducted within the school are approved, aligned with the school's mission and values, and adhere to appropriate guidelines and regulations. This policy aims to provide clarity and consistency in the school's fundraising efforts.

Approval Process:

1. All fundraising projects must be submitted to the CEO for approval before implementation. The CEO will review the proposal to ensure compliance with the school's policies, objectives, and legal requirements.
2. Fundraising projects should support the school community's educational, extracurricular, or charitable needs.
3. The CEO will evaluate the fundraising project's potential benefits, risks, and impact on students, staff, and the overall school environment.

4. The CEO may consult the relevant stakeholders, such as the VEPAC (Vision Academy CSoE Parnet Advisory Council) or School Board, for input and recommendations on the proposed fundraising project.
5. Once approved, the fundraising project can proceed with the necessary planning and execution.

Exclusions:

1. Students and outside organizations are prohibited from selling tickets or articles on school property, except those associated with school-sponsored activities.
2. Only school-sponsored activities, officially sanctioned and supervised by the school, can sell tickets or articles on school premises.
3. Any unauthorized fundraising activities conducted on school property will not be permitted.

Guidelines and Compliance:

1. Fundraising activities should comply with all applicable federal, state, and local laws and relevant regulations, permits, and licenses.
2. The fundraising project should adhere to ethical standards and promote positive values within the school community.
3. Students involved in fundraising must prioritize their academic responsibilities and ensure that fundraising efforts do not interfere with their education.
4. Fundraising initiatives should be inclusive, respectful, and sensitive to cultural, religious, and individual differences within the school community.
5. The school will maintain transparency and accountability in the collection, management, and allocation of funds raised, ensuring they are used for their intended purpose.

Communication and Promotion:

1. All approved fundraising projects will be communicated to the school community through appropriate channels, such as newsletters, websites, and other communication platforms.
2. Clear guidelines and expectations regarding fundraising activities will be provided to students, staff, parents, and any other relevant parties.

3. Regular updates on the progress and outcomes of fundraising projects will be shared with the school community to foster transparency and engagement.

Review and Amendments:

1. This fundraising policy will be reviewed periodically to ensure its effectiveness and alignment with changing needs and regulations.
2. Any proposed amendments to this policy will follow the same approval process outlined above.

By adhering to this fundraising policy, the school aims to create a supportive and engaging environment for fundraising projects while focusing on educational objectives and the best interests of the school community.

SIGNS AND POSTERS

In order to ensure compliance and maintain a respectful environment, all signs, posters, and banners that scholars wish to display must be approved and initialed by the appropriate authority before they can be showcased. This process helps us uphold our standards and guidelines while promoting a positive and organized atmosphere for all.

BACKPACKS

For safety reasons, scholars are not permitted to carry backpacks during the school day. Instead, backpacks should be placed on the back of the scholar's chair or in designated storage areas. This policy ensures a safe and organized learning environment for all.

LOST AND FOUND

There will be a lost and found area. If you find books, clothing, or personal items on the school grounds, please bring these items to the office. If you lose something, check the lost and found. Every month unclaimed lost items will be sent to a charity and the school is no longer responsible for the missing items. The lost and found box can be checked before or after school only. A staff member and the main office will be responsible for lost and found.

Labeling all removable clothing and items students bring to school will eliminate much of this problem and prevent your having to replace expensive belongings. Indelible markers meant for labeling clothing are available at local stores.

WITHDRAWALS/TRANSFERS

Withdrawal procedures are handled through the main office. Parents of scholars wishing to withdraw or transfer to another school must complete the following steps:

- Email secretary@vacse.org and request a Withdrawal Form.
- Fill out the Withdrawal Form that is provided by the secretary (either via email or physical copy).
- Return (or pay for) all schoolbooks and electronic devices (and other property, if applicable).

PARENT-TEACHER COMMUNICATION

Parents are encouraged to contact their child's classroom or subject teacher directly in case of any concerns or issues, as most problems are resolved by those directly involved. A simple phone call or email to the teacher can clarify or resolve most matters.

If, for any reason, a concern is not adequately addressed to everyone's satisfaction, our principal and other administrators are available to provide further assistance. We value your input and believe education is a collaborative effort between parents and staff.

In the rare event that a problem remains unresolved, and you require additional assistance, please feel free to reach out to the CEO via email at chinar@vacse.org. Your concerns will be taken seriously, and we are committed to finding a resolution that meets the needs of all parties involved.

HOME VISITS

Vision Academy Charter School of Excellence places great importance on fostering a strong and cooperative home/school relationship. To strengthen this partnership, we implement a home visit program. Our dedicated teachers will visit as many families as their schedule permits, with prior planning and consent. Additionally, they may also try to attend special occasions such as birthday parties and games.

These home visits offer a valuable opportunity for your child to develop a deeper connection with their teacher and for you to engage with the teacher in a more social and relaxed environment outside of the school premises. These interactions beyond the classroom contribute to a more well-rounded and meaningful educational experience.

Our teaching staff is committed to visiting every family at least once during these crucial elementary school years. We understand the significance of these visits in building a solid foundation for your child's academic and personal growth.

FORMS AND PERMISSION SLIPS

Several important forms are sent home at the beginning of the school year. These are required to assure the health and safety of your child, and to make your preferences known to the school with respect to optional opportunities and activities. Please return all required forms immediately and keep the others on file for use as needed.

SCHOLAR CONDUCT CONTRACT

As all of you have chosen to apply to VACSE, we expect that every student will embrace their rights as members of our school community and fulfill their responsibilities as young kings and queens towards other community members. Please thoroughly read and sign the student contract provided on this page. Throughout the school year, we encourage you to demonstrate behaviors that promote your and others' learning experiences.

As a valued member of our school community, I hereby pledge to adhere to the following guidelines:

1. I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
2. I will speak to others respectfully, refraining from using profanity or uncomplimentary names.
3. I will show respect for all people working or helping in the school.
4. I will show careful regard for both my property and the property of others.
5. I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
6. I will attend school regularly.
7. I will be in class on time with all necessary materials.
8. I will utilize class time effectively, completing and submitting assignments on time.
9. I understand that I am responsible for making up any missed assignments due to absences.
10. I will remain on campus during school hours, including the lunch period, unless granted permission for early release.
11. I will do my best in my schoolwork, and I will let others do their best.
12. I will ask for help if I do not understand.
13. I will not bring any prohibited items to school.
14. I will contribute to maintaining cleanliness and tidiness within the school building and grounds.

15. I will maintain a respectful and orderly behavior when walking through the hallways.
16. I will refrain from eating in classrooms, hallways, and playfields.
17. I will comply with the dress code by ensuring I arrive at school wearing the official uniform.
18. I will not participate in any behavior banned by the school.
19. I agree to uphold the We REIGN Core Values and adhere to all associated requirements.
20. I agree to follow the Scholar Code of Conduct.

Scholar Name	Scholar Signature	Date
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Parent/Guardian Name	Parent/Guardian Signature	Date
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COMMITMENT PLEDGE SIGNED PARENTS (GUARDIANS)



Attendance

- We recognize the importance of our child's attendance and punctuality for academic success.
- We will ensure that our child has a secure and reliable mode of transportation to and from school each day.
- We are fully committed to the 10-month academic schedule and will ensure our child's consistent attendance from August through June.
- We will avoid planning family vacations or extended absences during regular school time.
- Our child will attend school every day, except in cases of illness or other legitimate reasons.
- In the event of an absence, we will contact the school before 9:00 am on the day of absence to provide a reason for the child's absence.
- Routine doctor and dentist appointments will not be scheduled during school hours.
- When scheduling appointments, we will consult the Vision Academy calendar to select days or times when school is not in session. If an appointment during school hours becomes necessary, we will promptly return our child to school afterward.
- For absences lasting more than one day, we will provide written notes explaining the reason for the absence. In the case of absences exceeding three days or repeated absences, we will provide doctor's notes.
- We will ensure our child arrives on time each morning, understanding that tardiness will result in appropriate corrective measures and potential academic consequences.
- We acknowledge that accumulating 21 unexcused absences within a school year may require our child to repeat their current grade level.

Uniform

- Our child will wear the designated Vision Academy uniform every day to school.
- We understand that substituting the required uniform clothing is not permitted, and any violations will result in consequences such as the child missing class, being sent home, or requiring the parent to bring the proper uniform items to school.

Homework

- We understand that our child will have 30 minutes to two hours of homework each night, including weekends.
- We understand that consistent completion of homework is crucial for achieving academic success.
- We understand that It is our responsibility to ensure that our child's homework is completed. We will diligently check their assignments each night, ensuring they are finished, accurate, and presented neatly.
- We will provide a quiet, undisturbed time and space for the work to be completed.
- We understand that if homework is not completed, there will be a series of consequences for our child, including poor grades, possible retention, and mandatory parent attendance at meetings or conferences to review and address the incomplete work.

Parent Conferences and Report Cards

- We understand that parent conferences and the report card are essential to understanding a child's academic growth, strengths, and weaknesses.
- We will review our child's report card prior to Parent Conference days and will attend all parent-teacher conferences.

Vision Academy CSoE Parent Advisory Council (VEPAC)

- We will actively participate in the Vision Academy CSoE Parent Advisory Council (VEPAC) and attend its activities, events, and workshops.

Discipline

- We have thoroughly read, comprehended, and endorse the Vision Academy Code of Conduct, which encompasses all its rules, rewards, and disciplinary consequences.
- It is clear to us that our child cannot be exempted from detention, extended day programs, or in-school suspension, except in the case of a family emergency.
- We acknowledge that if our child is suspended, it is our responsibility to arrange for their timely pickup from school on the day of the offense. Furthermore, we understand that accompanying our child for a re-entry conference is mandatory for their return to classes. Our child must also adhere to the re-entry plan established during the conference.

Promotion Policy

- Our child must successfully pass all core academic classes.
- It is important to note that if our child fails more than one core academic class, there is a possibility of retention.

Parent – School Communication

- We agree to support our child's academic work by communicating regularly with our child's teachers.
- We will attend conferences and meetings arranged by the school to actively contribute to our child's academic success.
- Each week, we will diligently check and sign our child's take-home folder or planner, which contains important communications from the school.
- We will prominently display the monthly calendar provided by the school to stay informed about upcoming events.
- We understand that signing this covenant is not mandatory for our child's admission to Vision Academy CSoE. However, we willingly sign it as we firmly believe in the

partnership between parents and educators to provide the best possible education for our children.

- We comply with all policies and procedures outlined in the school's Code of Conduct.

Child's Name: _____ Grade: _____

Parent's Name: _____ Relationship to the Child: _____

Signature: _____ Date: _____

Scholar Photograph/Video and Work Product Release

As the parent/guardian of this student, I hereby consent to the publication of any photograph and/or video taken of my child in his/her classroom or school or in connection with a school district-sponsored event or activity in any school publication and to its release to the media in connection with a school-sponsored activity or event.

Signature: _____ Date: _____

Scholar Photograph/Video and Work Product Release

As the parent/guardian of this student, I hereby do not consent to the publication of any photograph and/or video taken of my child in his/her classroom or school or in connection with a school district-sponsored event or activity in any school publication and to its release to the media in connection with a school-sponsored activity or event.

Signature: _____ Date: _____