

FREIRE CHARTER MIDDLE SCHOOL



STUDENT HANDBOOK

2025 - 2026

Contents

Mission	8
Vision	8
Shared Values	8
Roles and Responsibilities	9
School Policies and Procedures	10
School Contact Information	10
Social Media	10
School Hours	10
Administration Contact Information:	10
Organizational Chart	11
Link to School Calendar	11
Board Policy 201: Code of Conduct	11
Purpose of the Code of Conduct at FCS	11
Code of Conduct Guiding Principle	12
Expectations of Students	12
Definitions	12
Delegation of Authority	12
Corporal Punishment Policy	13
Procedure 201A: General Behavioral Expectations	13
Always Be Kind and Respectful	13
Grounds Kept Clean and Neat	13
On Time and Ready to Learn	13
Safety First	13
Board Policy 201B: Interventions	14
First Level Interventions	14
In-School Suspension	15
Initial Investigation Procedure	15
Board Policy 202A: Suspensions	16
Suspension/Reinstatement Procedures	16
Reinstatement Meetings	16
Board Policy 202B: Informal Hearings	17
Behavioral/Probationary Contract Procedure	17
Virtual Learning	17
Board Policy 202C: Formal Hearings/Expulsions	18
Parent and Student Rights	18
Parents Right to Withdrawal	19
Board Policy 202D: Discipline of Students with Disabilities	19
Suspension from School	19
Changes in Educational Placement/Manifestation Determinations	20

Disciplinary Change of Placement	20
Manifestation Determination Process	21
Board Policy 203: Nonviolence and Commitment to Peace	21
Vision	21
Purpose	21
History	21
Definitions	22
Guidelines	22
Delegation of Responsibility	23
Board Policy 116: Title IX	25
Board Policy 204: Policy Against Bullying and Cyberbullying	25
Board Policy 214: Anti-Hazing	25
Board Policy 121: Non-Discrimination Policy	25
Board Policy 224: Transgender and Gender Non-Conforming Youth Policy	26
Board Policy 205: Safe Schools Policy	26
Purpose	26
Act 26	26
Reporting a Freire Community Member	27
Retaliation	27
Expectation on Conduct of Friends and/or Family	27
Search and Seizure	27
Board Policy 206A: Student Attendance Policy	28
Student Attendance Policy	28
Excused vs. Unexcused Absences	28
Excused Absence	28
Unexcused Absences	28
Procedure 206A: Student Attendance Procedures	28
Unexcused Absence Procedures	28
Lateness Procedures	29
Early Dismissal Procedures	29
Immediate Dismissal Due to Disciplinary Issues	29
Immediate Dismissal due to health emergencies	29
Completing Missed Work	29
Participation in After-School Activities	30
Parental Notification of Absences	30
Board Policy 206B: Truancy	30
School Attendance Improvement Plan	30
Legal Consequences for Sustained Truancy	31
Board Policy 207: Dress Code	31
Uniform	31
PE Uniform	32
Dress Down Day (and Summer School) Dress Code Guidelines	32

Board Policy 208A: Student Use of Technology	32
Procedure 208A: Student Technology	33
Acceptable Use	33
Unacceptable Use	33
Inappropriate Content	35
Chromebook Use	35
Chromebook Assignment	36
Fees	36
Care of Chromebooks	36
Bringing Charged Chromebook to School	37
Return of Chromebooks	37
External Records Sharing with Online Platforms	37
Zoom Expectations	37
Recording of Students	38
Board Policy 208B: Student Use of Cell Phones and Electronics	38
Procedure 208B: Student Cell Phones & Electronics	38
Daily Process	38
Violations	39
Forgotten Pouch	39
Violations	39
Board Policy 222: Students Experiencing Homelessness	40
Definitions	40
Homeless Students	40
Migratory Children	41
Student and Family Rights	41
School Responsibilities	41
Delegation of Responsibility	41
Best Interest Determination	42
Board Policy 223: Foster Care	42
Best Interest Determination	42
Transportation	42
Foster Care Point of Contact (POC)	42
Board Policy 126: Code of Civility	43
Purpose	43
Definitions:	43
Guidelines	44
Delegation	44
Federal Programs and Title I	44
Parent Rights Under Title I	44
Parent Family Engagement Policy	45
Understandable Communication	46
Parent Contact Information	46

Parent Concerns	46
Contract for Excellence	46
Materials and Training Available to Parents/Guardians	47
PowerSchool Training	47
Academic Advisors	47
Emotional Support Team	47
21st Century CCLC Parent Programming	47
Education for Our Educators about the Importance of Parents in Student Success	47
Title I Complaint Procedures for Parents	48
Federal Programs Coordinator Contact Information	48
Other Important Parent Involvement Information	48
Academic Program	49
Policy on Promotion Requirements	49
Grading Procedures	49
Honor Roll	49
Formal Assessments	50
Report Cards and Parent-Student-Teacher Conferences	50
Completing Missed Work	50
PowerSchool Parent Procedures	50
Academic Integrity	50
What is plagiarism?	50
Why is plagiarism wrong?	51
Consequences for Plagiarism	51
Athletic Eligibility	52
Concussion Protocol	52
Child Find and Public Awareness Policy and Procedures	52
Public Notice	52
Academic School Year Child Find Process	52
Summer Child Find Process	53
Communication During a Health Emergency	54
Virtual Parent Meetings	54
ID Card Procedure	54
Locker Procedure	54
Meal Procedures	54
Breakfast	54
Lunch Program	54
Snack	54
Cafeteria Procedures	55
Transportation Procedures	55
Freire Bus Procedures and Expectations	55
Expected Conduct on the School Bus	55
Consequences for inappropriate bus behavior	56

Appeal of bus-related decision	57
SEPTA Transpasses	57
Special Transportation Behavior Expectations	57
SEPTA Key Student Fare Card	57
Procedures	57
Eligibility for SEPTA Key Student Fare Cards	57
Out of District Residents	58
Car Drop-Off and Pick-Up	58
Arrival Procedures	58
Students Arriving by Car	58
Students Arriving by Public Transportation	58
Departure Procedures	58
Students Departing by Car	59
Students Departing by Public Transportation	59
Emergency School Closings	59
Telephone Calls	59
Outgoing Calls from Students	59
Incoming Calls to Students	59
Visitor Procedure	59
School Visitors and Security	59
Volunteer Procedures	60
Field Trips	60
Lost and Damaged Property	61
School Property	61
Personal Property	61
Inappropriate Public Displays of Affection	61
Freedom of Expression Policy	61
Freedom of Expression Procedures	61
Summary of Student Health Policies	61
Illness procedures	62
Prolonged/Extended Injury and Illness:	62
Medical Emergencies and Accidents:	62
Health Examinations and Screenings	63
Medical and Dental Examinations	63
Health Screening Tests	63
PPRA Notice and Consent/Opt-Out for Specific Activities	63
Annual FERPA Notification	63
Directory Information	64
Emergency Drill Procedure	66
Parent/Guardian Notification	66
Applicability	66
Emergency Response Procedures Summary	66

I. SCHOOL MISSION

MISSION

The mission of Freire Charter School is to provide a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, equity, and commitment to peace.

VISION

Freire Charter School is the power to build your future.

We can offer your child all of the tools needed for a bright future, but ultimately this success depends on your child taking full advantage of these tools himself or herself.

SHARED VALUES

Freire's core values are: safety, love, professionalism, integrity, accountability and excellence. Our value statement reads as follows:

We, as a team of educational leaders, value the opportunity to serve as agents for effective change through collaborative efforts at providing quality education that empowers students with an expansive array of avenues and opportunities for success. We value a school in which all community members learn and feel safe – safe from physical harm and safe to take risks in education.

II. GENERAL INFORMATION

Ten Things You Need to Know About Freire Charter Middle School

1. Freire Charter Middle School serves any and all 5th – 8th grade students in the City of Philadelphia. When there are too many students and not enough spaces, Freire uses a random lottery system to determine enrollment. We do not discriminate in admissions based on race, gender, creed, sexual orientation, academic ability – or anything whatsoever.
2. The students who succeed at Freire are the ones who take action to help themselves. Students who see a bright future for themselves are willing to do whatever it takes (e.g. long nights of homework, studying on the weekends, going to the library on a sunny day) to get the best education available.
3. We mean what we say at Freire. Perhaps other schools tell you that if you break their code of conduct there will be consequences. Then, when it comes right down to it, many of these schools do not enforce their rules. At Freire, we enforce everything we say. Honestly. We do what we say we are going to do, and we expect you to do the same.
4. We are a nonviolent and peaceful school. We strive every day to be a nonviolent school, because we believe that the absence of violence and a universally held commitment to peace will enable the conditions required for deep and meaningful learning for everyone. As a result, acts of physical violence of any kind are not tolerated, and may result in a formal hearing with potential recommendation for expulsion to the school's Board of Directors.

5. Freire Charter School is for students who plan to go to college. Do not send your child to Freire if college is not in the future plan. Your sons and daughters will not be happy at Freire if they want to do something other than college after high school.
6. Remaining a student at Freire takes hard work, courage, honesty, and constant determination every day. Getting into Freire means getting a space through our lottery. That's the easy part. The hard part is staying at Freire. We guarantee there will be challenges at Freire, and we will ask community members to do things they think are beyond their abilities. Those who succeed at Freire are the ones who never stop trying, and who are willing to work as hard as it takes to achieve excellence. No excuses.
7. Freire teachers and staff are some of the most talented, dedicated, and caring in the country. These professionals come to Freire to serve students and families to the best extent ever imagined in a school.
8. Parents/Guardians must be involved and must participate in their child's education with us as equal partners. We will expect and demand this of all our families. Freire students need support, family involvement and encouragement every step of the way through middle school.
9. Learning at Freire is painful and joyous, challenging and exciting. Learning happens everywhere – in classrooms, on school trips, at internships, on athletic fields, using the Internet, planning the school dance, eating healthy food before school, and doing homework at night.
10. Freire is a place to take risks, dream big, and then work hard every day to meet those dreams head on. We strive for excellence in our community every minute of every day. Freire is a school for those who want to do and be their best all the time.

ROLES AND RESPONSIBILITIES

All Students Must:

1. Communicate honestly and openly with each other in order to build excellence into every part of Freire.
2. Support all other community members.
3. Act lawfully and responsibly and always with care for others.
4. Uphold the rules set forth in the Code of Conduct.
5. Arrive to school on time.
6. Follow all policies and procedures of the school.
7. DO YOUR BEST AT ALL TIMES!
8. Strive at all times to solve conflict in a peaceful way that emphasizes respect for all parties.
9. Report any potential bullying, harassment, or violent activities that you have knowledge of.

All Parents Must:

1. Communicate honestly and openly with each other in order to build excellence into every part of Freire.
2. Support other parents and community members.
3. Act lawfully and responsibly and always with care for others.
4. Help your child uphold the rules set forth in the Code of Conduct.

5. Make sure your child arrives to school on time.
6. Help your child follow all policies and procedures of the school.
7. Maintain accurate contact information with the school.
8. Help your child DO HIS/HER BEST AT ALL TIMES!
9. Assume an active role in furthering the success of all students.
10. Strive at all times to solve conflict in a peaceful way that emphasizes respect for all parties.
11. Report any potential bullying, harassment or violent activities that you have knowledge

Parent Code of Conduct

1. All parents must sign in with the receptionist upon entering the building.
2. Parents will be given a visitor's pass which must be displayed at all times.
3. Parents are expected to model adherence to all school rules and policies, inclusive of the student Code of Conduct.
4. All parents must strive to work in a mutually respectful, collaborative effort with Freire staff and constituents.
5. Parents must check out with the receptionist upon leaving the building.

SCHOOL POLICIES AND PROCEDURES

This Family & Student Handbook does not contain all School policies applicable to students in full. The Charter School has additional policies that create rights and protections for students that can be found on the Charter School website. These include but are not limited to transgender and non-conforming students, married pregnant and parenting students, homebound students, teen dating violence, etc. This Student and Family Handbook, along with the policies found on the [website](#), will contain all of the policies applicable to Freire Charter School Wilmington's students and families.

SCHOOL CONTACT INFORMATION

Mailing Address:

1026 Market Street

Philadelphia PA 19107

Phone Number: 267-670-7499

Fax Number: 267-670-7740

Website: www.freirecharterschool.org

SOCIAL MEDIA

Freire Schools uses social media to celebrate our students and our schools, as well as to relay important information. Please follow **@freireschools** on Facebook, Instagram and Twitter and Freire Middle School's account **@freirecharterphila** on Facebook.

SCHOOL HOURS

The school day runs from 8 a.m. to 3 p.m..

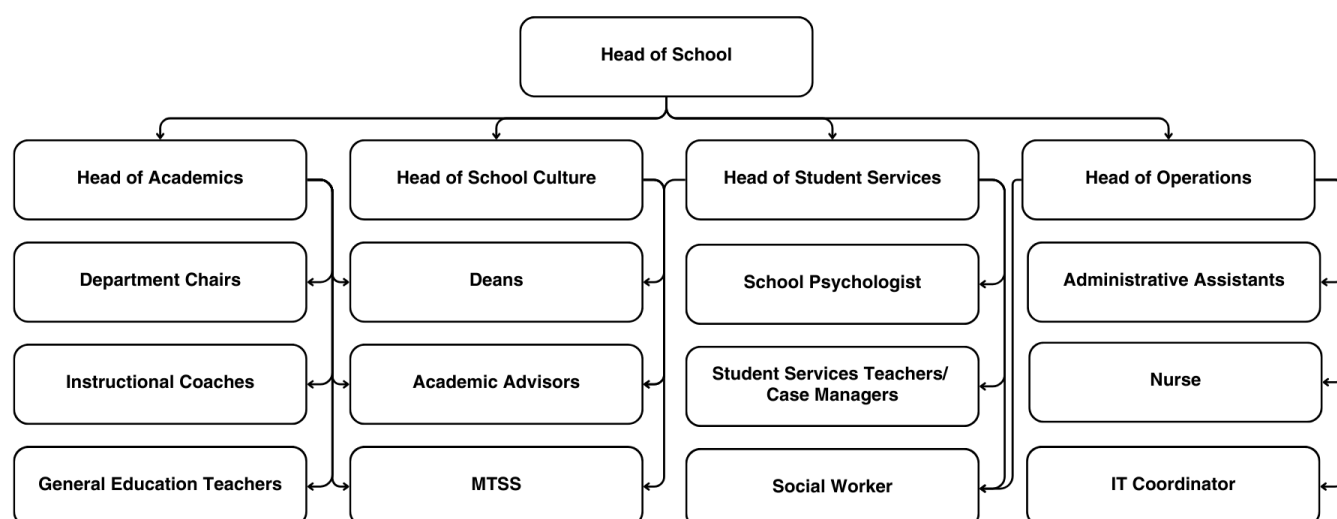
Given the nature of the current health environment, school hours are subject to change.

ADMINISTRATION CONTACT INFORMATION:

- Andrea Zepp, Head of School, ext. 2901, andrea@freirecharterschool.org
- Rhianna Stockbridge, Head of Academics, ext. 2919, rhianna@freirecharterschool.org
- Erin Gibbs, Head of Student Services, ext. 2915, erin.gibbs@freirecharterschool.org
- Dan Kessler, Head of Operations, ext. 2913, daniel.kessler@freirecharterschool.org
- Shakeeta Parker, Head of School Cult, ext. 2932, shakeeta.parker@freirecharterschool.org

ORGANIZATIONAL CHART

Middle School Organizational Chart



LINK TO SCHOOL CALENDAR

The School Calendar can be found on our website [HERE](#) and will be updated as necessary.

III. STUDENT CONDUCT AND FREIRE POLICIES

This handbook serves to highlight key policies to help parents and understand school rules and expectations. A complete list of these policies can be found on our website [HERE](#). If you have any questions or would like additional clarification on any of these policies, please reach out to the Head of School.

BOARD POLICY 201: CODE OF CONDUCT

PURPOSE OF THE CODE OF CONDUCT AT FCS

We believe that it is important for FCS to set forth the expectations of all community members. This Code of Conduct is designed to support FCS's mission and provide a college-preparatory learning environment with a focus on the individual avenues of problem solving, freedom, and critical thinking, as well as the collective values of nonviolence, safety, community, and teamwork.

CODE OF CONDUCT GUIDING PRINCIPLE

As an educational institution we recognize that it is our responsibility to educate students regarding nonviolence and the Code in general. Our practice is based upon the belief that as students progress from one grade to the next they become more responsible for the rules and gain a greater capacity for independent decision making.

EXPECTATIONS OF STUDENTS

Freire Charter School will provide our students with skills that they need for the future. The teachers, counselors, administrators, and custodial staff at Freire are dedicated to the education and well-being of our students. In turn, Freire expects and requires all students to show respect and care for the staff, volunteers, visitors, the building, each other, and people of all cultures represented in the school. Freire also expects students to take care of the property within the school and in the community as defined below.

DEFINITIONS

Student: A person enrolled in Freire Charter School.

Parent/Guardian: The official caregiver of a minor child, including but not limited to mother, father, stepparent, grandparent or court-appointed guardian, including DHS workers and/or group home employees as identified at time of admission or amended in writing thereafter; or an emancipated minor (of which proof is required).

Staff: Any person employed by, or volunteering at, Freire Charter School.

Community Member: Any Freire Charter School student, parent, staff member, mentor, board member, volunteer, neighbor, or any other person a student may encounter while on school grounds (defined below). These integral parts join together to create a special community.

School setting: School setting means (1) in school; (2) on school grounds; (3) in school vehicles; (4) at designated bus stops; (5) at activities sponsored, supervised or sanctioned by Freire (e.g. field trips, sporting events, events where students are representing Freire Charter School); or (6) in any other circumstance or location (on or away from school property) where Freire has jurisdiction over a student's conduct.

Intervention: A consequence assigned by the school as a result of a violation of the Code of Conduct. Repeated violations of the Code of Conduct will result in more severe interventions. Students who do not respond to repeated interventions and continue to behave in ways that violate the Code of Conduct and challenge the expectations of the community may be asked to leave the community.

Mediation program: A conflict resolution program where trained students and staff guide individuals who are in conflict toward a peaceful resolution. Every student has the opportunity to participate in mediation when there is a conflict with another community member so that the conflict can be resolved in a constructive, nonviolent manner. Mediation is to be used in a proactive manner **PRIOR** to an infraction of the Code of Conduct, not as a result of an infraction of the Code of Conduct.

Emotional Support Team: A team of trained mental health professionals, which may include social workers and master's degree level interns, that the school uses to provide services to students and families. Any student/family referred by Freire to participate in family therapy is encouraged to do so. Family therapy is provided free of charge and is a very important part of building and strengthening our community. In certain cases, mandatory meetings with a member of the emotional support team may be assigned by the school as a behavioral intervention.

DELEGATION OF AUTHORITY

The Board authorizes school administration to develop procedures to implement this Policy, setting specific behavioral expectations and outlining interventions and consequences.

CORPORAL PUNISHMENT POLICY

The physical punishment of students for infractions of the discipline policy is strictly prohibited.

Teachers and school authorities may use reasonable force under the following circumstances:

- To quell a disturbance
- To obtain possession of weapons or other dangerous objects
- In protection of persons or property, or for the purpose of self-defense

PROCEDURE 201A: GENERAL BEHAVIORAL EXPECTATIONS

ALWAYS BE KIND AND RESPECTFUL

Creating and maintaining a good relationship with the entire surrounding community both inside and outside of the school grounds is an important goal of our school.

The following actions conflict with our expectations and are unacceptable:

- Sexual activity or public displays of affection.
- Loitering on the street corners or sitting on the steps of surrounding buildings.
- Making excessive noise when entering the building or leaving the building.
- The use of profanity (cursing) anywhere inside or out of the building.
- Interrupting the learning environment.
- Speaking to or treating any community member in a rude/disrespectful manner.
- Theft
- Physical Recklessness
- Using local businesses as places to hang out, or gathering inside stores, restaurants or local businesses before or after school.

GROUND KEPT CLEAN AND NEAT

The following actions conflict with our expectations and are unacceptable:

- Littering anywhere near the school grounds – inside or outside.
- Eating or drinking in any area except the designated areas. Food items are permitted only in the lunchroom, during advisory, and the first period of the day.
- Possession of a glass bottle.

ON TIME AND READY TO LEARN

The following actions conflict with our expectations and are unacceptable:

- Using school telephones without permission.
- Roaming the building without a pass.
- Disrupting the learning environment in any way.
- Playing cards or dice, or gambling in any way.
- Being tardy to class.

SAFETY FIRST

The following actions conflict with our expectations and are unacceptable:

- Horseplay or play fighting, inside or outside of school. Horseplay and play fighting are defined as rough, noisy, unruly, or rowdy play that may or may not involve physical contact.
- Running down the stairs or hallways in the school, around school, and outside of the school.
- Throwing objects anywhere in the building (extreme circumstances could lead to recommendation for expulsion).
- Speaking to any community member in a way that makes them feel unsafe or violated. (Extreme circumstances may lead to a suspension and/or recommendation for expulsion).
- Tampering in any way with school building systems or equipment (such as fire alarms or fire extinguishers).
- Being in areas of the buildings before or after school without the permission and presence of a staff member.

BOARD POLICY 201B: INTERVENTIONS

The Board grants the Head of School authority to develop a program of consequences and interventions for violating the Code of Conduct. In the event of potential violations of the Nonviolence and Commitment to Peace Policy, Policy Against Bullying and Cyberbullying, Sexual Harassment and Sexual Assault Policy, or other serious infractions, students shall be afforded all rights defined by 22 Pa. Code Chapter 12.

FIRST LEVEL INTERVENTIONS

If a student chooses to act in an unacceptable way, the Dean's office will assign a consequence for the student's actions. **Each intervention is meant to be used as a warning that the student's behavior is unacceptable and therefore should NOT BE REPEATED. Repeated or excessive violation of the same rule will result in more severe consequences.**

The following is a list of interventions which may be used by the Dean. This is not an exhaustive list, but rather a sample of the interventions the Dean may use:

- | | |
|--------------------------------|--|
| • Anger management | • Losing privileges to attend school functions |
| • Apology letter | • Parent conference (phone or personal) |
| • Community outreach/service | • Personalized Improvement Plan (PIP) |
| • Behavior contract | • Public apology (written or verbal) |
| • Probationary contract | • Research project |
| • Detention | • Support groups |
| • Educational Seminars | • Teacher/Student Conference |
| • Hours outside of school time | • Teacher detention |
| • Informal Hearing | • Counseling |

A student whose behavior does not change or intensifies will be subject to interventions of increased severity.

All students and parents will receive a warning notification if unacceptable behavior continues, or the frequency of that behavior increases. Depending on the severity of the infraction, a student could end up in one, or more of the following tiers of consequences:

1. Lunch Detention
2. After School Detention
3. Morning Detention
4. Family Meeting
5. In-School Suspension
6. Suspension

IN-SCHOOL SUSPENSION

An in-school suspension (ISS) may be enforced in cases including, but not limited to, when the student skips or misses multiple morning or lunch detentions. The Head of School and Dean have the authority to determine the instances in which an in-school suspension is appropriate. The Deans reserve the right to issue an ISS based on the circumstances beyond an accumulation of detentions. Parents/guardians will be notified in advance. During an in-school suspension, students are expected to work on academic work that may be collected by their Academic Advisor or Case Manager. The student will also meet with the Dean, members of the Family Therapy Program, and other adults who can intervene, depending on the circumstances.

INITIAL INVESTIGATION PROCEDURE

If there is a suspected violation of the Nonviolence and Commitment to Peace Policy, the Policy Against Bullying and Cyberbullying, the Sexual Harassment and Sexual Assault Policy, or another serious infraction, the School will follow these steps:

- Students will be separated as necessary.
- A preliminary investigation to determine whether the policy was violated will be conducted.
- Once the Dean has provided the family with the opportunity to explain their story and evidence has been discussed, the Dean will determine two things:
 - Did the student know about the policy?
 - Did the student break the policy?
- If it is determined the policy was violated, then the following steps will be taken:
 - For a first violation of the Policy Against Bullying and Cyberbullying, the student will be issued, at minimum, an after-school detention.
 - For a repeat violation of the Policy Against Bullying and Cyberbullying, or any violation of the Sexual Harassment and Sexual Assault Policy, the student will be suspended for a minimum of 2 days (see the Suspension Policy and Procedure below). If the suspension is for 4 days or more, an Informal Hearing will be held (see the Hearings Policy below).
 - Extreme or repeat violations of these policies may result in a recommendation for expulsion.
 - A Behavior Contract, as deemed appropriate by the Head of School or Dean (see the Behavioral Contract Procedure below). This may include counseling for the student(s) involved.
- Should the Dean find that the student both knew about and violated the Nonviolence Policy then the Dean is required to recommend the student for expulsion from the school.

- In a case where a student may have violated the law, the school may refer the incident to law enforcement while simultaneously continuing the school's disciplinary process. Consequences imposed by the School are independent of and in addition to any penalties imposed under the law.

PLEASE NOTE: A Dean's recommendation for expulsion is a recommendation only. A student is not formally expelled until after a formal expulsion hearing is held and the Board of Directors votes to expel the student.

Upon a recommendation for expulsion, the student and his/her parent will be provided with the following:

- Their rights and responsibilities as a student/parent.
- The formal hearing/expulsion policy and procedures

BOARD POLICY 202A: SUSPENSIONS

Suspension is exclusion from school for a period of from 1 to 10 consecutive school days. Suspensions may be issued by the Head of School or Dean. A student may not be suspended until the student has been informed of the reasons for suspension and has been given the opportunity to respond. Parents/guardians shall be notified immediately in writing when a student is suspended. Prior notice of the intended suspension is not required if the health, safety or welfare of the school community is threatened. When the suspension is for 4 or more school days, the student and parent/guardian shall be given the opportunity for an Informal Hearing in compliance with the requirements of §12.8(c) (see the Hearings Policy below). The Head of School can develop procedures and expectations around suspensions within their authority under 22 Pa. Code Chapter 12 and the board policy.

SUSPENSION/REINSTATEMENT PROCEDURES

If a student has been suspended, they will be prohibited from attending school, being on school grounds or participating in or attending school activities (dances, field trips, athletic events, etc.). Students are required to make up all class work and tests missed during a suspension.

Actions that will result in a suspension from school activities include, but are not limited to:

- Jeopardizing the safety of another community member
- Active or passive participation in the destruction of property
- Possession of weapon, drugs, alcohol, or other illegal items
- Breaking the Nonviolence Policy
- Cutting class or leaving the classroom without permission
- Stealing
- Sexual harassment
- Severe acts of defiance or disrespect that cause harm to the community and take away from the learning of other students

After a preliminary investigation is conducted by the Dean's Office and it is determined that a suspension is appropriate, the school will verbally notify parent or guardian of the reason for the suspension using the contact information on file and will mail and/or email a copy of the suspension notice to the address on file and give the

family an opportunity to respond. The school will also attempt to schedule a Reinstatement Meeting with the student and parent or guardian at this time. If a parent gives verbal permission for the student to leave school, the suspension will begin immediately and the student will be dismissed. If the parent cannot be reached, the student will be held until the end of the school day.

REINSTATEMENT MEETINGS

If a student is suspended but not expelled, the student and their parent or guardian are required to participate in a meeting with the Dean's Office before the student will be permitted to resume attending school or school activities. Students may not attend school or school activities until this mandatory meeting occurs.

The Reinstatement Meeting will serve as a warning to alert the student and their parent/guardian that they have seriously or chronically violated the school's Code of Conduct. It is further hoped that the student will realize the impact their behavior has had on their learning and that of their fellow students, and therefore make all necessary changes in his/her behavior while in school.

The School may waive the requirement for a Reinstatement Meeting only if a behavior contract was put in place as part of an informal hearing.

BOARD POLICY 202B: INFORMAL HEARINGS

Informal hearings are held in cases where a serious infraction of the Code of Conduct has occurred, when a suspension is 4 or more days long, and/or any instance where the School may make a recommendation for expulsion. Informal hearings will follow the format described below:

- The school will offer to hold the informal hearing within the first 3 days of the suspension.
- The school will provide both parent and student with sufficient notice of time and place of the informal hearing.
- During the informal hearing, the school will state the concerns and observed behaviors.
- The school will provide the results of any investigation should the incident have required one.
- Both parent and student will have the opportunity to provide their observations, comments and concerns regarding the incident.
- Students have the right to question any witnesses present at the hearing.
- Students have the right to speak and produce witnesses on their own behalf.
- Upon conclusion of the meeting the school will determine the next action, which may include a recommendation for expulsion or a probationary behavioral or probationary contract.
 - Recommendation for Expulsion:
 - See formal "Formal Hearing/Expulsion Policy" (next page)
 - Behavioral or Probationary Contract:
 - The Head of School or Dean may determine that a behavior contract is required

BEHAVIORAL/PROBATIONARY CONTRACT PROCEDURE

- The administrator will review with the student the written warning, which states the student understands:
 - This is his/her final warning from Freire.
 - Students will be required to fulfill the conditions of the contract.
 - Failure to fulfill the conditions of the contract may result in a recommendation for expulsion from the school.

- When a contract is issued, the student and parent are made aware of the terms being presented by the Dean's office.
- The contract will establish a time and date when the compliance of the contract will be reviewed.
- The contract may include restorative measures such as an apology letter or other interventions assigned by the School.

NOTE: Contracts are non-negotiable. Students and parents must adhere to all terms of the contract as dictated by the school. Since contracts are issued in lieu of a recommendation for expulsion, if a parent/student does not agree to follow the terms of the contract, then there is a possibility that the refusal could result in a recommendation for expulsion. Prior to this, a meeting to review the contract will be held and will include the Head of School, a Dean, or their designee parent/guardian, and the student and provides a space for students and parents to provide feedback on the contract terms.

VIRTUAL LEARNING

When classes take place online via Zoom, all participants are expected to uphold the Zoom Expectations. If a student is removed from a Zoom learning space, they will be required to meet virtually with either a Dean or a member from the Admin Team before reintegrating into the Zoom. If the behavior continues, the student will be removed from the Zoom session for the remainder of the day and will have a follow-up conversation with their parents and guardians. At that time, it will be determined how the student can be best supported moving forward and reintegrated into future Zoom Session.

BOARD POLICY 202C: FORMAL HEARINGS/EXPULSIONS

If a student is recommended for expulsion as a consequence of their actions, they have the right to a formal expulsion hearing. This hearing must commence within 15 days of formal charges (unless mutually agreed upon by both parties). Special Education students have additional rights as described below in the Policy on Discipline of Students with Disabilities.

- A formal hearing is **REQUIRED** in all expulsion actions.
- An expulsion hearing will be arranged and notification of the charges, all evidence, and the rights of students/parents shall be sent to the student's parents or guardians at least 3 days prior to the hearing. The information will be emailed and sent via certified mail.
- The hearing will commence on the agreed upon date with an independent Fact Finder presiding over the hearing.
- The school will present evidence, statements, and its case, giving the parent and student a chance to view all information.
- Parents and students will be given the opportunity to question witnesses and present their own information.
- The hearing shall be held in private unless the student or parent requests a public hearing.
- The Fact Finder will write a summation of facts that will be presented at the following Board Meeting.
- Only the Board of Directors, through a majority vote of the entire board, can determine whether a student will be expelled.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

PARENT AND STUDENT RIGHTS

- In a case involving a possible expulsion, the student is entitled to a formal hearing.
- A formal hearing is required in all expulsion actions.
- This hearing will be conducted by an impartial Fact Finder.
- The Board of Directors is given a summation of facts by the Fact Finder and a majority vote of the entire governing board is required to expel a student.
- The following due process requirements shall be observed with regard to the formal hearing:
 - Notification of the charges shall be sent to the student's parents or guardians by certified mail.
 - At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student, and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension. Otherwise the hearing will proceed as scheduled.
 - The hearing shall be held in private unless the student or parent requests a public hearing.
 - The student may be represented by counsel, at the expense of the parents or guardians, and must have the parent or guardians (as identified in the PowerSchool database) attend the hearing.
 - The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 - The student has the right to testify and present witnesses on his/her own behalf.
 - A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 - The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - Laboratory reports are needed from law enforcement agencies.
 - Evaluations or other court or administrative proceedings are pending due to a student invoking his/her rights under the Individuals with Disabilities Education Act (20 U.S.C. § 1400—1482).
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent. Parents have 5 days to find the appropriate placement and notify the school.

PARENTS RIGHT TO WITHDRAWAL

Freire Charter School is a school of choice for families. Parents may choose to voluntarily withdraw their child from the school at any time for any reason. The School cannot formally expel a student who is no longer enrolled at Freire. Should a parent choose to withdraw their child from Freire prior to potentially being expelled, any remaining procedures related to expulsion will cease. The student's academic record will reflect the withdrawal, not an expulsion. If a parent decides to withdraw their student, they must submit an Official Withdrawal Form.

BOARD POLICY 202D: DISCIPLINE OF STUDENTS WITH DISABILITIES

Freire Charter School will develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.

Students with disabilities who violate the Code of Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, will be disciplined in accordance with requirements of the Individuals with Disabilities in Education Act (IDEA), its implementing state and federal laws and regulations and school policy.

SUSPENSION FROM SCHOOL

A student with a disability may be suspended for up to ten (10) days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.

CHANGES IN EDUCATIONAL PLACEMENT/MANIFESTATION DETERMINATIONS

A manifestation determination is required by IDEA (2004) when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement.

In certain circumstances, students who have not been determined to be eligible for special education may assert the protections of IDEA 2004 if Freire had "knowledge" that the student was a student with a disability before the occurrence of the behavior that precipitated a disciplinary action. Freire will be deemed to have knowledge if: (1) the parent/guardian of the student expressed a concern in writing (unless the parent/guardian is illiterate or has a disability that prevents compliance with the requirements contained in this provision) to Freire that the student is in need of special education and related services; (2) the parent/guardian of the student has requested an evaluation of the student; or (3) the teacher of the student, or other Freire personnel, expressed a specific concern about the behavior or performance of the student to the director of special education or other supervisory personnel at Freire.

DISCIPLINARY CHANGE OF PLACEMENT

A disciplinary change of placement occurs when a student who is receiving special education services is excluded from school:

- For more than ten (10) school days in a row,
- For more than fifteen (15) school days in any one school year,
- When days 11-15 constitute a pattern of exclusion, OR
- When a series of removals constitutes a pattern, through consideration of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another; OR
- For any length of time for a student with an intellectual disability*.

*For students with intellectual disability, any disciplinary suspension or expulsion is a change in educational placement and may not be made without parental consent or judicial approval.

The School may remove a student to an interim alternative educational setting for no more than forty-five (45) school days without a manifestation determination review under the following circumstances, and where the underlying conduct is at school, on school premises, or to or at a school function under the jurisdiction of Freire:

- Carrying or possessing a weapon

- Knowingly possessing, using, selling or soliciting illicit substances
- Inflicting serious bodily injury upon another person

In addition, a student with a disability may be removed to an appropriate interim alternative educational setting for not more than 45 school days if a hearing officer orders the change in placement after determining that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

On the date a decision is made to make a removal that constitutes a change of placement due to a violation of the Code of Conduct, Freire will notify the parent/guardian(s) of that decision and provide procedural safeguards to the family. A student with a disability who is removed from the child's current placement shall continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP (with services as determined by the Child's IEP team); and shall receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

Note: IDEA 2004 does not prohibit Freire from reporting a crime committed by a student with a disability to appropriate authorities, nor does it prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability. Any such reports made by Freire shall comply with IDEA 2004, the Memorandum of Understanding between Freire and the Philadelphia Police Department and Pennsylvania Department of Education Guidance.

MANIFESTATION DETERMINATION PROCESS

Within ten (10) school days of the decision to change the student's placement, the parent/guardian and members of the students' IEP team shall conduct a Manifestation Determination meeting to answer the following questions:

1. Was the behavior caused by, or directly and substantially related to, the student's disability; OR
2. Was the behavior a direct result of the failure to implement the IEP?

If the behavior is a manifestation of the student's disability, the IEP team will take one of the following actions:

- Conduct a Functional Behavioral Assessment (FBA), unless one was already conducted prior to the change of placement occurring, and implement a positive Behavior Support Plan for the student; OR
- If a positive Behavior Support Plan has already been developed, review and modify it as necessary to address the behavior; and return the student to the placement from which they were removed, unless the parent/guardian and IEP team agree to a change of placement as part of the positive Behavior Support Plan.

If the behavior is not a manifestation of the student's disability:

- The student may be disciplined in accordance with school policy, rules, and regulations in the same manner and to the same extent as students without disabilities.

BOARD POLICY 203: NONVIOLENCE AND COMMITMENT TO PEACE

VISION

AN ABSENCE OF VIOLENCE AND A COMMITMENT TO PEACE ENABLE THE CONDITIONS REQUIRED FOR DEEP AND MEANINGFUL LEARNING FOR US ALL.

PURPOSE

The Board recognizes the importance of the concepts of nonviolence and a commitment to peace in the educational program, and strives to offer all students an educational environment free from violence. Violence of any kind deprives students and staff of a safe environment for learning. This policy is designed to preserve the unique history of the formation of Freire's nonviolence requirements and to outline how nonviolence and a commitment to peace interacts with other Board policies.

If the Board determines that this policy or any related procedures have caused undue harm to the Freire community, the Board will take appropriate corrective action to ensure that the policy remains responsive to community needs, and adequately protects students from undue bias or prejudice of any kind. In addition, the Board's commitment is to provide sufficient opportunities for students to learn to de-escalate conflict and use conflict productively. We do so by teaching students and all members of the school community to communicate effectively and respectfully, in a way that honors self-expression, preserves respect for others, and, consequently, avoids violence.

HISTORY

Nonviolence has come to be a way of life inside Freire Charter School, driven in large part by the students themselves. When Freire first opened in 1999, students openly told stories of their experiences at previous schools. These stories were raw tales of the violence experienced at the hands of fellow students and even from teachers, and were filled with feelings of horror and fear. In the wake of these stories the students expressed the hope that Freire would be different, and would be a place where teachers could safely teach and students could securely learn.

During that first year, Freire students worked weekly with the school leadership to build the core elements of what Freire would one day later become. Students and staff committed to the values of non-violence and high academic achievement. At the end of the 1999-2000 school year, Freire students and school leadership created and approved the first version of Freire's Nonviolence Policy. Students, staff, and parents may look to this Policy as evidence that Freire is committed to safety and that all community members are bound together in trust and mutual respect.

As part of our Commitment to Antiracist Action, the Freire Schools network went back to revisit the Code of Conduct and ensure equity, student voice, and fairness for all. Over the past three years, Freire Schools conducted a study of our nonviolence policy during which a group of Freire students, culture leaders, administration, and professional researchers interviewed students, families, staff, Board members, and alumni about how safe Freire Schools campuses feel, how safety compares to previous years, and how our culture compares to other schools. We learned the following: (1) our community does not want us to compromise our commitment to school safety, (2) we need to increase our efforts to prevent violence, including increasing visibility of our available student supports, and (3) we need to better define violence and communicate this clearly and frequently. This document reflects changes that came out of this study, and is one of the ways we communicate our definition of physical violence and our expectation that physical violence will not be tolerated under any circumstance. Our Freire community stands firm today in our value to preserve a safe, peaceful environment in which all of us can take risks, learn, and thrive.

DEFINITIONS

Code of Conduct means the policies, procedures, rules and regulations of Freire Charter School governing the conduct of all students during the time they are under the jurisdiction of the school. Student disciplinary procedures are set forth in the Board Policy 201: Code of Conduct and Board Policy 202: Suspension and Expulsion.

School Setting means: (1) in school; (2) on school grounds; (3) in school vehicles; (4) at designated bus stops; (5) at activities sponsored, supervised or sanctioned by Freire (e.g. field trips, sporting events, events where

students are representing Freire Charter School); or (6) in any other circumstance or location (on or away from school property) where Freire has jurisdiction over a student's conduct.

GUIDELINES

1. Freire students shall conduct themselves at all times in a manner that reflects a commitment to nonviolence. Students are expected to:
 - a. Act in a manner that affords all other students the opportunity to learn which is physically safe and free from distractions.
 - b. Admit mistakes, and take increased responsibility for their own learning and social actions.
 - c. Respect self and all others, and respect individual differences.
 - d. Behave appropriately while in school, on field trips, and in any forum where the student is representing the Freire community.
 - e. Avoid hurtful language.
 - f. Use appropriate channels to express concerns, fears, or complaints.
2. Physical violence occurs when an individual student harms, attempts to harm, or threatens another individual via physical force. It is a deliberate act. Examples include, but are not limited to:
 - a. Any type of striking or grabbing by one student or another person (punching, biting, kicking, hair pulling, etc.)
 - b. Fighting another student or a group of students, including joining a fight
 - c. Serious threat to cause harm to another via social media or other serious verbal intimidation.
 - d. Throwing objects
 - e. Structural violence such as the physical destruction of property that causes any function of the school to be temporarily suspended
 - f. Weapons possession
 - g. Sexual assault, as defined in Board Policy 116: Title IX Policy
3. Freire defines other types of violence as the harm or intent to cause harm in a non-physical way (e.g. mental or emotional). Examples include but are not limited to:
 - a. Invading an individual's personal space
 - b. Recklessly endangering other students, staff, or community members
 - c. Verbal intimidation or threats, including threatening to bring another individual to fight someone, or arranging for a non-student or non-community member to engage in harassment of another student (including threats made by text, video, or using any type of social networking site/app)
 - d. Abusive or derogatory language
 - e. Bullying, as defined in Board Policy 204: Anti-Bullying
 - f. Hazing, as defined Board Policy 214: Anti-Hazing
 - g. Unlawful harassment, as defined in Board Policy 115: Harassment
4. When Freire students are in a School Setting, the Code of Conduct and the procedures and timelines set forth therein shall apply. When a student engages in conduct that is prohibited in this Policy, it shall

constitute a violation of the Code of Conduct. Violations may result in disciplinary consequences up to and including a recommendation that a student be expelled from Freire.

- a. Unless leadership determines that there are extenuating circumstances requiring a different result, the disciplinary consequence for students who engage in physical violence (defined above) shall be referral for a formal expulsion hearing unless that student is protected under IDEA (34 CFR §300.530(d)(4)).
 - b. Acts of violence where the intent is not to cause physical harm (defined above) may lead to a formal hearing. The school administration will evaluate the situation on a case by case basis and determine disciplinary consequences.
5. Nothing in this Policy shall be construed to abridge student rights to due process, including procedural and substantive rights, that are granted by law or another Freire Charter School policy.
 6. Some acts of violence, including those listed above, may also constitute violations of the law of the Commonwealth of Pennsylvania. In those instances, law enforcement may be contacted by the school.
 7. Freire shall utilize restorative practices that respond to acts of violence, and shall also offer pro-active supports to students to prevent violence and respond to it. Supports may include orientation for new students, peer mediation programs, instruction in conflict resolution, connecting students and families with community resources such as family therapy and counseling, restorative circles, and other programs.

DELEGATION OF RESPONSIBILITY

1. The Board authorizes school administration to develop procedures to implement this Policy.
2. The Board directs school administration to develop and issue a “Nonviolence and Commitment to Peace” acknowledgement of this Policy and which shall be included in the Student & Family Handbook signed by all Freire students and parents/guardians.
3. The Board authorizes school administration to develop a comprehensive system of supports to prevent violence at Freire Charter School and to encourage and maintain a positive, peaceful school climate.

Chart of Possible Consequences (Consequences are determined on a case-by-case basis as stated above, and subject to any applicable protective procedures under the IDEA as set forth in law or school policy)

Act	Likely Consequence
Unprovoked physical harm	Informal hearing leading to a formal hearing leading to board vote on expulsion
Provoked physical harm	Informal hearing leading to a formal hearing leading to board vote on expulsion
Direct threat to cause physical harm	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Volatile/aggressive behavior intended to intimidate or escalate a situation (examples include yelling, flipping a desk or chair, punching a wall, throwing objects)	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion

Retaliation in legitimate self-defense (e.g. fighting back)	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Verbal abuse/bullying with physical threat over social media/text/or otherwise	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Verbal abuse/bullying without physical threat over social media/text/or otherwise	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Bringing a weapon to school (gun, toy/mock gun, knife, etc.)	Informal hearing leading to a formal hearing leading to board vote on expulsion
Bringing a pellet gun, cap gun, or water gun to school	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Bringing outside people (including relatives of any kind) to the school to fight	Informal hearing leading to a formal hearing leading to board vote on expulsion
Threats to bring outsiders (including relatives of any kind) to the school to fight	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Blatant disrespect to others	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion

NOTE 1: Your job as a student/member of this community is to use every resource you have NOT TO GET INVOLVED in a fight or any of the above.

NOTE 2: The behaviors listed above are not permitted in any way nor anywhere nor to anyone. In other words, these acts are not only not permitted on school property, they are not permitted anywhere or against anyone.

BOARD POLICY 116: TITLE IX

Freire Charter School (the “Charter School”) is committed to providing a safe, respectful and supportive learning and working environment, free from Sex Discrimination, in which all members of the The Charter School community can thrive and succeed.

The Charter School has adopted this Title IX Policy (the “Policy”) in order to advance its goal of maintaining an environment free from Sex Discrimination, including Sex-Based Harassment, as well as related Retaliation. The Charter School encourages individuals who have been affected by Sex Discrimination and/or Retaliation to promptly make a Report to The Charter School using any of the reporting options described in this Policy. The Charter School will respond promptly and equitably to all Reports or Complaints of Sex Discrimination and/or Retaliation, and will take appropriate steps to eliminate the behavior, prevent its recurrence, and address its effects. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

BOARD POLICY 204: POLICY AGAINST BULLYING AND CYBERBULLYING

The Freire Charter School (Charter School) Board stands firmly against bullying. Bullying behavior is contrary to the mission and vision of the Charter School, negatively affects the Charter School's culture and environment, and can be damaging to the Charter School community at-large.

Bullying (including Cyberbullying) is prohibited in the Charter School's Code of Conduct. Student conduct which may constitute Bullying or Cyberbullying shall be addressed in the same manner as other student disciplinary investigations, consistent with the Charter School's Code of Conduct. Allegations of Bullying or Cyberbullying will be investigated promptly. In addition, a determination of whether the target of the Bullying or Cyberbullying was targeted or reports being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, or national origin will be made. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

BOARD POLICY 214: ANTI-HAZING

The Freire Charter School (Charter School) Board stands firmly against hazing. Hazing is contrary to the mission and vision of the Charter School, negatively affects the Charter School's culture and environment, and can be damaging to the Charter School community and/or its reputation. In all of its forms, hazing is prohibited at the Charter School and in certain instances may constitute a crime. The Board directs that complaints of hazing shall be investigated promptly, and that corrective action be taken when allegations are substantiated. The full policy can be found on our website.

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

BOARD POLICY 121: NON-DISCRIMINATION POLICY

Freire Charter School (Charter School) is committed to maintaining an education and workplace environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the Charter School community include the Charter School's Board of Trustees, employees, administration, faculty, staff, school volunteers, parties under contract to perform work for or with the Charter School, and family members participating in school meetings or school-sponsored activities.

The Charter School does not exclude from participation, deny the benefits of the Charter School from or otherwise discriminate against individuals on the basis of race, color, sex, sexual orientation, gender (including gender identity or expression), age, creed, religion, ancestry, national origin, ethnic background, marital status, pregnancy, disability, veteran/military status, or any other category protected by state or federal law in the administration of its educational and employment policies or in its programs and activities. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

BOARD POLICY 224: TRANSGENDER AND GENDER NON-CONFORMING YOUTH POLICY

The Freire Board of Directors is committed to providing a safe, supportive, and inclusive learning environment for all students, and to ensure that every student has equal educational opportunities and equal access to educational programs and activities. As such, the Board, administration, staff, and students will comply with Federal and state laws which require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines and expectations for addressing the needs of transgender and gender non-conforming students and is aimed at promoting their inclusivity, privacy, and safety at all times. This

policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to not exclude, separate, deny benefits to, or otherwise treat differently on the basis of sex any person in the school's educational programs or activities. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

BOARD POLICY 205: SAFE SCHOOLS POLICY

PURPOSE

Freire Charter School (the "School") believes that maintaining an environment supportive of learning and free of violence is important to the success of our students' education. This policy, along with the Code of Conduct and Nonviolence Policy, is designed to ensure that students are able to learn in a safe environment in accordance with the School's nonviolence expectations.

ACT 26

Act 26 of 1995 (the Safe Schools Act) creates a mandatory one-year expulsion for the possession of weapons on school property, including school-sponsored events. It requires parents to provide a sworn statement upon registering their child in school as to whether the child had previously been suspended or expelled from another school. Act 26 also requires schools to maintain records on acts of violence and weapon possession and to forward student discipline records when a student transfers to another school.

Act 26 defines the term weapon as "including but not limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, and any other tool, or instrument capable of inflicting serious bodily injury." The law requires action for documented cases of weapon possession in school or while traveling to and from any school or school program, including while on public transportation or school buses.

REPORTING A FREIRE COMMUNITY MEMBER

Any member of the public or school community may report another community member for violating the Code of Conduct. Students have the responsibility to inform a staff member if they become aware that a fellow student is in possession of illegal substances, firearms, weapons, or any items that could endanger the health, safety, or welfare of the school community or property. The Dean's Office will follow up on all reports.

RETALIATION

It is the School's policy that a positive, open environment be maintained at all times. Therefore, the School encourages all community members to report problems or concerns **without fear of retaliation or reprisal**. All reports will be promptly investigated. The School is committed to doing whatever is necessary to protect students from retaliation resulting from a concern or complaint. Should the School determine that retaliation has occurred, or that a community member is planning retaliatory action, disciplinary steps will be taken. The consequences could include any of the following:

- Community service
- Written apology
- Suspension
- Informal hearing

- Recommendation for expulsion
- Police notification

EXPECTATION ON CONDUCT OF FRIENDS AND/OR FAMILY

This policy applies to Guests (non-Freire students who are brought by Freire students to School-sponsored events) and to family members of Freire Students or other adults who visit School or attend School-sponsored events. It is the Student's responsibility to ensure that their Guests are aware of this Policy and other student conduct rules.

SEARCH AND SEIZURE

When a reasonable suspicion exists that a search of a student's person, locker, device, or other belonging will uncover evidence of a violation of School policy, school rules, or applicable law, the Head of School or their designee may conduct a search. A student shall be notified and given an opportunity to be present during the search unless there is reasonable suspicion that the search may uncover material which poses an immediate threat to the health, safety, or welfare of students or staff, in which case the search may be conducted without prior warning.

The Head of School or their designee may institute general search procedures, including at the point of entry to the School building, lockers, hallways, or randomly selected portions of the Building or grounds, when necessary to promote the health, safety, and welfare of the School community, students, and staff. General search procedures may also be instituted at school functions, such as school dances or proms. Students and families shall be notified in advance of any functions at which these general searches may occur.

Searches may include the use of metal detection devices such as wands or automated weapons detecting systems and students may be asked to remove coats, empty pockets, or open their backpacks, purses etc.

A student who refuses or otherwise obstructs a search may be subject to disciplinary consequences.

Any violations of school policy or school rules, including those outlined in the Code of Conduct and Parent/Student Handbook, that are discovered through the searches described herein shall be addressed in accordance with School policy or Memorandum of Understanding with law enforcement.

If a search uncovers an item, material, or substance, the possession of which would appear to be in violation of applicable law, the matter shall be reported to local law enforcement authorities. The staff member or administrator responsible for conducting a search is responsible for the safekeeping and proper retention/disposal of any illegal, unauthorized, or prohibited materials found as a result of the search. Care should be taken to ensure that any seized material is properly secured until surrendered to law enforcement. The School reserves the right to perform its own independent testing/analysis of any substance seized in order to determine whether or not possession of such substance constitutes a violation of School policy or applicable law. The parents/guardians of the student shall be notified as soon as practicable after the search has been conducted.

BOARD POLICY 206A: STUDENT ATTENDANCE POLICY

STUDENT ATTENDANCE POLICY

Regular school attendance is a primary factor in a student's successful academic and social development and lays the groundwork for a successful and productive life beyond school. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process.

EXCUSED VS. UNEXCUSED ABSENCES

EXCUSED ABSENCE

An excused absence is any absence that is documented for official business. Examples include, but are not limited to: court dates, death in family, doctor or dentist appointments, etc. Excuses of this kind must be documented on official letterhead or back to work slips from a doctor, court, or other professional. Hand-written notes or parent notes will not be accepted as proof of official business. In addition, suspensions will be counted as excused absences. Students will also be excused for participation in a project sponsored by an organization eligible for Pennsylvania Agricultural Fair Act grants (such as FFA for 4-H), to participate in a musical performance for an event or funeral with a national veterans' organization, or if health or sanitation laws or regulations prevent a student from attending school.

UNEXCUSED ABSENCES

An unexcused absence is any other kind of absence from school. Examples include, but are not limited to: sickness, family trips, etc. **While parents should still send a note to school explaining the absence in order to mitigate truancy, parent notes do not excuse absences.** The Head of School is authorized to develop a system of consequences for attendance. See below for the School's Truancy Policy and Procedures.

Pennsylvania regulation requires that we remove any student from the roll who has accumulated 10 consecutive unexcused absences. A certified letter will be sent to notify parents of their child's removal from the school roll.

PROCEDURE 206A: STUDENT ATTENDANCE PROCEDURES

UNEXCUSED ABSENCE PROCEDURES

Unexcused absences can lead to serious consequences, including the following:

- Student may fail any class that has been missed 20 or more class days.
- Upon reaching 20 absences, a student will be placed on probation and a mandatory parental meeting with the Attendance Team will be held.
- Upon reaching 20 absences, a student may be mandatorily retained, regardless of student's end of year grades, at the discretion of a Head of School

LATENESS PROCEDURES

All students who are not in their assigned seats by the start of class will be marked late. Students arriving late will need to sign in and get a late slip to be admitted to class. A parent meeting with the Dean may be required for a student who is frequently late to school.

EARLY DISMISSAL PROCEDURES

There is a strong relationship between attendance and academic success; therefore, it is Freire's goal for every student to attend every day in order to maximize their learning experience. To help us meet that goal, we request, whenever possible, that all medical appointments be scheduled for outside of school hours. The following steps shall be followed when initiating an early dismissal from school:

- All students **MUST** be picked up personally by an authorized person (this is defined as a person who is listed in the PowerSchool system).
- Individuals **NOT LISTED** in PowerSchool will be denied access to the student and the student will not be released.

- ALL adults must present proper identification (a valid photo ID) when requesting an early dismissal for a student.
- Parent/Guardian must come into the building to complete the necessary paperwork.
- No early dismissals will be granted after 1:30 p.m. unless prior arrangements were made with a Head of School.

Important Note: Official attendance is taken at **11 a.m.** every day. A student **MUST** be present at this time in order to be marked present for that day. Therefore, ANY student who receives an early dismissal prior to this time will be marked absent the remainder of the day.

IMMEDIATE DISMISSAL DUE TO DISCIPLINARY ISSUES

If a student is dismissed due to disciplinary or safety precautions, it is expected that the student will immediately leave and go to their residence. Parents/guardians will be notified when their student is dismissed.

IMMEDIATE DISMISSAL DUE TO HEALTH EMERGENCIES

In the event that there is a public health emergency and a student begins showing signs or symptoms of an illness, parents/guardians must be able to accommodate an immediate dismissal of the student from school.

COMPLETING MISSED WORK

Significant learning happens daily; any missed days or minutes of instruction put a student further behind.

It is the student's responsibility to obtain missed work, including classwork and homework, from each teacher upon returning to school. A student has as many days as they were absent to complete missed work unless alternate arrangements have been made by the teacher or Academic Advisor. For example, if a student was absent for two days, the student has two days to complete the missed work. For 7th and 8th grade Science and Social Studies, a student has as many days as the class met while the student was absent.

If a student misses an assessment or project deadline, the student is expected to take the assessment or turn in the project on the day he/she returns to school unless prior arrangements have been made with the teacher or Academic Advisor.

PARTICIPATION IN AFTER-SCHOOL ACTIVITIES

A student who is absent from school may not participate in any after-school activity, center, or sport on the day they were absent.

PARENTAL NOTIFICATION OF ABSENCES

The school will use the following methods to notify parents/students of their attendance record:

- Daily automated attendance call to all students who are absent (please make sure that the school has the most up-to-date contact number for you at all times).
- Attendance will be printed on all official grade reports that are sent home on a quarterly basis.
- A letter will be sent to the student's home when they have accumulated 3, 6, 10, 15, and 20 unexcused absences. See the Truancy section below for more information.

Note: Parents may view attendance through their personal access to the PowerSchool system.

BOARD POLICY 206B: TRUANCY

A student is considered truant after 3 truant absences. A child is considered habitually truant after 6 or more truant absences. To avoid truant absences, students must always bring a parent note explaining their absence when they return to school. The standards to avoid a truant absence are less strict than those to have an absence excused. However, while a parent note may be used to avoid a truant absence, the School must still determine that the absence was for a legitimate reason. Parent notes can only be used to prevent up to 6 truant absences per year. After 6 absences with parent notes, any further such absences will be considered truant.

Within 10 days of a student's third truant absence, Freire will notify the student's family of the child's violation of compulsory school attendance. The notification will be sent in writing to the person in parental relation with the child who resides in the same household as the child. When transmitted to a person who is not the biological or adoptive parent, the notice will also be provided to the child's biological or adoptive parent if the parent's mailing address is on file with the School and the parent is not precluded from receiving the information by court order. The notice will:

- Include a description of the consequences that will follow if the child becomes habitually truant
- Be in the mode and language of communication preferred by the person in parental relation

Upon reaching 20 absences, a student may be mandatorily retained, regardless of student's end of year grades, at the discretion of the Head of School.

SCHOOL ATTENDANCE IMPROVEMENT PLAN

After a student reaches 6 unexcused absences, the School will hold a School Attendance Improvement Conference to address barriers to a student's attendance. The School will send a second notice to the family as described above which will additionally include notice of the conference. Neither the child nor the person in parental relation may be legally compelled to attend the conference, but Freire strongly urges both to participate. The conference must occur even if the person in parental relation declines to participate or fails to attend the scheduled conference after written notice sent in advance and attempts to communicate via telephone. Freire reserves the right to provide notice and subsequently hold a conference at its discretion regardless of whether a student has yet accumulated 6 unexcused absences.

The conference should ideally engage the student, family, school, and all participants involved in the student's life to explore possible solutions to increase the student's school attendance. In the case of a follow-up conference after a student has already been referred to the Philadelphia District Attorney's Office, Truancy Court, or Family Court, the conference will also include a representative from the appropriate office. Maintaining open communication between the student and adults will facilitate positive outcomes.

The purpose of the conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to facilitate regular school attendance. The conference provides both parties with the opportunity to identify, understand, and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this conference. In addition, representatives from relevant and/or involved community-based agencies, community and school services, and school personnel should be invited to participate, as needed. During the conference, a Student Attendance Improvement Plan (SAIP) shall be developed cooperatively with the student and other meeting participants.

Issues to be addressed at the conference should include but not be limited to:

- Appropriateness of the student's educational environment
- Possible elements of the school environment that inhibit student success
- Student's current academic level and needs
- Social, emotional, physical, mental, and behavioral health issues

- Issues concerning family and home environment
- Any other issues affecting the student's attendance

The participants in the school-family conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the student is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the student to succeed both socially and academically. This conference should also provide an opportunity to ensure that both the student and the family clearly understand the School's attendance requirements and the legal ramifications of not adhering to the state's compulsory attendance requirements. This methodology promotes full understanding and appreciation of the root causes of truancy as well as the resultant personal and societal impacts when truant behavior is not adequately addressed.

The School may not take further legal action to address unexcused absences until the conference has occurred. The outcome of the conference must be documented in a SAIP. The SAIP must be documented on an official form substantially similar to one developed by the Pennsylvania Department of Education. This plan substantiates efforts made by the school, the family and other vested third parties to assist the student in addressing and resolving school attendance issues.

LEGAL CONSEQUENCES FOR SUSTAINED TRUANCY

Freire must report incidents of truancy to the Pennsylvania Department of Education and may report them to the School District of Philadelphia's Office of Attendance and Truancy, the Philadelphia District Attorney, the Philadelphia Family Court, and/or the Philadelphia Department of Human Services. Families may be required to appear at court hearings or be assigned a caseworker who will make home visits. Parents or guardians convicted of violating compulsory attendance can be fined, required to complete an appropriate course, or perform community service. In order to support legal proceedings conducted under Pennsylvania's truancy law, Freire will document all truant absences, all outreach efforts made, any conferences held, and any interventions pursued.

BOARD POLICY 207: DRESS CODE

UNIFORM

All students must wear any Freire Charter Middle School logo shirt. A permitted shirt includes the polo shirt from Cramer's or any Freire Charter Middle School t-shirt or sweatshirt. The shirt must have sleeves, be long enough to cover from the shoulders to the waist, and not reveal cleavage, shoulders, midriff, or undergarments.

Students may wear any bottom, including jeans, shorts, sweatpants, etc. All shorts and skirts must be at least knee-length. Jeans with excessive rips / tears are not permitted. Tights/legging or see-through bottoms are not permitted - tights/leggings may be worn under a skirt.

Students may wear any flat, closed-toe shoe - no flipflops or slides or high heels

Please note:

- Items that cover the face are not allowed, such as sunglasses, masks, or drawn hoods – Religious exceptions will be granted.
- Students may not wear coats over the uniform shirt. Coats must remain in lockers.

PE UNIFORM

Students will participate in Physical Education for one to two quarters per school year. There is no separate gym uniform. Students should wear clothes that allow them to fully participate in physical activity. Students must wear sneakers.

Vendor Information

All uniforms items may be purchased at Cramer's Uniforms online at www.cramersuniforms.com or at the following locations:

4533 Frankford Avenue
Philadelphia, PA 19124
215-743-0750

5226 Market Street
Philadelphia, PA 19139

1916 E Passyunk Avenue
Philadelphia, PA 19147

DRESS DOWN DAY (AND SUMMER SCHOOL) DRESS CODE GUIDELINES

Special activity days (Dress Down Days) will be announced one week prior to the event. On these days, students may opt out of wearing their uniform shirt and instead wear their own top that meets the same standards as usual for the uniform shirt. The shirt must also be free of obscene language, profanity, or unacceptable images. All rules for bottoms, shoes, and head and face coverings still apply on dress down days. Special activity days are a privilege and not a right. The School reserves the right to restrict students from participating as a behavioral consequence.

Violations of the uniform policy are considered violations of the school's Code of Conduct. Dress code infractions will result in loss of privileges, daily detention, and/or a parent/guardian meeting.

Note: Students who abuse the privilege of special activity days by wearing ANY prohibited items during those days will lose that privilege for the remainder of the school year.

BOARD POLICY 208A: STUDENT USE OF TECHNOLOGY

Freire Charter School (FCS) provides students with computer equipment, computer services, the system network, and Internet access, and other technological equipment and resources. FCS has the right to place reasonable restrictions on this privilege.

All access and rights are privileges granted by FCS and students should have no expectation of privacy in the contents of personal files and access. The situation is similar to the rights you have in the privacy of your locker. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect privacy with regard to any files stored on school or cloud servers. Routine maintenance and monitoring of the FCS system may lead to discovery that this policy, the FCS Code of Conduct, or the law has been violated. In these cases, students will be held accountable to the expectations of the school and the law.

All users agree to abide by applicable federal, state, and local laws and FCS rules when using FCS technology. FCS will not assume legal or other responsibility for any use deemed unacceptable or for any content students find online.

The use of FCS technology is a privilege, not a right, and the purpose of this agreement is to define acceptable and unacceptable use of computer equipment, computer services, the system network, and the Internet, and other technological equipment and resources as defined by FCS. Unacceptable use, as defined by this agreement, or at the discretion of the Technology Director, staff, or administration, may result in restriction or cancellation of access (even for required coursework) as well as other disciplinary or legal action.

PROCEDURE 208A: STUDENT TECHNOLOGY

Technology resources are defined as any electronic tool, device, program, or system that aids the academic environment for a student. Technology includes:

- All computer software and hardware including student chromebooks
- Cell phones, tablets, and smart watches
- Analog and digital networks (e.g., data, video, audio, voice, and multimedia)
- Email systems and communications technologies
- Servers, routers, hubs, switches, and Internet gateways
- Administrative systems, media systems, and learning information systems
- Smart Boards
- Related and forthcoming systems and new technologies

ACCEPTABLE USE

Acceptable use of FCS technology is any use that is consistent with the educational objectives of FCS and in accordance with the FCS Code of Conduct. This includes academic work, college exploration and research, and employment exploration and research. For further clarification on uses not listed here, please refer to the Technology Director. All use is subject to review by the Technology Director, staff, and administration.

Students are responsible for good behavior on school computer networks just as they are on school grounds and in the community. Communications on the network are often public in nature and general school rules apply. Students must respect the rights of others in both the school community and in the global community.

UNACCEPTABLE USE

These rules provide general guidelines and examples of prohibited uses for illustrative purposes but do not attempt to state all required or prohibited activities by students. General examples of unacceptable uses which are expressly prohibited include but are not limited to the following:

- **Illegal Activity** – It is unacceptable use to promote or engage in any activities which are deemed criminal under federal, state or local laws.
 - **Copyright Laws** – It is a violation of copyright laws to copy, distribute, display, exhibit, or perform copyrighted works without authority of the owner of the copyright. A copyright notice is not required.
 - Students may not utilize peer-to-peer file-sharing applications or execute programs to facilitate the downloading or exchange of copyrighted or unauthorized music, movies, and other intellectual property, etc.
 - Students may not use the FCS network to arrange for the purchase of illegal substances or alcohol, engage in criminal activity, or threaten the safety of any person(s).
- **Plagiarism** – Students may not plagiarize works that they find on the Internet or other resources.
- **Vandalism** – It is unacceptable use to harm or destroy the hardware, software or data of another user, whether at FCS or at any site connected to the Internet. This includes, but is not limited to, the creation or spreading of computer viruses. **If a student breaks a piece of equipment while using it, the family of the student is responsible for replacing that equipment.**
- **Security** – Under no conditions should you provide your password to another person. Users are responsible for the security of their account. Users may be held accountable for actions performed under their account name if it has been determined that their account was negligently left accessible. It is also unacceptable to change individual or system passwords. If a user suspects their account

security has been compromised they are required to immediately contact an administrator. It is unacceptable to trespass in others' folders, work, or files or to use or to attempt to use another's account, including the System Administrators' accounts. It is unacceptable to post information that could cause damage or a danger of disruption.

- **Offensive Behavior and Harassment** – It is unacceptable use to harass, insult, or attack others. It is unacceptable to send or receive any data, which is offensive and/or obscene according to the FCS Code of Conduct. Note that Freire may consider an action to be harassment regardless of whether it is considered harassment under the law. Any repeated or unwanted communication may constitute harassment. Any communication with the direct intention of harassing, threatening, implying, or otherwise causing harm to individuals and classes of individuals is a violation of school policy. Be sure to save copies of all harassing material. Provide hard copies to the Technology Director, staff, and/or administration. Harassment is taken very seriously at FCS, and anyone who makes false accusations will be penalized. Kinds of Harassment include:
 - Sending/forwarding unsolicited email, junk mail, or propagating chain letters.
 - Email “bombing,” spamming, etc.
 - Inappropriate images, text, audio, commentary, etc. that demeans based on ethnicity, race, religion, sexuality, sexual orientation, age, class, disability, etc.
 - Forging electronic information.
 - Creating, altering, or deleting the attribution of origin (“from” in email, IP address headers, etc.).
 - Sending messages under someone else’s address or posing as another user in any way.
- **Respect for Resource Limits** – It is unacceptable to intentionally waste limited computer resources. It is unacceptable to download large files. It is unacceptable to post or forward chain letters, send “bomb” emails, or engage in “spamming.” Sending numerous or large email messages to one person is considered “email bombing.” Spamming is sending an annoying or unnecessary message to a large number of people.
- **Respect for Privacy** – It is unacceptable to repost a message that was sent to you privately without permission of the person who sent you the message. It is unacceptable to post private information about another person.
- **Personal Safety** – It is unacceptable to post personal contact information about yourself or other people. Personal contact information includes your address, telephone, work address, etc. It is unacceptable to agree to meet with someone you have met online for non-academic reasons. This is subject to review by the Technology Director, staff, or administration.
- **Commercial Use** – It is unacceptable to offer, provide, or purchase products or services through FCS
- **System Tampering** – Any unauthorized alteration of operating systems, individual accounts, software, networking facilities, and/or other programs.
- **Obscenity** – Students may not use the network to access material that is profane or obscene. This includes pornography, inappropriate music or text, etc.

INAPPROPRIATE CONTENT

The policy above states that students may not access any obscene or inappropriate content, that students should have no expectation of privacy, and that system monitoring may lead to the school discovering violations. Freire takes this issue extremely seriously and will issue consequences for violations.

Students are monitored by a service such as Gaggle, which uses technology and trained professionals evaluate content 24 hours a day for potentially harmful content, messages, documents, images and more. If there is discovery of objectionable content or a potentially harmful situation, the monitoring service alerts the school. Programs such as Gaggle are also required by federal law to report suspected child pornography to the National Center for Missing and Exploited Children.

If Freire's automated monitoring system discovers that a student has accessed, stored or sent sexually explicit or inappropriate images, the school will impose discipline and parents and law enforcement will be notified if we suspect the student has committed a crime.

CHROMEBOOK USE

Freire Schools students have access to Chromebooks. This allows students to direct their own learning and have a greater reliance on active learning strategies. Students will be able to transfer knowledge across disciplines. The increased access to technology will enhance instruction and provide more achievement opportunities for our students.

Software: Only legally licensed software/applications, media, or other data is permitted on the Chromebook. As this computer is the property of the School, the School has the ability to install and uninstall software at our discretion and remotely. Students may not download software, operating systems, applications, or media (including songs, photos, videos) without a prior approval from an authorized school employee.

Privacy: The Chromebooks provided are the property of the School. The chromebook may be examined or searched at any time at the discretion of the School or its employees.

Neither students nor parents/guardians have any right to privacy of any data saved on the Chromebook or in any network drives. The School has the ability to remotely monitor student activity on this Chromebook and will do so at its discretion. The School will never access the camera when the camera has not been activated by the student.

Furthermore, Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time to ensure appropriate use. The School cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws, and may give proper authorities access to email, files, and network usage data during the course of an investigation.

Saving Files: Students should not save files on the device. The School will provide students locations to save their school-related work. There should be no assumption that files saved directly to the chromebook will be stored indefinitely. Files saved improperly may be deleted at any time. The School accepts no responsibility for lost files.

Remote Access: For chromebooks approved for off-campus use, students and parents are expected to comply with all requests for remote access by the School or approved employees. The School also has the ability to remotely access the Chromebook for purposes, such as locating a lost device, software or program updates, IT support, etc., and may do so without notice to you or your child.

School Rules: All rules, policies, and procedures of the School that apply to students in/during/or at school apply while using the Chromebook. School administrators may develop additional rules regarding use of the device in the future.

Media Access & Safety: Students will have access to all available forms of electronic media (websites, videos, files, etc.) and communication which are in support of the School's educational goals and objectives. Some media and content have been blocked to better ensure the safety of our students. For chromebooks approved for off-campus use, these filters do not replace the importance of parents/guardians in monitoring student Chromebook usage. Parents are expected to be partners in ensuring students' Internet safety.

Acceptable Use: All acceptable and unacceptable uses of technology outlined in the technology policies apply to student chromebooks.

Personal Use & Use by Others: The Chromebook is intended solely for educational use by the student enrolled in the School. Students are not permitted to use the computer for personal use. Family members and others are not permitted to use the chromebook for any reason except for assisting a student with a

school-sanctioned activity or assignment. For virtual parent-teacher conferences or other parent-school-family virtual meetings, parent use of the chromebook to participate in such meetings is acceptable.

Login Information: Students must log in only with their provided account information. **Students may not provide their passwords to others.** Users may be held accountable for actions performed under their account name if it has been determined that their account was negligently left accessible. If a user suspects their account security has been compromised they are required to immediately contact their school's IT Coordinator for support.

In addition to the technology and chromebook policies outlined above, the following policies apply:

CHROMEBOOK ASSIGNMENT

Whether assigned a Chromebook for the class or for approved off-campus use, students are responsible for its care while it's in their possession. Students should not swap or borrow chromebooks from one another. If a student is found to be in possession of a chromebook that is not assigned to them, the chromebook will be returned to the School. If a student is no longer in possession of their originally assigned chromebook, they will be responsible for paying the fee associated with a lost/missing/stolen chromebook.

FEES

If the following damages or losses occur, the parent/guardian agrees to and is responsible for the following fees for repairs and/or replacements which must be paid according to the schedule determined by the School:

Chromebook Charger	\$15
Broken/Cracked Screen or Similar Repairs	\$50
Lost/Missing/Stolen Chromebook or Damage Beyond Repair	Replacement Cost of Chromebook (minimum \$100, not to exceed \$300)

Note: Repeated offenses will result in a more substantial charge (not to exceed \$300). Repairs due to defects or other technical issues will not incur charges or fees.

CARE OF CHROMEBOOKS

Students are responsible for the general care of the specific device they have been issued by the school:

- The device must remain free of any writing, drawing, stickers, other than any applied by the School.
- For chromebooks approved for off-campus use, the student has responsibility for keeping the chromebook in their possession and supervision at all times. If the chromebook is lost or stolen, replacement fees will be charged (minimum of \$100 and not to exceed \$300). Lost, missing, or stolen chromebooks must be reported to IT Support immediately.

BRINGING CHARGED CHROMEBOOK TO SCHOOL

For chromebooks assigned for off-campus use, students are expected to come to school each day with a fully charged chromebook. If the chromebook battery is dead or they forget to bring their chromebook, they WILL NOT receive another chromebook for the day. In rare cases for exceptional circumstances (state testing, etc.) a loaner chromebook may be given at the discretion of authorized school employees. The student takes

responsibility for this chromebook and may be charged fees for damage/loss of this chromebook as if it were their original assigned chromebook.

RETURN OF CHROMEBOOKS

For chromebooks assigned for off-campus use, the school reserves the right to require the immediate return of the chromebook at any time. The chromebook must be returned if a student withdraws, whether voluntarily or through expulsion, or graduates. Should you fail to return the device within 30 days of the designated return date or if the device is damaged, you agree to pay up to the replacement cost of the chromebook (minimum \$100, not to exceed \$300).

EXTERNAL RECORDS SHARING WITH ONLINE PLATFORMS

As with the use of most software and websites, students and parents are agreeing to the terms of use and privacy and data sharing provisions, including those of G Suite, Google Classroom, Zoom, Edmentum (Study Island), IXL, GoGuardian, Gaggle, etc.

You can find the Terms of Service for these platforms below:

- G Suite: https://gsuite.google.com/terms/2013/1/premier_terms.html
- Zoom: <https://zoom.us/terms>
- Edmentum (Study Island): <https://www.edmentum.com/terms-of-use>
- IXL: <https://www.ixl.com/termsofservice>
- GoGuardian: <https://www.goguardian.com/eula/>
- Gaggle: <https://cdn.gaggle.net/termsofservice.html>

If you have any questions or concerns, please contact the IT Coordinator, [William Shippen](mailto:william.shippen@freirecharterschool.org) at william.shippen@freirecharterschool.org.

ZOOM EXPECTATIONS

All participants will be held to the following expectations during Zoom sessions:

- Participants will use appropriate language (no cursing, no derogatory language, no disrespect or yelling) during Zoom sessions.
- Participants will mute themselves when they are not speaking to limit background noise.
- Participants will be a positive contributor during the online environment
- Participants should dress appropriately during the session i.e. no revealing or obscene clothing.
- Participants should be in a quiet space; background noise from your home distracts others.
- Participants may not use personalized backgrounds; they may distract from learning.
- The chat feature in Zoom should be used appropriately and be focused on academic conversations. The teacher may disable this feature at her/his discretion.
- Participants will not be allowed to screen share unless given permission by Freire staff.
- Participants may not edit the shared screen of any zoom participant.

Please be advised that Zoom sessions may serve as a virtual classroom at times. All rules from your physical classroom inside of our FCMS building still apply to the virtual, at home classroom. Inappropriate language, defiance, disruption, and disrespect will and can result in removal from the Zoom learning experience. **The Code of Conduct applies to students any time during the Zoom call, whether it be on video or in the 'chat'. If a student is removed from the Zoom learning space, they will be required to meet virtually with either a Dean or a**

member from the Admin Team before reintegrating into the Zoom. If the behavior continues, the student will be removed from the Zoom session for the remainder of the day and will have a follow-up conversation with their parents and guardians. At that time, it will be determined how the student can be best supported moving forward and reintegrated into future Zoom Session.

We are fully confident that our students will continue to breathe FIRE and uphold the Freire way in this new virtual setting. Please remember that we are a community that supports and lifts one another. Maintaining a safe and productive Zoom classroom is paramount to student success.

Please be aware that as with most software and websites, you are agreeing to Zoom's terms of use, including their privacy and data sharing provisions.

RECORDING OF STUDENTS

By having your child participate in audio/visual virtual learning or in-classroom learning where a teacher may be recording for virtual learning students, you give consent for their likeness, voice, and statements to be recorded as needed for educational purposes. Participation constitutes your consent under any applicable privacy laws, including the Pennsylvania Wiretap Act (18 Pa.C.S. 5703).

BOARD POLICY 208B: STUDENT USE OF CELL PHONES AND ELECTRONICS

Freire recognizes the importance of communication and collaboration and provides devices for students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions, the Head of School is authorized to develop a system of procedures and consequences related to topics including, but not limited to cell phone use. See below for the School's Cell Phone & Electronics Procedures.

Phones and personal electronics are not to be used during school. Every student is assigned a personal Yondr Pouch. While the **Yondr Pouch is considered school property**, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good condition (no damages, including but not limited to bent pins, graffiti pouch, or ripped plastic). Any items put in the pouch other than their phone, those items will be confiscated and not returned. Students may be subject to Probationary Contract for Electronics Infractions.

PROCEDURE 208B: STUDENT CELL PHONES & ELECTRONICS

Phones and personal electronics are not to be used during school. Every student is assigned a personal Yondr Pouch. While the **Yondr Pouch is considered school property**, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition. Any items put in the pouch other than their phone will be confiscated and parent will need to come after the school year has ended to pick up the item

DAILY PROCESS

As students Arrive to School and before proceeding to classrooms they will:

1. Turn their personal electronics off.
2. Place their phone (and smartwatches) inside their Pouch and secure it in front of school staff.
3. Store their Pouch in their backpack for the day.

At the end of the day students will open their Pouch, remove their phone, close their Pouch and put it in their backpack. Students must bring their Pouch to school with them each day. Upon reentering the school building, the cell phone must again be pouch.

*Students arriving late or leaving early will pouch/unpouch their phones in the Main Office.

VIOLATIONS

Pouch Damage / Lost Pouch / Using Phone During School

If a student damages their Pouch or is caught on their phone, Administration will collect the phone/Pouch and call home for:

- The Parent to come to the school and Pick Up their child's phone or the phone may be confiscated overnight
- Additional Consequences may include: Community Service / In-School Suspension / Detention

Examples of damage:

- Ripped
- Cut
- Torn
- Pen/pencil marks
- Bent/cut pin
- Signs of force to black button on flap
- Unable to open

FORGOTTEN POUCH

If a student forgets their Pouch, their phone will be collected and Admin will call home to remind the Parent of the policy. The phone will be returned to the student at dismissal. If a student reports to school without a pouch for consecutive days (3 or more), they will automatically be charged for a pouch (\$30).

If a student consistently forgets their Pouch, it is considered lost and the student will need to purchase another pouch for \$30.

If a student loses or damages the pouch the student will need to purchase another pouch for \$30.

VIOLATIONS

If any type of electronic device (phone, smart watch, headphones, etc.) is being used without authorization during the school day, the following consequences will be issues:

- **First Offense:** Staff Member will take the phone, and it will be returned at the end of the day. The incident will be documented as Electronics 1st Offense in PowerSchool, and the student will receive a detention. If the student does not comply or is defiant, there will be additional consequences such as suspension. A \$30 replacement fee is issued if the student is in possession of a broken pouch or does not have their assigned pouch in possession.
- **Second Offense:** Staff Member will take the phone, and it will be returned to a parent/guardian listed in PowerSchool. The incident will be written up as Electronics 2nd Offense in PowerSchool. The student will receive an after school detention. If the student does not comply or is defiant, there will be additional consequences up to and including suspension. A \$30 replacement fee is issued if the student is in possession of a broken pouch or does not have their assigned pouch in possession.
- **Final Offense:** Students and families will be required to enter into an Electronics Contract. Phone privileges will be revoked for the rest of the school year. The student is no longer allowed to have their phone at school. The student must either leave their phone at home, or turn in their phone(s) to a Dean at the start of the day and can only get it back after dismissal. Additional stipulations may be implemented in the contract including loss of student privileges

Refusal to surrender a requested cell phone or removing the SIM chip from the phone will be considered an act of extreme defiance and will result in the following actions:

- The student's parent will be contacted immediately
- The student will be suspended

- A mandatory informal hearing will be held the next school day
- During this hearing the parent and student will be warned future behaviors like this may lead to more severe consequences
- One (or more) of the following consequences will be assigned:
 - Contract
 - Loss of school privileges
 - Loss of student trips/events
 - Community service

Freire Charter School is not financially responsible for property that a student voluntarily brings to school, including cell phones and other electronic devices, including in the event that property is lost, misplaced, or stolen. Although the school takes every precaution to store confiscated student electronic devices safely and securely, **Freire is not financially responsible for student electronic devices whether they are in the student's or the school's possession.**

BOARD POLICY 222: STUDENTS EXPERIENCING HOMELESSNESS

The Board of Directors ("Board") of Freire Charter School ("School") recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other School students. The Board shall make reasonable efforts to identify children experiencing homelessness, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with the McKinney-Vento Act and other federal and state law regulations.

The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation, and success in charter schools of homeless students, based on the recommendation of the Head of School.

DEFINITIONS

HOMELESS STUDENTS

Homeless students are defined as individuals lacking a fixed, regular, and night-time residence, which include the following conditions:

- Sharing the housing of other persons due to loss of housing or economic hardship.
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
- Living in emergency, transitional, or domestic violence shelters.
- Abandoned in hospitals.
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings.
- Living as migratory children in conditions described in previous examples.
- Living as run-away children.
- Abandoned or forced out of homes by parents or caretakers.
- Living as school-age unwed mothers in houses for unwed mothers if they have no other living accommodations.

MIGRATORY CHILDREN

The term “migratory children” means children who are, or whose parent or spouse are, migratory agricultural workers, including migratory dairy workers, or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural or fishing work, or to accompany a parent or spouse who is doing so.

STUDENT AND FAMILY RIGHTS

Under McKinney-Vento, eligible students have the right to the following:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents
- Enroll in a local school or continue attending the School (school of origin), if that is your preference and is feasible
- If it is determined that the school selected is not in the student’s best interest, the School will provide a written explanation of its position and inform you of your right to appeal the School’s decision
- Receive transportation to and from the School, if requested
- Receive educational services comparable to those provided to other students, according to your needs as a student

SCHOOL RESPONSIBILITIES

DELEGATION OF RESPONSIBILITY

The Board designates the Head of Academic Supports or their designee to serve as the School’s liaison for homeless students and families.

The School’s Liaison shall coordinate with:

- Local service agencies that provide services to homeless children, youth and families.
- School districts on issues of records transfer, per pupil allocation, transportation and special education programs to ensure that homeless children who are in need of special education and related services are located, identified, and evaluated.
- State and local housing agencies responsible for comprehensive housing affordability strategies.

The School Liaison has the following responsibilities:

- Identify homeless children and youth.
- Inform parents or guardians of educational rights and related opportunities available to their children, and provide them with meaningful opportunities to participate in the education of their children.
- Disseminate public notice of the educational rights of homeless students where children and youth receive services under the Act and forms to such places as schools, family shelters, and food pantries.
- Mediate enrollment disputes in accordance with the Enrollment Dispute section and ensure immediate enrollment pending resolution of disputes.

- Inform the parent/guardian of a homeless child or youth, and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
- Assist children and youth who do not have immunizations or immunization or medical records to obtain necessary immunizations or immunization or medical records.
- Understand the Pennsylvania Department of Education guidance issued for the education of homeless students in order to distribute information on the subject as well as to present workshops for school personnel, including office staff.

BEST INTEREST DETERMINATION

The School ensures that the best interests of students and families experiencing homelessness are in mind. This means that homeless students shall remain at the School (school of origin), unless it is determined that it is not in his/her best interest. If remaining at the School is not in his/her best interest, the necessary transfer of school records shall be carried out by the School to ensure the student's immediate enrollment in a new school.

BOARD POLICY 223: FOSTER CARE

The Every Student Succeeds Act (ESSA) Foster Care Provisions establish, enhance and formalize collaborative working relationships between child welfare and local educational agencies.

BEST INTEREST DETERMINATION

Freire ensures that foster students' best interests are in mind. This means that foster students shall remain at the School (school of origin), unless it is determined that it is not in his/her best interest. If remaining at Freire is not in his/her best interest, immediate enrollment in a new school and the transfer of school records shall be carried out by Freire.

TRANSPORTATION

In collaboration with local child welfare agencies, Freire will develop written procedures for how transportation will be provided, arranged, and funded for the duration of a child's time in foster care.

FOSTER CARE POINT OF CONTACT (POC)

The Head of School, Academic Supports is Freire's Foster Care Point of Contact (POC). The Foster Care POC shall coordinate with state and local child welfare agencies, the State's Foster Care POC, and other school administrators on regarding the following responsibilities:

- Facilitation of professional development and staff training of Title I foster care provisions and needs of foster students, as needed;
- Best Interest Determination and documentation
- Transfer of student records, including immunizations, medical records, IEPs and Section 504 plans to ensure immediate enrollment
- Facilitation of data sharing and reporting, consistent with FERPA
- Development, implementation, and coordination of local transportation procedures
- Special education programming
- Ensuring the educational stability and safety of all foster students.

BOARD POLICY 126: CODE OF CIVILITY

PURPOSE

Freire Charter School (the “School”) believes that maintaining an environment supportive of learning and free of disruptive conduct is important to the success of our children’s education. To further this goal, it is the intent of the School to promote, through this policy, mutual respect, civility and orderly conduct between and among Board members, school staff and administrators, parents/guardians, students, volunteers, coaches, and members of the public. It is also the intent of this policy to encourage positive communication and to discourage disruptive, volatile, hostile or aggressive communication or actions. Furthermore, this policy is intended to maintain, to the extent possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, parents/guardians and the public.

The Board of Directors encourages its members, school staff and administrators, parents/guardians, students, volunteers, coaches, and members of the public to participate in maintaining a clear expectation of civil conduct and problem-solving throughout the School. The School is committed to support this expectation and will not condone or accept uncivil conduct (see definition) on school grounds, at school-sponsored activities, or in verbal, written or electronic communications whether by Board members, school staff and administrators, parents/guardians, volunteers, coaches, or members of the public.

While this policy may apply to incidents involving students, this policy is not intended to supplant the Charter School’s Student Code of Conduct, and nothing in this policy shall be construed to limit the Charter School’s response to student behaviors. The Student Code of Conduct, and the procedures thereunder, shall be used by the Charter School to investigate and/or impose disciplinary consequences for students engaging in behavior that would otherwise constitute a violation of this policy.

DEFINITIONS:

A person will be deemed to have engaged in “Uncivil Conduct” when the person threatens the health, safety or welfare of any members of the school community, places another person in reasonable fear of imminent harm, disrupts the orderly operations of the School or in cases where the conduct affects a substantial Charter School interest or has continuing effects on Charter School Property or at a Charter School sponsored or related activity/event.

By way of example, “Uncivil Conduct” includes, but is not limited to, behaviors such as:

- directing vulgar, obscene or profane gestures or words at another individual;
- taunting, jeering, inciting others to taunt or jeer at an individual;
- repeatedly interrupting another individual who is speaking at an appropriate time and place or raising one’s voice in anger at another person;
- imposing personal demands at times or in settings where they conflict with assigned duties and cannot reasonably be met;
- using derogatory and/or personal epithets or slurs; gesturing in a manner that puts another in fear for his/her personal safety; or
- invading someone’s personal space after being directed to move away, physically blocking an individual’s exit from a room or location, remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave.

It is not the intent of this policy to deprive any member of the school community of the right to free expression of ideas or the exercise of a right to which they are entitled. “Uncivil Conduct” does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as: 1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and 2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process.

GUIDELINES

Individuals who perceive that they are being treated in a way that violates this policy are urged to resolve their concerns promptly through direct communication by respectfully (a) requesting that the person cease engaging in the Uncivil Conduct; and/or (b) notifying the Head of School, Assistant Head of School, and/or Freire School Network Office Administrator that the Uncivil Conduct is occurring.

Individuals reporting alleged violations of this policy may be asked to submit the report in writing to the Head of School.

Individuals who violate this policy may have restrictions imposed on their access to School including restrictions on their right to be present in the School building, on School property or to attend School events. Restrictions may also be imposed on interactions with school staff member(s).

Severe or persistent acts of Uncivil Conduct may violate other School rules or policies such as the policies against Sexual Harassment, Discrimination, Bullying, and Student Code of Conduct. Violation of such policies may result in further action as applicable. Nothing in this policy is intended to interfere with the ability of school administration to maintain order and discipline in the schools or to enforce school rules and applicable policies and laws.

DELEGATION

The Head of School or designee shall establish procedures consistent with the provisions of policy.

FEDERAL PROGRAMS AND TITLE I

Freire invites parents to attend an annual Titles I, II, and IV informational meeting, held in conjunction with back to school night. At this meeting, we explain the purpose and requirements of Title I programs, describe how Freire participates in the program, and detail how the school is spending its Title I funding in the current school year. School representatives review parents’ right to be involved, provide the complaint procedure, and identify Freire’s federal programs coordinator. At this time, we solicit feedback from parents on topics including how Freire is spending Title I funds, the quality of the school-parent compact, and this Family Involvement Policy. School administrators consider any feedback received when seeking to make improvements at the next relevant annual opportunity (e.g. policy updates, budgeting, program planning, etc.).

As the school creates, improves, and implements its Title I Schoolwide Program, the planning team takes into account parent feedback received at the annual Title I informational meeting, comments from regular monthly parent association meetings, survey results, and relevant informal suggestions made by parents.

School events that provide opportunities for parent involvement throughout the year are held at a variety of times, both during the school day and in the evening.

Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.

PARENT RIGHTS UNDER TITLE I

Under Title I, Part A, Freire parents have the right to:

- Be involved in our Title I, Part A programs – Freire, with the help of its parents, will develop and implement a Title I Family Involvement Policy and a School-Parent Compact
- Request regular meetings – Requests for meetings to discuss Title I programs should be put in writing and submitted to the Federal Programs Coordinator.
- Know teacher and paraprofessional qualifications – Parents may request, and Freire then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to their child. Requests should be put in writing and submitted to the Federal Programs Coordinator.

PARENT FAMILY ENGAGEMENT POLICY

Freire Charter School is fully committed to finding meaningful and mutually enriching ways for parents to participate in our school to serve as partners in improving the quality of teaching and learning for all of our students and at every level. As a recipient of Title I funds, Freire abides by a Title I Parent and Family Engagement Policy. The policy is updated annually, with input from parents and students, distributed at parent meetings, delivered through our website, and is included in the student handbook. The policy describes the means for carrying out Title I Parent and Family Engagement Requirements [Section 1116 of the Every Student Succeeds Act (ESSA)].

This policy states how Freire involves parents and family members in the joint development of the Title I Plan and be partners in their child's education.

- An annual parent survey to evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools. This survey also asks parents to provide feedback on the following:
 - Barriers to greater participation in activities,
 - The needs of parents and family members to assist with the learning of their children, including with school personnel and teachers,
 - Strategies to support successful and family interactions.
- A minimum of two meetings annually where parents are invited to help develop the Title I Plan and revise Parent Engagement Policy. These meetings include time to:
 - Review parent survey results
 - Review performance data
 - Provide input into development of Title I plan including performance measures, spending plan/budget, and strategies for improving parent engagement.
 - Evaluate and amend school-parent compact
- Numerous opportunities for parents to be involved in the activities of the school including:
 - New Parent Clinic
 - Back to School Night
 - Student-Parent-Teacher conferences
 - Exhibition Nights
 - Family meetings/info sessions where a member of the Freire staff presents on relevant topics such as college application process and Act 158 graduation requirements

- Strategies to engage families and communicate with them:
 - Family meetings for all students identified as needing additional supports, held either at the home of the student or at the school.
 - Each grade level has a dedicated academic advisor. This individual reaches out to the family of any student failing one or more classes at the conclusion of the first semester so that a family meeting can be scheduled and appropriate measures taken to support the student.
 - Freire's student report cards also offer information beyond the traditional content of grades, teacher comments, and attendance information. Our report cards provide parents with their student's progress on standardized tests, a record of their behavior, and information on their student's participation in extracurricular activities.
- Support programs that reach parents and family members at home, in the community, and at school, including sessions on financial literacy and FAFSA completion.
- Title I coordinator/network office federal programs manager attend conferences and trainings, meet annually with the school's academic leaders to plan and monitor implementation of parent engagement activities
- Freire coordinates and integrates parent and family engagement strategies under Title I, Part A with other relevant Federal, State, and local laws and programs including IDEA/Special Education parent training, annual notices for English learners, information sessions to support Pennsylvania's Act 158, the use of ESSER funds, and the development of our schoolwide and comprehensive plans.

UNDERSTANDABLE COMMUNICATION

Freire has an accurate perception of the number of our parents for whom English is not their first language as a result of input provided on a Home Language Survey that parents are required to complete when a student first enrolls in the school. As a result, we are able to support these parents directly with a variety of resources including telephonic translation services provided by LanguageLine. Additionally, as part of a quarterly phone call held with parents of any ESL student the school, Freire is able to regularly check in with these parents to ensure that they fully understand communications from the school and provide additional support as needed. The school also maintains a relationship with a company called LanguageLine. This company provides translation services in approximately 170 languages and the school utilizes them when appropriate to ensure that the content of essential school communications can be understood by all parents.

PARENT CONTACT INFORMATION

It is essential that parents keep their contact information on file with the school up to date at all times. The school may need to reach parents in emergencies, to notify them of incidents involving their child at school, or for other important reasons. Parents must therefore contact the school any time there is a change to their address, phone number, or email address.

PARENT CONCERNS

When parents/guardians have a concern about something going on in a classroom or at the school, the best thing to do is first contact their child's Academic Advisor or classroom teacher to discuss the matter. After that, if the situation still has not been resolved, the parent needs to contact either the Co-Heads of Academics (for any matters relating to teaching and learning in the school) or the Head of School (for any matters in the school not directly related to teaching and learning). If the concern is not resolved at the school level, or if a community member wishes to make a specific complaint to the Board, they can provide notice to the Head of School who can relay their concern to the Board and set aside time on a meeting agenda when appropriate. Parents and community members may attend any board meeting and present a statement during the public

comment period, but are encouraged to share any specific concerns beforehand so that the board can best address them. The Board will review the complaint and come to a final decision as quickly as possible.

CONTRACT FOR EXCELLENCE

From the students themselves to their parents/guardians, teachers, and support staff – each and every member of the school community has a critical role to play in supporting success for our learners. To make sure each individual knows their role in the process, all community members must agree to and sign the Freire Contract for Excellence which was developed jointly with parents. This can be found on our website [HERE](#).

MATERIALS AND TRAINING AVAILABLE TO PARENTS/GUARDIANS

POWERSCHOOL TRAINING

Freire is committed to doing everything possible to help parents have the tools they need to support their students in school. To that end, Freire holds trainings and/or provides written instructions so that parents feel adept at using our student database (PowerSchool) from their homes and offices. Parents can log into PowerSchool at any time and receive up-to-date information about their individual student. From PowerSchool they can see a current reflection of their student's performance in each class, including specific information on how a student performed on every class assignment and assessment. Parents also have access to their student's daily attendance, current overall grades as well as test and quiz grades, homework performance, and in-school behavior.

Training for PowerSchool usually occurs in September as part of our Back to School Night but is also offered through individual tutorials. Parents receive a username and password in order to enter their account on PowerSchool. As part of that training, parents learn the capabilities of the program and how to tailor those capabilities to meet their individual needs and access the information they want to see about their child's progress. For any parents who miss Back to School Night and still want to learn how to access their child's progress online, our Academic Advisors are available by appointment throughout the year to help parents access this very important feature.

ACADEMIC ADVISORS

Each child has an Academic Advisor at Freire. The job of the academic advisor is to support students in their academic growth by following student progress on a regular basis, communicating with a student's parent/guardian in times of concern, helping to link students to the extra help and support centers Freire has available to all students, and helping to ensure that the staff at school and parents at home are doing all we can to support our students' academic success. When requested by parents, Academic Advisors will also facilitate regular meetings that provide parents with an opportunity to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children.

EMOTIONAL SUPPORT TEAM

Another fundamental way that we support parents in helping their children's achievement and potential soar is through our emotional support team. Freire's emotional support team serves all students in need of therapy on a regular basis. Students meet with either our in-house certified family therapist or one of the handful of graduate school interns studying the science of emotional support and working closely at our family therapist's direction. Any and all family members of a Freire student are also welcome to participate in emotional support therapy sessions. In accordance with PA Act 147 of 2004, students who are 14 years of age or older can request counseling and are entitled to confidentiality, subject to legal restrictions (for example, counselors must

report any suspicion of child abuse or neglect and may be required to report a suspicion that the student has been a victim of a crime).

21ST CENTURY CCLC PARENT PROGRAMMING

Lastly, thanks to the Pennsylvania Department of Education's 21st Century Community Learning Centers Grant, Freire provides parent programming throughout the year. If you are interested in being a part of Freire's 21st Century CCLC parent programming, please contact the Director of Student Activities.

EDUCATION FOR OUR EDUCATORS ABOUT THE IMPORTANCE OF PARENTS IN STUDENT SUCCESS

Every Freire staff member participates in at least two trainings per school year on effectively partnering with parents to maximize student achievement. One of these trainings is held during our start of the year staff orientation, and the second at one of our regularly scheduled staff professional development sessions. Issues about differences in culture, expectation, communication styles, etc. are addressed.

Additionally, administrative personnel and school leaders participate in ongoing informal conversations regarding how to support parents and their students most effectively. One of the primary roles of our Academic Advisors is to serve as a liaison to and for parents with the school and to make sure to give voice to parent concerns, feedback, and positive experiences.

TITLE I COMPLAINT PROCEDURES FOR PARENTS

A parent who feels that the School is not meeting its Title I or other responsibilities as outlined in this policy, should first discuss the problem with the School's Federal Programs Coordinator. Examples of violations would be such things as:

- An annual meeting was not convened to explain Title I offerings to parents
- Parents were refused information on the professional qualifications of their child's classroom teacher

If the concern was not resolved at the school level, a parent should begin a formal Pennsylvania Department of Education (PDE) complaint procedure as outlined below. A complaint is defined by Freire Charter School as a written, signed statement. It must include the following:

- A statement that PDE or Freire has violated a requirement of federal statute or regulations which apply to programs under the Every Student Succeeds Act
- The facts on which the statement is based
- Information on any discussions, meetings or correspondence with PDE or Freire regarding the complaint

FEDERAL PROGRAMS COORDINATOR CONTACT INFORMATION

Tanza Pugliese, Compliance Manager, Freire Schools Collaborative
1617 JFK Blvd Ste 580
Philadelphia PA 19103
(267) 583-4465
tanza@freireschools.org

OTHER IMPORTANT PARENT INVOLVEMENT INFORMATION

At Freire, we are always working to form stronger, better partnerships with parents. Some of the ways in which we further this goal that have not been mentioned specifically above are:

- One parent from the Middle School and one from the High School each serve on the school's Board of Directors.
- Parents are surveyed yearly for input on the quality of their children's teachers and staff of the school.

- Parents receive a weekly email newsletter updating them on school activities, events, issues, etc.
- Parents receive mailings frequently through the regular mail.
- Freire contracts with the SchoolMessenger service, which allows us to communicate information to parents via automated phone calls, text messages, and emails.
- Freire teachers are required to respond to every communication from a student's parents within a reasonable period of time.
- Freire teachers take the time to write comments on report cards thereby giving parents more specific information than just a grade.
- The interview process for hiring staff includes parent input when possible, and in particular when hiring senior administrative staff members.

IV. ACADEMIC POLICIES

ACADEMIC PROGRAM

Freire Charter Middle School's academic program includes the following components:

- Core courses (daily) – ELA, Math , Science, and Social Studies
 - ELA, Science, and Social Studies meet daily for 60 minutes
 - Math meets daily for 120 minutes
- Enrichment courses (quarterly) – Art, Health and Wellness (Physical Education and Health), 21st Century Home Economics, and High School and Career Readiness, and/or Reading Academy

POLICY ON PROMOTION REQUIREMENTS

Students must pass all core and enrichment courses and/or demonstrate mastery of grade-level standards. Students are eligible for summer school if they fail no more than two core classes or any number of enrichment classes. Successfully completing summer school will allow students to be promoted to the next grade. Students may be retained if they fail two or more core classes, fail to complete a make-up assignment for a failed enrichment class, and/or fail to demonstrate mastery of grade-level standards.

Students who fail more than two core classes will have a family meeting with the Head of School to review all of the academic data of the student and collaboratively complete the Light's Retention Scale to determine if retention is an appropriate action to take.

If a student fails an enrichment class, the student must complete an assignment in order to demonstrate mastery of that material. That assignment can be completed by the student (on the student's time) at any point throughout the school year. The student does not need to wait and complete the assignment during the summer. Students are encouraged to complete the assignment as quickly as possible in order to maintain good academic standing. A student may complete the make-up assignment as many times it takes for them to demonstrate mastery.

In their 8th grade year, all students will complete a portfolio presentation. In their portfolio, students will collect work throughout the year that demonstrates their readiness for high school. At the end of the year, students will present, explain, and reflect on their work to prove that they are high school-ready. The portfolio process is a promotion requirement at Freire.

All students in good standing with the school, including those needing summer school, are eligible to participate in the 8th Grade Promotion Ceremony.

GRADING PROCEDURES

The passing grade for all core courses is a 75. All grades are a combination of 70% mastery of grade-level standards and 30% effort. Any further breakdown of mastery and effort is done at the individual teacher's discretion. We foster a learning community that allows students to earn passing grades at whatever time in the learning cycle the student can prove mastery through Yet cards.

All enrichment courses are graded on a Pass/Fail scale.

Train Your Dragon is an ungraded course.

Grades are updated the 15th and 30th of every month in PowerSchool.

HONOR ROLL

First honors – A grade point average (core classes only) of 90 or above with no grade less than an 80.

Second honors – A grade point average (core classes only) of 85 to 89 with no grade less than an 80.

FORMAL ASSESSMENTS

All students will participate in the Math PSSA and English Language Arts PSSA annually in the spring. The 8th grade students will also participate in the Science PSSA.

REPORT CARDS AND PARENT-STUDENT-TEACHER CONFERENCES

Report cards are issued quarterly. Parent-Student-Teacher Conferences are held at the end of the first and second quarters on a first-come, first-served basis between 8:00 and 3:30. Any report card not picked up at conferences will be mailed no more than one week later.

COMPLETING MISSED WORK

Please see the Student Attendance Policy under the General Policies & Procedures section for Freire's policy on completing missed work.

POWERSCHOOL PARENT PROCEDURES

Freire Charter School uses a database system called "PowerSchool." Parents and students are provided the ability to access their grades on-line. It is a privilege to have access and any abuse of this privilege will result in those privileges being terminated. Parent access to student grades will provide an opportunity for on-going conversations with your child regarding their progress in school. It will allow you the ability to see missing assignments. It will give you access to the date that grades were last updated for your child in a specific class by a specific teacher. It will also allow you to see attendance and tardies to school over a two-week period.

Each parent will get a username and password to login to see their child's grades. Grades are not usually updated on a daily basis. It is therefore important to note when the gradebook was last stored, which is displayed at the bottom of the individual class screen.

It is also important to recognize that PowerSchool access is not a way to check daily progress. Should a parent have questions regarding any information on PowerSchool, we ask that they follow the procedures outlined below:

- Parents are to email teachers regarding any questions they may have about information on PowerSchool. A list of all staff email addresses can be found at freirecharterschool.org.

- Teachers will respond to parent inquiries within two business days.
- We encourage parents to have a conversation with their student while they await the teacher's response. By involving the student in the conversation, parents will start to build the foundation for students to become more responsible and self-reliant for academic success.
- If you still have further concerns, you may contact the Head of School.

ACADEMIC INTEGRITY

Freire Charter School's mission is to prepare students for college. This mission is at the heart of everything that we do. To that end, we believe that it is important to have a policy that emphasizes academic integrity and gives emphasis to academic honesty. Students must be able to understand the importance of academic honesty and recognize that it is expected of them in any educational institution they may enter in the future.

WHAT IS PLAGIARISM?

Plagiarism is the practice of claiming, or implying, original authorship or incorporating material from someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgment. In simple terms, it is claiming someone else's words or ideas as your own.

Examples of plagiarism include (but are not limited to):

- Copying another student's work (test answers, homework assignments, class work, computer files, etc.) and submitting it as your own.
- Working on an assignment with another student and then submitting the assignment as if you completed it individually.
- Quoting, paraphrasing, or summarizing another person's work (from a book, article, speech, or other source) and not crediting the source.
- Copying works from an Internet source and not crediting the source. This includes content generated from artificial intelligence systems.
- Using another's wording or phrase or paraphrasing another's argument and submitting it, in part or in its entirety, as your own.
 - This can include parent help. It is important for all students to clearly relay to the teacher who helped support them in their work.
- Falsifying documentation of a source (bibliography or works cited sources falsely listed).

WHY IS PLAGIARISM WRONG?

When work is plagiarized everyone involved loses. The person who plagiarizes work deprives him/herself of the opportunity to truly learn and understand the material. Students who plagiarize cheat the person whose thoughts or ideas were taken, because they pass them off as their own and do not give credit where credit is due. When teachers receive work, they assume it is original and make educational decisions based on the student's work. If the material is plagiarized, this can lead to a teacher making a false assumption that the student understands the material. Ultimately this can affect the effectiveness of the instruction. Teachers might continue the instruction assuming a student has mastered the material when in actuality they have not. In college, plagiarism is treated as a very serious offense. Colleges work on an academic honor system and students who break that code by plagiarizing are usually asked to leave the school.

CONSEQUENCES FOR PLAGIARISM

The following consequences are designed to help students recognize plagiarism and to provide a learning opportunity for students so they can learn why their actions are wrong and take active steps to make sure that they do not repeat the undesirable action.

5th Grade and Quarters 1 & 2 of 6th Grade:

- Teacher contacts parent within one day of acknowledgement of plagiarism.
- Teacher ensures student understanding of expected skills and behaviors and re-teaches if necessary.
- Student re-submits assignment with necessary changes within 5 calendar days of teacher acknowledgement of plagiarism.
- Teacher notifies the Head of School.

Quarters 3 & 4 of 6th Grade and 7th and 8th Grade:

- Teacher contacts parent within one day of acknowledgement of plagiarism.
- Teacher ensures student understanding of expected skills and behaviors.
- Student re-submits assignment with necessary changes within 3 calendar days of teacher acknowledgement of plagiarism.
- Teacher notifies the Head of School.

If a student repeatedly plagiarizes, the student may be subject to more serious consequences as determined by the Head of School.

ATHLETIC ELIGIBILITY

In order to participate in athletics programs at Freire Charter Middle School, students must:

- Have a current physical examination record on file with the School
- Have a signed parental permission form on file with the School

In order to be eligible to participate on athletic events on a given day, a student must:

- Be passing all classes
- Not be serving a suspension
- Not be absent from school (see Attendance Policies)

CONCUSSION PROTOCOL

If a student-athlete receives a bump, blow or jolt to the head, he/she will be removed from play immediately. If the student-athlete is determined by a game official, school staff member or present healthcare professional to exhibit signs or symptoms of a concussion, the student-athlete will not be allowed to return to participation that day. The School staff member will notify the parent/guardian or relevant emergency contact.

If the student-athlete was not allowed to return to play the day of the bump, blow or jolt to the head, the student-athlete cannot return to participation/play at all until he/she has been evaluated and cleared by an outside healthcare professional and presents signed documentation stating such.

CHILD FIND AND PUBLIC AWARENESS POLICY AND PROCEDURES

Freire Charter School is committed to the identification of students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and Chapter 711. The school shall maintain a system to protect the confidentiality of student information and records – see policies 502 and 503 for more information.

PUBLIC NOTICE

- Freire Charter School participates in the annual Charter School Public Awareness Notice in the Philadelphia newspapers and public radio.
- Freire Charter School's awareness and outreach activities include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities. These activities are designed to reach parents/guardians of students experiencing homelessness, wards of the state, students with disabilities attending private schools, and highly mobile students, including migrant children.
- Freire Charter School provides access to informational brochures detailing the special education process in Pennsylvania Charter Schools at all parent meetings and in the main office.
- Freire Charter School publishes an annual notice regarding special education on the school's website and in the School's student and family handbook.

If you have questions or concerns, please contact Erin Gibbs, Director of Student Services at 267-670-7499 extension 2915 or erin.gibbs@freirecharterschool.org.

ACADEMIC SCHOOL YEAR CHILD FIND PROCESS

Freire Charter School has created a multi-disciplinary team to determine the need for further evaluation. The process is as follows:

- Every quarter, Academic Advisors as well as teachers compile curriculum-based performance reports for each student assigned to their caseload. This may take the form of a report card, a progress note, or some other format.
- Teachers screen these reports to determine which students are struggling academically. Any students appearing to need extra support are referred to the Head of School for either informal instructional support or some level of our response to intervention program, depending upon the needs of each student.
- Parents and students are notified and invited to an informal meeting to discuss student needs and teacher/parent concerns. A determination is made to refer students for response to intervention remediation and support, and/or a multi-disciplinary evaluation.
- Midway through the following quarter, Academic Advisors check on the grades and progress of these students using three-pronged criteria:
 - Is the student coming for extra help?
 - Is the student completing homework assignments?
 - Is the student passing?
- Teachers are then asked to determine whether the student appears to need further evaluations and/or supports. This may lead to an eventual full evaluation, conducted by a school psychologist. In the case of a full evaluation, parents, teachers and student meet to discuss the results and potential outcomes of the evaluation process. NOTE: In order for a Freire student to go through a full evaluation with a school psychologist, the parent must give consent on Freire's Permission to Evaluate form.
- A student is referred for a full evaluation only after reasonable regular education and response to intervention options have been exhausted and/or the student's needs have demonstrated significant resistance to intervention within the regular education classroom.

SUMMER CHILD FIND PROCESS

In an effort to most efficiently and proactively identify students with disabilities Freire Charter School extends its Child Find process to encompass the summer school program, as it is likely that unidentified students with disabilities will experience a degree of academic difficulty that requires the attendance of summer school.

The administrators and teachers at Freire Charter School will review the academic histories and transcripts of the students attending the summer school program. The School officials may identify students who have experienced chronic educational difficulties to be referred for a formal educational screening and/or a Full Scale Evaluation by our school psychologist (MDE). The following guidelines will be utilized to determine which students require assessment as a component of the school-wide Child Find process:

- If a student is enrolled in summer school for the second consecutive year or more, such students may be referred for a screening and/or a Full Scale Evaluation by our school psychologist.
- If the student is enrolled in summer school for the areas of science, social studies, and language arts, such students may be referred for a screening and/or a Full Scale Evaluation by our school psychologist.
- If the student is an eighth grader and is enrolled in two or more summer school classes, the student may be referred for a screening and/or a Full Scale Evaluation by our school psychologist in attempt to actively identify students with disabilities prior to the development of a chronic pattern of educational failure at Freire Charter School.
- Students who present evidence of underachievement and/or whose educational difficulties are related to factors other than a disability may not be referred for a screening and/or a Full Scale Evaluation by our school psychologist. However, efforts will be made to identify other resources and supports to assist in meeting the educational needs of such a student. Further, Freire Charter School strongly encourages the parents of such students to actively engage in working with their son/daughter to address the barriers to his/her educational success.

V. GENERAL POLICIES AND PROCEDURES

COMMUNICATION DURING A HEALTH EMERGENCY

It is crucial that the School is able to get in contact with all Freire students and parents/guardians, especially in the event of a global health emergency. It is critical that students and parents/guardians check and read their emails regularly and answer any texts or phone calls from the School. It is imperative that you do not block the phone numbers the school uses to communicate with you as that will prevent us from alerting you to an emergency in addition to missing important information.

VIRTUAL PARENT MEETINGS

In the current health environment, it is important that parents/guardians are able to participate in virtual parent meetings when necessary. This has been made possible by providing Chromebooks and ensuring every student has internet access. We ask that parents/guardians make every effort to attend and engage in virtual parent meetings in the same manner as a meeting in which they previously would have if they met in person.

ID CARD PROCEDURE

A student's first ID card is provided free of charge. If the card is lost there will be a \$5 charge to replace it, but IDs that are in poor condition will be replaced free of charge.

LOCKER PROCEDURE

All lockers are assigned at the discretion of Freire Charter Middle School for the convenience of each student and remain the property of Freire. All students who receive permission to use a locker must sign an agreement stating the terms and conditions for its use. Only school-issued locks may be put on a locker and non-school-issued locks will be immediately removed. Students are to use only the locker assigned to them. Sharing lockers is not permitted. As the School reserves the right to inspect lockers, students must open them upon request. All items found in lockers not assigned to that specific student, or those that do not have a school-issued lock on them, will be removed. The School reserves the right to periodically and randomly inspect lockers.

MEAL PROCEDURES

BREAKFAST

Breakfast is served in the back hallway 7:45 a.m. - 8:10 a.m. daily.

LUNCH PROGRAM

All students are eligible for free lunch for the entire school year. There is no sign-up process required. Students simply have to present their school ID or student ID number to the lunch staff each day prior to receiving their lunch.

SNACK

All students who participate in organized after-school activities are eligible for free afternoon snack.

CAFETERIA PROCEDURES

- Students are only permitted to eat in the cafeteria.
- Students must remain in the cafeteria during the entire lunch period.
- Students are only allowed to use the restrooms on the cafeteria level during lunch.

TRANSPORTATION PROCEDURES

FREIRE BUS PROCEDURES AND EXPECTATIONS

Students who take a school bus are expected to act according to the Freire Code of Conduct and related policies (including but not limited to, Non-Violence and Commitment to Peace, Anti-Bullying Policy, etc.) these rules apply whenever a student is on a school bus, at the bus stop or traveling to/from the bus stop. Any student who does not follow the Code of Conduct will be subject to the appropriate consequences for their behavior as outlined in the code.

EXPECTED CONDUCT ON THE SCHOOL BUS

- Abide by the Freire Charter School Code of Conduct at all times.
 - Any student who does not follow the Code of Conduct will face consequences for their behavior as outlined in the code as well as possibly losing their bus privileges.
- Get on and off the bus in a safe and orderly manner.
 - Wait for the driver to signal it is ok to board or exit the bus.
 - Board and exit the bus quickly and quietly.
 - Board and exit the bus in a single file line.

- Students should wait for the person in front of them to sit down before taking their own seats.
- Students **MUST** remain **SEATED** at all times during the bus trip. They may not get out of their seats, stand-up, kneel or change seats for any reason during the trip. The only time students may move around the bus or get out of their seats is when boarding and exiting the bus.
- Be respectful of the bus property and the property of others.
- Remain quietly in your seat. (Students may talk quietly with the student sitting next to them.)
- Do not engage in any activity, which might be disturbing to the driver or endanger the safety of anyone on the bus. Including:
 - Screaming or yelling
 - Standing
 - Moving around the bus (except for boarding and departure)
 - Throwing things
- No eating or drinking on the bus.
- Follow the bus driver's directions promptly, the first time they are given.
- Keep hands, head and arms in the bus at all times.

The school is committed to taking the following actions in order to facilitate responsible and respectful bus behavior, including but not limited to:

- All students and parents will receive a letter in the mail outlining bus policies and procedures.
- Bus policies and procedures will be posted on the web site.
- The Head of School Culture and/or Head of Operations will review expectations for appropriate bus behavior at Back to School Night.
- Classroom teachers will review expectations for appropriate bus behavior.
- The Head of School Culture and/or Head of Operations or his/her designee will meet each bus every morning to ensure appropriate student behaviors with the bus driver.
- The Head of School Culture and/or Head of Operations or his/her designee will contact any parent or guardian whose child has failed to follow the above expectations on the bus and impose the appropriate consequences for the misbehavior.

CONSEQUENCES FOR INAPPROPRIATE BUS BEHAVIOR

Since school officials do not ride the bus, the school considers the bus driver to be an agent of the school during transportation. The bus driver is the main disciplinarian while students are on the bus. All discipline referrals from the bus driver will be investigated and students will face consequences as outlined below.

OFFENSE	CONSEQUENCE
First bus write-up	Parent Email & Lunch Detention
Second write-up	Parent Phone Call & Afterschool Detention
Third write-up	One week minimum suspension from bus

Fourth write-up	Mandatory Parent Meeting
Fifth write-up	Suspension from bus for the remainder of the quarter
Sixth write-up	Suspension from the bus for the remainder of the year

- Minor Incidents – Warning Letter and Phone Call to Parent
 - Examples:
 - Not sitting in seat
 - Eating on the bus
 - Teasing, vulgarity or mild cursing
 - Bullying
 - Being loud and unruly
- Moderate Incidents – One week minimum suspension from the school bus and assigned seat upon reinstatement. Mandatory Parent/Student reinstatement meeting to review the incident and the expectations.
 - Examples:
 - Not following instructions of the bus driver
 - Throwing objects
 - Standing on the seat or moving around the bus
 - Horseplay/ Physical Recklessness
 - Severe cursing and obscene vulgarity
 - Shouting from the bus at pedestrians
- Severe Incidents – Dismissal from the school bus for the remainder of the school year (child may not ride the school bus). Mandatory Parent/Student meeting to review the parent's alternate transportation plan for the remainder of the school year.
 - Examples
 - Destruction of school bus property
 - Endangering self or others

Please note the following:

- Students will be held accountable for the Code of Conduct at all times. Students who do not abide by the Code of Conduct policies will face consequences for their behavior.
- These expectations and consequences will apply to children at or around the school bus stop, in the bus line (at school) and on the school bus.
- If a student is suspended from school bus service, a parent must continue to provide a means of transportation to the school for the student. Suspension from the bus does not mean suspension from school. School attendance is mandatory. Parents are responsible for finding an alternate means of transportation.

APPEAL OF BUS-RELATED DECISION

In cases where the parent disagrees with the bus-related decision and they feel that they have additional evidence that would alter the decision, the parent may appeal to the Head of School Culture and/or Head of Operations by completing the following steps:

- Schedule an appointment with the Head of School Culture and/or Head of Operations to discuss the decision.
- At the meeting, the parent will be asked to provide new evidence as to why they feel that the decision should be overturned.
- If the parent is unable to provide new evidence regarding the situation, then the decision will be upheld.

SEPTA TRANSPASSES

According to the District's policy, students who reside more than 1.5 miles from the school will receive SEPTA transportation. Students who qualify for SEPTA transportation will receive a SEPTA Key Student Fare Card. For additional information regarding the School District of Philadelphia's policy, please visit the transportation page on the School District of Philadelphia's website at <https://www.philasd.org/transportation/>, or call 215-400-4350 and ask to be transferred to the contact person who handles transportation.

SPECIAL TRANSPORTATION BEHAVIOR EXPECTATIONS

Students who receive special transportation are expected to act according to the Freire Code of Conduct and related policies, including but not limited to the Nonviolence and Commitment to Peace Policy, Bullying Policy, and General Behavioral Expectations while taking transportation. Any student who does not follow the Code of Conduct will be subject to the appropriate consequences for their behavior as outlined in the code.

SEPTA KEY STUDENT FARE CARD

PROCEDURES

Students who reside in Philadelphia and meet eligibility requirements will receive a SEPTA Key Student Fare Card from the School District of Philadelphia. Although Freire is responsible for distributing the SEPTA cards, the School District of Philadelphia is responsible for determining eligibility and then issuing passes to the School for distribution. Although Freire Charter School does not determine eligibility, nor do we have any authority over SEPTA cards, we still encourage parents to contact us with any questions and concerns. We will work to resolve any outstanding issues. If you DO NOT reside in the School District of Philadelphia, you need to contact the district you reside in. Please refer to the Out of District Residents section below for contact information. The Assistant to the Head of Academic Supports is responsible for all transportation issues and can assist you with any question or concerns.

ELIGIBILITY FOR SEPTA KEY STUDENT FARE CARDS

A student must meet the following requirements in order to be eligible for a SEPTA card:

- Reside in the School District of Philadelphia (Out of district residents please see the section below)
- Live **MORE** than 1.5 miles from the school (the School District of Philadelphia determines this through addresses and zip codes)

Process for Determining Eligibility:

- At the beginning of the year the School District of Philadelphia will process the addresses of all students registered at Freire Charter School.
- The students who are deemed eligible (see eligibility requirements) will be placed on a list that is sent to the school.
- The School District of Philadelphia will provide Freire with a list of eligible students and a card for EACH of those students. Please note: The school **ONLY** receives a card for the students whose names appear on the eligibility list.
- This process takes sometimes up to a month or more before the School District of Philadelphia has coordinated all of the information. During this period Freire relies on parents to ensure that students have transportation to and from school.

Please note: Freire Charter School submits all paperwork to the School District of Philadelphia in a very timely fashion. Once that paperwork is submitted, Freire (and parents) have to wait until the District determines eligibility and then issues a card.

If a student loses their SEPTA card, please contact the school immediately so that the lost card can be deactivated and a replacement card issued. It may take time to receive a replacement card and have it activated.

OUT OF DISTRICT RESIDENTS

Students who reside **outside** of the School District of Philadelphia must contact their home district directly in order to receive transportation. Transportation contact information for other districts:

- Upper Darby – Philip Bush – 610-352-7112
- Southeast Delaware County – Dennis Kraus – 610-522-4300 ext. 5533
- Chester Upland – Nicholas Carabetta – 610-499-3821 ext. 3822

According to PA state law, districts are not required to provide transportation to students who attend a school that is more than 10 miles away from the home district.

CAR DROP-OFF AND PICK-UP

Parents who wish to drop off or pick up their children must do so via the Market Street entrance. Students must leave the car on the curb side of the street and use all crosswalks in appropriate fashion in order to reach the school in a safe manner.

ARRIVAL PROCEDURES

The school building opens at 7:30 a.m. daily.

STUDENTS ARRIVING BY CAR

- Students will be required to report directly to the playspace, and must remain in the playspace until they are dismissed to the 3rd floor at 7:45 a.m.

STUDENTS ARRIVING BY PUBLIC TRANSPORTATION

- Students arriving via SEPTA before 7:45 a.m. report directly to the playspace. Students arriving after 7:45 a.m. report directly to the 3rd floor.

DEPARTURE PROCEDURES

Upon conclusion of the day, students are expected to depart for home immediately. Loitering in the vicinity, waiting for people, or socializing is prohibited.

STUDENTS DEPARTING BY CAR

- Students will remain inside the classroom until “Parent Pickup” is called over the phone system. Students then proceed directly to the Market Street entrance for dismissal.

STUDENTS DEPARTING BY PUBLIC TRANSPORTATION

- Students remain inside the classroom until they hear their grade and SEPTA called over the phone system, i.e., “5th Grade SEPTA is now dismissed.” Students are expected to leave the area quickly and not loiter along Market Street.

EMERGENCY SCHOOL CLOSINGS

All school closings will be distributed through the school messenger system (automated phone calls and text alerts). School closing information may be available on local TV news outlets and on the radio at KYW 1060 AM. Freire Charter Middle School’s KYW school closing number is 1470.

TELEPHONE CALLS

OUTGOING CALLS FROM STUDENTS

If a student needs to contact a parent/guardian during the school day, students are only permitted to use the phone at the 3rd floor front desk.

INCOMING CALLS TO STUDENTS

If a parent/guardian has a message that must be delivered to a student, the receptionist will record the message and distribute it to the student at an appropriate time. Instruction will not be interrupted to deliver a message unless it is an emergency. In order to ensure a safe dismissal, NO messages will be delivered after 2:30 p.m.

VISITOR PROCEDURE

Freire Charter Middle School welcomes all visitors, including parents and guardians. Upon arrival to the School, all visitors must check in with the receptionist in the basement and be prepared to show identification. After receiving a visitor pass (which must be worn at all times), the visitor will be escorted to their destination within the School. Please schedule your visit in advance. A phone call to the School will alert all staff of your presence. Walk-in visits can unfortunately not be accommodated.

If you wish to visit and observe your child in his/her classroom, call or email the Head of School ahead of time so that proper arrangements can be made. Please be mindful that some days are not appropriate for visits (e.g., testing days, special schedules). For this reason, the Head of School reserves the right to deny classroom observation requests.

All visitors are required to follow the School's current health and safety plan. Any visitor who violates these health guidelines will be asked to leave the school building.

SCHOOL VISITORS AND SECURITY

Freire Charter School utilizes video surveillance at all entrances and exits to the school building. This surveillance is used to ensure the safety of all community members.

- All visitors must enter and exit the building from the main entrance unless otherwise directed by a member of the administrative staff.
- **All visitors must check-in with the greeter**, located on the lower floor; no visitors are allowed to enter the school environs without doing so.
- Procedure for Visitors:
 - The greeter will obtain the visitor's name and reason for their visit.
 - If the visitor has a valid reason for entering the school, the greeter will give them a sticker marked "Visitor" and then contact the appropriate party within the school.
 - If the visitor does not have a valid reason for entering the school, the greeter will ask them to leave school property immediately.
 - Should the person refuse, 911 will be called and the visitor will be considered a trespasser.
- Freire Charter School will prosecute all trespassers to the fullest extent of the law.
- Should the individual enter the building without approval, the Head of Academic Supports or designee may decide to initiate the lockdown procedure.

VOLUNTEER PROCEDURES

All volunteers (parents, grandparents, community members) must have all clearances required under Pennsylvania law on file with the school. Volunteers are assigned duties by the Head of Academic Supports and will work directly with an administrator, who will work with faculty or staff for appropriate placement and directions for the volunteer work. Any other arrangements must be cleared by the Head of Academic Supports.

If you would like to volunteer at Freire (including parents chaperoning a field trip), please notify Katie Pollard (katie@freireschools.org), Human Resources Manager at Freire Schools Network Office, who tracks all clearances for the School.

Volunteers are required to obtain the following clearances:

- Child Abuse History Clearance from PA DHS
- Criminal Record Check from PA State Police
- FBI Fingerprint Background Check (if the volunteer has not been a continuous resident of PA for the last 10 years)

Effective 7/25/15, the fees for a child abuse clearance and PA criminal background check have been **waived** for volunteers. Volunteers should obtain their clearances online and when prompted to select the reason for the clearance, they should select "VOLUNTEER." This will ensure that they are not charged a fee. The fee for an FBI fingerprint check still applies.

For more information, please visit <http://keepkidssafe.pa.gov/clearances/index.htm>.

FIELD TRIPS

Field trips are an essential part of learning. Only students who return a signed school-provided permission slip will be permitted to participate on the field trip; no other forms of permission will be granted. At Freire, students are strongly encouraged to participate in field trips unless a parent gives notice that a child is not permitted to participate. In order to ensure student safety, the school requires that a student's parent/guardian complete a permission slip for field trips. Freire offers the option for parents/guardians to give consent for any and all field trips or educational activities that may occur outside the school building which are held during regular school hours and within the city of Philadelphia. There will be a parent communication prior to any field trip and parents will have the option to request that their child remain at school rather than participate in that field trip. Separate permission slips will be required for trips outside of Philadelphia or which start before or end after regular school hours. **The appropriate permission slip must be signed by a parent/guardian and returned to the School by the deadline, either on paper or through the school's online permission slip platform. The school cannot accept verbal consent or any other form of parent/guardian authorization besides the fully completed and signed permission slip.** The School reserves the right to deny participation in field trips or activities at the discretion of school administration.

LOST AND DAMAGED PROPERTY

SCHOOL PROPERTY

Students are responsible for taking care of and returning school property provided for their use – including but not limited to books, locks, lockers, lab equipment, laptops, sports uniforms, sports equipment, etc. Families will be billed for lost or damaged items and may be followed by disciplinary action. Students will be required to pay off all account balances prior to receiving transcripts or diplomas.

PERSONAL PROPERTY

Freire Charter School is not responsible for students' or community members' personal property brought onto the School's campus or to any school activities regardless of location. Students and visitors are responsible for ensuring that their personal property is secured against theft or loss at all times. Valuables such as wallets and phones should be kept with you or locked at all times, never left unsecured and unattended. In the rare instances when that is not possible and the cellphone is left with a staff member, the staff member is not responsible for any damage to a phone NOT in a Yondr pouch.

INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION

Romantic physical contact such as, but not limited to, hand holding, hugging, and kissing is prohibited at all times. Students who engage in inappropriate public displays of affection may be subject to disciplinary measures. Inappropriate public displays of affection distract from the college preparatory environment that is expected at Freire Charter School at all times. Age and circumstance will be taken into consideration when applying discipline measures for inappropriate public displays of affection.

FREEDOM OF EXPRESSION POLICY

The Constitutions of the United States and the Commonwealth of Pennsylvania guarantee a student's right to freedom of speech. This right is guaranteed in school unless the right to express themselves causes one or more of the following consequences:

- a) Materially and substantially interferes with the education process
- b) Threatens harm to the school or community
- c) Encourages unlawful activity
- d) Interferes with another individual's rights.

FREEDOM OF EXPRESSION PROCEDURES

In these circumstances the school will take action necessary to protect the educational environment. Student publications, handbills, announcements, assemblies, group meetings, buttons, and other means of communication must conform to the following additional conditions:

- a) All posted, distributed or printed material must be presented to the Head of School or his/her designee for approval prior to distribution or posting
- b) Identify at least one student who is interested in posting or distributing the information
- c) The students must obey laws governing libel and obscenity
- d) Be aware of the feelings and opinions of others and give others a fair opportunity to express their views

SUMMARY OF STUDENT HEALTH POLICIES

The School's health policies are summaries below. Copies of the complete policies are available upon request and on the school's website.

ILLNESS PROCEDURES

If a student becomes ill in class and they is no longer able to stay in class and work, the teacher will contact the nurse. The nurse will go to the classroom and collect the student. In the event the nurse is not available the teacher will call the Assistant to the Head of Academic Supports to collect the student.

When the nurse is on site:

When the nurse is on site, s/he is the person who will determine whether or not the student is able to return to class. If the nurse determines that a student needs to leave, then s/he will contact the parents and request that they pick up their student. The nurse is the only person who has the authority to determine if a student must leave for the day.

When the nurse is NOT on site:

On days that the nurse is not at the Middle School, the School will honor the wishes of the parents/guardians as to whether the student should stay in school for the day. In the event the nurse is not available, and the School and parent do not agree about the resolution, the Head of School will have the authority to determine whether the student is too ill to stay in school. In the event a student is too ill to remain in school, the student **MUST** be picked up by the parent/guardian or their designee. Please refer to the early dismissal policy. Students who are sick will not, under any circumstances, be allowed to leave school without being picked up by a parent/guardian or person they designate.

Note: When the school determines that a student must be sent home due to an illness, their absence for the remainder of the day shall be excused.

PROLONGED/EXTENDED INJURY AND ILLNESS:

If a student is unable to attend school for a prolonged period (more than two weeks), the parent is required to personally meet with the Head of Academic Supports and the school nurse. At this meeting, the parent will be required to provide an official doctor's excuse note. This meeting is essential so that the School can understand and then arrange the appropriate supports. Therefore, during the meeting, the School will require the parent to take one of the following two actions:

- Sign a consent form so that the School can speak directly to the physician regarding restrictions and requirements
- Provide a written letter from the physician to outline the following:

- An official diagnosis
- Why this diagnosis prevents the child from attending school
- The prognosis
- Specific restrictions the child has due to his/her condition

Parents must accompany any child who is returning from a prolonged illness (more than 3 days) for which they have been under a doctor's care and meet briefly with the nurse to discuss the details of the absence. Parents are encouraged to call the nurse or the Head of Academic Supports and notify them prior to bringing a child back to school. **Students who return without a parent will be denied entrance until the parental meeting occurs.** On days the nurse is unavailable, the Head of Academic Supports will meet with the parents.

For information on absences due to illness that last **longer than four weeks**, please see the Homebound Policy.

MEDICAL EMERGENCIES AND ACCIDENTS:

In the event your child has a medical emergency (defined as an incident that requires immediate medical attention), we will make him/her comfortable and begin appropriate first-aid procedures. If your child needs to be transported to a hospital, an ambulance will be called. A School staff member will accompany your child to the hospital and stay with him/her until you arrive. If you cannot be reached, we will attempt to contact the emergency numbers you have listed as emergency contacts.

HEALTH EXAMINATIONS AND SCREENINGS

MEDICAL AND DENTAL EXAMINATIONS

Physical examinations are required upon entry to Freire and in eleventh grade. Dental examinations are required upon entry. Students without adequate health records who are transferring from other schools are required to be examined as soon as possible upon entry to Freire. These examinations may be completed no more than one year prior to a student's entry into the grade where an exam is required. Entry is considered to occur on July 1.

HEALTH SCREENING TESTS

The following screening tests shall be conducted by a nurse or medical technician following Department of Health requirements and guidelines:

- **Vision:** Near and far visual acuity tests are conducted annually for all students.
- **Hearing:** Initial hearing screenings are conducted in eleventh grade.
- **Growth:** Height and weight measurements are taken annually.

PPRA NOTICE AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Freire Charter School to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

- Political affiliations or beliefs of the student or student's parent
- Mental or psychological problems of the student or student's family
- Sexual behavior or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers

- Religious practices, affiliations, or beliefs of the student or parents
- Income, other than as required by law to determine program eligibility

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

Freire Charter School will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities. Parents will be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

ANNUAL FERPA NOTIFICATION

Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for the 2025-26 School Year/Notice to Parents and Guardians Regarding the Disclosure of Student “Directory Information”

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

These rights are briefly summarized below and are explained more fully in the Board’s Student Records Policy which is on file at the school and is available upon request. You are encouraged to review the School’s Student Records Policy for a full explanation of privacy rights:

1. The right to inspect and review the student’s education records within 45 days of the day the Freire Charter School (“School”) receives a request for access. Parents or eligible students should submit to the Head of School a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the Head of School, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official may include a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law unit personnel); a person serving on the Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); contractors, consultants, volunteers, and other outside service providers used by the school; or a parent or student serving on official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the School discloses education records without consent to officials of another school, school district, school system, or institution of higher learning in which a student seeks or intends to enroll. The right to file a complaint with the U.S. Department of Education concerning

alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

DIRECTORY INFORMATION

Directory information includes information contained in the educational record of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless you have advised the School to the contrary in accordance with School procedures.

Directory information includes the following:

- Schools attended;
- Student's name;
- Address;
- Telephone listing;
- Student electronic mail address;
- Photograph;
- Date of birth;
- Major field of study;
- Dates of enrollment;
- Grade level;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received; and
- The most recent educational agency or institution attended.

The primary purpose of directory information is to allow Freire to include this type of information from your child's education records in certain school publications, including: a playbill, showing your student's role in a drama production; school newsletters, the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for basketball, showing weight and height of team members. This information may also be made available to qualified outside organizations upon request.

Please submit any refusal with the types of information you wish removed from the list of directory information and mail your written objections on or before **September 1, 2025**, or two weeks after your student's start date, to the CEO of the School at:

Freire Charter School
2027 Chestnut Street
Philadelphia, PA 19103

Please note that an opt-out of directory information disclosures does not prevent the School from identifying a student by name or from disclosing a student's electronic identifier or institutional email address in class. The right to opt out of directory information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or virtually through electronic communications. **If you do not submit a written refusal on or before September 1, 2025 then the School may disclose directory information without your prior consent.**

VI. EMERGENCY PROCEDURES

What the School Needs from Parents/Guardians in an Emergency

- In the event of an emergency, remain calm.
- Do not call the School. The School will communicate with you as soon as we can via either text message, automated phone calls, or updates to our website.
- Please review this entire plan and ask questions. Make sure that you understand exactly what will happen and the steps the School will take in response to an emergency.
- An emergency can happen at any time, so we need you to make sure that the following information is always up to date in our system:
 - Parent/guardian phone numbers
 - Cell
 - Work
 - Home
 - Emergency Contacts
 - Name/relationship and contact numbers

EMERGENCY DRILL PROCEDURE

If a drill taking place either during or after school hours, students or parents/guardians are not permitted to leave the premises until the drill is complete.

PARENT/GUARDIAN NOTIFICATION

Parents will be informed of school emergencies as soon as possible. The following communication tools will be used during an emergency:

- School Messenger Automated System
 - Calls and/or messages will be sent out periodically so that parents and guardians can have up to date information. Do not block this number! It's our primary means of communication.
- Text Alert and/or Remind App
 - Please contact the Head of Academic Supports to ensure that your current mobile phone number is listed in the School's alert system.
- Website Postings
 - Please refer to the school's website for in-depth information: freirecharterschool.org

APPLICABILITY

These procedures will be followed at all times (including after regular school hours) and in all facilities that Freire Charter School occupies to the degree that they are relevant and prudent.

EMERGENCY RESPONSE PROCEDURES SUMMARY

The School utilizes the Standard Response Protocol (SRP) method to respond to emergencies within the building. SRP includes Evacuation, Lockdown, Secure, and Hold with a reunification process available if necessary.

Evacuation	<p>When is this protocol activated? Fire, bomb threat, or other situation that requires exiting the building in a quick yet orderly manner.</p> <p>What should you do if this protocol is activated? All members of the school community will leave the building immediately and make way to their primary evacuation site. Each grade has a primary evacuation site. Students and staff are trained on the location of these evacuation sites and the Evacuation procedure regularly throughout the school year.</p> <p>If an Evacuation is triggered, parents will be alerted that an Evacuation was triggered at the school and more information will be provided as it becomes available.</p> <p>Once at the evacuation site, staff will take attendance to ensure all students are accounted for. At this time, additional parent communications will be shared if available.</p> <p>If the Evacuation is cleared and it is safe to return to the building, students will return to school and resume regular programming. If returning to the building is not possible, students will be dismissed directly from the primary evacuation site. Students will not be able to retrieve personal items from the building while an Evacuation is active.</p> <p>There may be scenarios where students must be reunified directly with their parent/guardian(s) or where dismissal from the primary evacuation site is not possible. (See <i>Reunification</i>)</p>
Lockdown	<p>When is this protocol activated? Severe security threat inside the building e.g. armed assailant, gun found in building.</p> <p>What should you do if this protocol is activated? All members of the school community should run out of the building if near an exit and able, otherwise hide in silence and out of sight within a locked room. Students and staff are trained on Lockdown procedure regularly throughout the school year.</p> <p>A Lockdown will be lifted after the severe security threat has been neutralized or deemed the threat has passed. If the Lockdown has been cleared and it is safe to resume regular programming, students and staff will resume regular programming. If the Lockdown is not able to be cleared or law enforcement becomes involved, the school will follow a police-led evacuation to the Reunification Site.</p>

	In a scenario where the Reunification Site is activated, students must be reunified directly with their parent/guardian(s). (See <i>Reunification</i>)
Secure	<p>When is this protocol activated? Threat outside the building e.g. extreme weather, hazmat outside, neighborhood gun violence. Can be also used when there is a potential threat that needs to be investigated, including a potential threat outside the building.</p> <p>What should you do if this protocol is activated? Possible actions include: no one in or out of the building; shut off hvac; move away from windows; move off first floor. No one needs to be hiding in silence as in a lockdown.</p>
Hold	<p>When is this protocol activated? A situation inside the building that requires students and staff to temporarily remain within their classroom/office. eg if EMT needs empty hallways to assist with a medical emergency, if staff need to clean a spill or other unsafe condition in one wing of the school, or if staff receive information about a potential safety issue that needs to be investigated.</p> <p>What should you do if this protocol is activated? Staff and students stay in the room they are in or to move to a space they are directed to. No one needs to be hiding in silence as in a lockdown.</p>
Reunification	<p>When is this protocol activated? Used immediately following a lockdown or evacuation if necessary.</p> <p>What should you do if this protocol is activated? Proceed to the reunification site after being directed by police or other public safety officials. After the school community reaches the reunification site, staff will take student attendance and parent/guardian(s) will be notified of the reunification location and be able to pick up their child.</p>