



# **Belmont Charter High School**

A BELMONT CHARTER  
NETWORK SCHOOL

**Belmont Charter High School**

**SCHOLAR and FAMILY Handbook  
2021-2022**

[www.belmontcharterhighschool.org](http://www.belmontcharterhighschool.org)

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## **BCHS LEADERSHIP**

**Lashaya Duval Shepherd**- Head of School

**Allison Trapp**- Assistant Head of School

**Jessica Heintz**- Assistant Head of School, Instruction

**Tony Dover**- Lead Dean of Culture, BCN Director of Community Relations

**Malaun Yuille**- Director of College & Career Services

**Scott Rector**- Special Education Coordinator

## **MISSION**

BCHS will provide all scholars with a well-deserved, high quality education where innate talents are fostered within an individual learning environment that emphasizes social, emotional, physical and academic development. Scholars will be supported for success to graduate college and career ready and prepared for a lifetime of economic opportunity.

## **VISION**

BCHS is posed to change the educational landscape by preparing our scholars for success in life. We will graduate students that thrive in college, career & their communities.

# SCHOLAR CODE OF CONDUCT

## #hearourroar

1. I choose to be a Belmont scholar.
2. I know success requires, effort, strategy, and patience
3. I am accountable for my decisions and actions.
4. I contribute to a safe, respectful, cooperative, and joyous community.
5. I will aspire to be my best self.
6. I am motivated by my “WHY”.
7. This is my school and I make it shine.

Show PERSEVERANCE • REFLECTION • INDEPENDENCE • DIALOGUE • EMPATHY

## ATTENDANCE POLICY

Scholars are expected to be in school and on time every day. BCHS has a legal and moral obligation to ensure that all scholars attend school every day.

Pennsylvania Compulsory School Attendance Law mandates that all children under the age of 18 attend school. Every parent or guardian of a school-aged child is responsible for the child’s attendance at school. Failure of a child to attend school has certain legal consequences for parents and, possibly, for the scholar.

In Pennsylvania, truancy is defined as when a child of compulsory school age is absent from school for three (3) or more days without a valid excuse. Absences without a valid excuse are considered “illegal” absences. If a child is found to be truant, his or her parent or guardian can be convicted and incarcerated for the crimes of Corrupting the Morals of a Minor and/or Endangering the Welfare of a Child.

### Excused Absences

In accordance with policies from the School District of Philadelphia, we excuse absences for the below are will be considered lawful absences:

- Illness
- Required court attendance
- Death in the family
- Pre-approved high school visits, college visits and educational trips

All other absences not outlined here will be reviewed on a case-by-case basis and may be considered unexcused.

### Absence Notification

If a scholar is ill and unable to attend school, the parent or guardian must call the school no later than

10 AM. If a phone call has not been received, BCHS will notify the parent or guardian via an automated or personal call. If the scholar is ill with a communicable disease (e.g., chickenpox, measles), the parent or guardian should notify our school health center.

## Categories of Absences and Tardies

**AEMD- Medical Absence:** BCHS may excuse the absences of scholars under certain circumstances with original documentation including emergency doctors’ appointments or hospital treatment. Routine appointments are to be made outside of school hours.

**AE- Excused Absence:** Parents/guardians and scholars are required to submit a written explanation of the reason(s) for an absence within three calendar days of the absence. Court subpoenas and funeral notices will count as a legal absence. Scholars who are involved with the Philadelphia Department of Human Services (DHS) or the juvenile probation office and are required to leave school for the purposes of attending court hearings related to their involvement with these agencies will also be excused.

**AU- Unexcused Absence:** All absences are treated as unexcused unless BCHS receives a written explanation of the reason(s) for an absence. Letters must be received within three days.

**TU- Unexcused Tardy/TE- Excused Tardy:** Scholars are expected to report to homeroom by 8:00. Those entering “unexcused” after 8:01 will be marked late and assigned a detention.

**Early Dismissal:** Scholars may be released during school hours in the case of emergency which includes a crisis within the family that cannot be managed without the scholar’s presence. Early dismissals for private instruction in such activities as music, dancing, gymnastics, or dramatics are not granted. In addition, early dismissals for religious instruction are not granted, except on a very limited basis as set out in state regulations.

All requests for early dismissals must be in writing, signed by a parent or guardian. The reason for the request and the time of dismissal must be noted and signed by a parent or guardian. BCHS will call the parent to authenticate the request.

## Consequences for Excessive Absences and Tardies

Please note: For the purpose of intervention, 3 TUs= 1 AU; 3 ED= 1 AU

Total UNEXCUSED Absences	Follow Up
Each Absence	Phone Call Home
3 Unexcused Absences	Letter Sent via Parent Square and mail by School Office *Explanation of truancy, habitual truancy, excuse notes *Consequences for students *Explanation of Project Go *Student is considered truant.

5 Unexcused Absences	<p>Family Support Specialist schedules phone or virtual conference with family.</p> <ul style="list-style-type: none"> <li>● explain to the family Project Go referral process.</li> <li>● Complete the Student Attendance Improvement Plan with the family. Send copy to P.G</li> <li>● FSS Complete a needs assessment to assess if FSS services are needed.</li> </ul> <p>★ A SAIP conference must still occur even if the family fails to appear.</p>
6 Unexcused Absences	<p>First Referral to Project Go</p> <p>Family Support Specialist schedules phone or virtual conference with family.</p> <ul style="list-style-type: none"> <li>● explain to the family Project Go referral process.</li> <li>● Complete the Student Attendance Improvement Plan with the family. Send copy to P.G</li> <li>● FSS Complete a needs assessment to assess if FSS services are needed.</li> </ul> <p>★ A SAIP conference must still occur even if the family fails to appear.</p> <p>*Students are considered habitually truant.</p>
8 Unexcused Absences	Second Referral to Project Go
10 Unexcused Absences	Student continues with the District Attorney’s Office “Project Go” Program, may be considered to be dropped from the school roster.

Belmont Charter School is dedicated to the academic, social and emotional success of all students. Regular school attendance is an integral part of this success. In an effort to enforce Pennsylvania’s compulsory attendance laws, Belmont Charter School partners with the District Attorney’s office. By signing the attached handbook acknowledgement form, you are giving your consent for Belmont Charter School to share your child’s educational records with the District Attorney’s office in the event your child has excessive unexcused absences. Please note that records from previous years will be included in any referral.

If you object to your child’s information being shared with the District Attorney’s office, please write a letter to the school stating your objection within 10 days of enrollment. Letters can either be mailed to the school’s address or delivered to the Main Office. If we do not hear from you, we will assume consent has been given and will release your contact information if your child violates our school’s truancy policy.

Please know that the partnership we have entered into with the District Attorney’s office has been entered into with the very best of intentions for all of our students and their families.



“Project Go” Partnership with the District Attorney’s Office:

As part of our truancy prevention program, students with 6 or more unexcused absences may be referred to “Project Go”, which is an early intervention and prevention program developed by the Philadelphia District Attorney’s Office to hold parents and excessively truant elementary and middle school students accountable for truancy.

By law, all children are required to attend school daily until they turn 18. Participating schools notify the Philadelphia District Attorney’s Office when a student has exceeded the number of unexcused absences agreed to as the limit for their school. From there, a letter is sent from the District Attorney’s Office to the student’s parents/guardians advising them of their responsibilities under Pennsylvania law. Students and their parents/guardians are required to attend a group meeting with the Assistant District Attorney, school staff, city agencies and community-based organizations. Parents/guardians are advised that continued attendance problems will not be tolerated and could result in court action for them and/or their child. At the same time, referrals are provided for parenting classes, counseling and other needed services.

If the letter and group meeting are not successful in improving attendance, the student and their parents/guardians are invited to an individual meeting with the Assistant District Attorney and school staff to discuss the child’s attendance problems. This meeting focuses on:

- Attendance problems
- Family issues/concerns
- School related issues/concerns
- Legal consequences
- Agency referrals for needed services
- Signed contract outlining responsibilities

If the individual meeting is not successful, the student and their parents/guardians are referred to a final meeting with the Assistant District Attorney, school staff and other appropriate representatives. The message is reiterated for the final time.

Failure to improve thereafter results in prosecution of the parents/guardians for Corruption of a Minor, 18 Pa.C.S. §6301(a)(2), a violation of the Public School Code, 24 P.S. §13-1333, and/or, in a particularly egregious case, Endangering the Welfare of a Child, 18 Pa.C.S. §4304. Similarly, a child 13 or older could be prosecuted for a violation of the Public School code (24 P.S. §13-1300, et seq); a child under 13 would be referred to the Department of Human Services as a dependent child.

## SCHOOL CULTURE

At Belmont Charter High School We are driven by the purpose of ensuring **instructional time remains both sacred and productive.** By establishing clear routines and responsive restorative practice systems that produce **safe and caring communities,** we are able to focus our efforts on supporting scholars, families and staff in **the development of a sense of belonging, growth mindset, self-efficacy, and**

**social emotional competencies.**

Our school-wide culture systems are built around strengthening and repairing respectful and trusting relationships, both in the classroom and across the community. Through the use of authoritative communication – in which the relationship is held at the center of all decision-making. Scholars and staff rise to explicit standards of positive choices and behavior and come together to develop prosocial thinking and social emotional competencies.

By focusing on restorative practices and growth mindset, scholars:

- Foster relationships central to building community
- Reflect, respond and resolve misbehavior and harm in a way that strengthens relationships
- Focus, through reparation, on the harm done rather than on rule breaking
- Engage in collaborative problem solving
- Enhance responsibility and empower growth

To support an environment of order and structure with relationship and personal choices, BCHS utilizes the BCHS Non-Negotiables coupled with KickBoard Deductions (to deter negative choices) and Additions (to reinforce model choices). Also, KickBoard additions are utilized to promote the BCHS core values: Positive Attitude, Respect, Initiative, Dedication and Empathy (PRIDE).

<b>Additions</b>	<b>Definitions</b>
<b>Positive Attitude</b>	A personal outlook that expects the best outcome out of any situation.
<b>Respect</b>	When a person gives regard for the feelings, wishes, rights, or traditions of others.
<b>Initiative</b>	Getting down to work without being asked; not waiting for problems to grow or bubble up
<b>Dedication</b>	Committed to a task or purpose
<b>Empathy</b>	The ability to understand and share the feelings of another

## **SCHOOL WIDE EXPECTATIONS**

The table below outlines accountability for choices and actions that negatively impact the school community.

<b>On time for School</b>	Scholar is in Study Hall class no later than 8:00
<b>In Uniform</b>	Upon arrival to school scholar is wearing all uniform items appropriately

<b>On time for class</b>	Scholar has made it to class prior to the conclusion of the transition
<b>Classwork Completion</b>	Scholar has completed all the assigned classwork for that class
<b>Homework Completion</b>	Homework is completed prior to the scholar's arrival to class
<b>Prepared</b>	Arriving to class with all required materials to be successful for that class
<b>Academic Language</b>	Scholar exhibits the oral and written ability that displays proficiency in the content area required to learn effectively

## **BEHAVIOR MANAGEMENT PHILOSOPHY**

BCHS is a restorative practices school. We take a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

The three main goals of restorative justice are: (1) Accountability: Restorative justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible. (2) Community Safety: Restorative Justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well being of its members. (3) Competency Development: Restorative Justice Strategies increase the pro social skills of those who have harmed others, address the underlying factors that lead our scholars to engage in disruptive behavior, and build on strengths in each scholar. The restorative practice is an alternative to punitive justice (suspensions). It keeps scholars in school, where they can learn how their behavior affects others.

Our teachers and staff work diligently to:

- Provide encouragement for scholars
- Notice growth towards behavior goals and expectations
- Teach and reteach our school's behavior expectations
- Give prompt, frequent, and explicit feedback to scholars

When scholars violate our core values, we work to provide opportunities for scholars to learn from their choices and rebuild relationships with their peers. Inappropriate behaviors are categorized by three tiers: level 1, level 2, level 3.

Level 1 Deduction	Definitions
Walking out of class	When a scholar leaves the classroom or assigned area without permission.
Electronics	Having an unapproved electronic device out and in use during the school day
Culture Referral	When a request for a scholar to be removed from class after the logical consequence ladder has been exhausted.
Tardy	Arrival after the bell rings for the start of any class or after school activity.
Inappropriate Language	Use of language that is either profane or derogatory
Unprepared	In class without the required materials in order to be successful for class
Food	Scholars are not allowed to consume or possess food items in the classroom
Not Following Directions	If a scholar fails to follow the instructions of the teacher after already being redirected
Uniform Violation	When a scholar is missing a uniform item or not wearing the uniform properly.

Logical Consequence:

- Kickboard Deduction
- Detention
  - Detentions are served after school the day the scholar earned it. Detentions are 30 minutes long.

Level 2 Behaviors involve actions that **significantly** impact BCHS high achievement culture and community of safety, respect, and cooperation. Level II Violations include, but are not limited to, the following.

Level 2	Definitions
Physical Aggression	Physical contact (e.g., pushing, shoving, hitting, and slapping) involving one or more offenders where no scholar is injured.
Promoting or instigating Violence	Watching, encouraging, or instigating a pre-fight/fight before, during, or after school or through the use of any form of social media is prohibited.
Harassment	Physical, verbal, written, electronic threat, or intimidation used to unlawfully place another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack.

<b>Significant Disruption</b>	Behavior that continuously interrupts the learning environment of a class. The actions have been addressed multiple times over an extended period of time, and the scholar has exhausted multiple interventions attempted by the staff member.
<b>Major Defiance/Disrespect</b>	This includes, but is not limited to, any non threatening words and/or actions that are directed towards a staff member in either an overtly loud, profane, or demonstrative manner (e.g., “cursing out” a staff member, screaming about extreme disdain for class or school, and obscene hand gestures)
<b>Cheating/Plagiarism and Forgery</b>	<u>Plagiarism</u> is using, without permission, the ideas and writings of another, either word for word or in substance, and representing such as one’s own.  <u>Forgery</u> is the signing of a document in another’s name.  <u>Cheating</u> includes deceit, fraud, or deception (e.g., copying another’s assignments, assisting another to cheat by lending one’s own work, and giving or receiving aid during a testing period).
<b>Theft/Vandalism</b>	<u>Theft</u> stealing of any property valued at \$50.00 or less.  <u>Vandalism</u> intentional or reckless damage to, or an attempt to damage, the property of another or the causing of damage

Logical Consequence:

- Dean Support meeting
- Meeting with school Administration
- Restorative Conference (with parent)
- Restorative Reflective Room Intervention
- MTSS Referral
- In-school Suspension
- Out of School Suspension
- Disciplinary Hearing

Level 3 behaviors are those requiring significant consequence and/or police reporting. When a criminal violation occurs, BCHS is required to report the incident to the State, and it will become part of the scholar’s permanent record. These infractions include but are not limited to:

<b>Level 3</b>	<b>Definitions</b>
<b>Possession of a weapon, drugs, or alcohol</b>	<u>Alcohol and Drug Policy</u> : Illegal/inappropriate possession of drugs (illegal substances), use, or illicit activity (the intent to use, distribute in any form or for any reason, store, or purchase illegal substances and paraphernalia) on school grounds or at a school-sponsored event is absolutely prohibited.

	<p>Students shall not possess, distribute or sell a controlled substance, imitation controlled substance, marijuana, or synthetic cannabinoids, any substance used as an intoxicant (including alcohol), drug paraphernalia, or any substance which is represented by or to the student, or which the student believes to be a controlled substance, marijuana, illegal drug, substance used as an intoxicant. In addition, students shall not attend school while under the influence of any of these listed substances. Possession or being under the influence of any of these substances may result in a recommendation for long-term suspension or expulsion.</p> <p><u>Tobacco Policy:</u> Scholars not allowed to possess or use any product containing tobacco while on school property or at a school-sponsored event. This includes but may not be limited to any product intentionally inhaled in order to elicit an intoxicating effect such as smokeless tobacco, electronic cigarettes, inhalant products such as vapor cigarettes, liquid tobacco, or hookah pipes. The use of tobacco is defined as the possession and/or use of cigarette, pipe, cigar, chewing tobacco, snuff or a related tobacco/vapor product, and paraphernalia.</p> <p><u>Vaporizers &amp; Electronic Cigarettes Policy:</u> Scholars are not allowed to have on their person or use any item that they possess such as an electronic cigarette or e-cigarette. Scholars are prohibited from having any handheld battery-powered vaporizer that simulates smoking.</p> <p><u>Alcohol Policy:</u> Scholars are prohibited from knowingly possessing, using, distributing, manufacturing, or being under the influence of any alcoholic beverage while on school property during the school day as well as at any school sponsored activity, function or event, or while on any vehicle used to transport scholars.</p>
<p><b>Arson and/or Possession of Explosive Devices</b></p>	<p>Arson refers to the malicious burning of another’s property. Students may not possess or use fireworks or the paraphernalia needed to explode them on school grounds or during a school activity.</p>
<p><b>Terroristic Threats</b></p>	<p>Acts intended to commit violence, terrorize, evacuate the building, or otherwise cause a serious public inconvenience or safety risk.</p>
<p><b>Sexual Misconduct</b></p>	<p>This may include attempting or carrying out a sexual act with oneself or another person whether it is consensual or non consensual.</p>
<p><b>Sexual Harassment</b></p>	<p>The unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature</p>

<b>Assault</b>	An unlawful physical attack by one person upon another.
<b>Physical Aggression</b>	Aggression that involves harming others physically

The school leaders may involve the office of Family Support Services to intervene with any students.

**Consequences**

Possible Consequences for not following the BCHS Alcohol, Tobacco and Other Drug Policy include but are not limited to:

- A ten (10) day suspension
- Meetings with the parent/guardian;
- Counseling sessions with FSS workers;
- Drug prevention counseling

When it is determined to be necessary and appropriate, the head of school along with the CEO may choose to conduct a Disciplinary Hearing to hear and review all evidence presented relevant to the distribution, attempted distribution, or the purchase of any of the substances listed above. Serving as the Hearing Officer, the CEO will take all evidence under advisement before rendering a decision for the disciplinary action to be implemented. The proposed disciplinary action may include long-term suspension or a recommendation to the School Board for expulsion.

Logical Consequence for Level 3 Infractions:

- Parent communication with required meeting
- Removal from school environment
- Out of School Suspension
- Disciplinary Hearing
- Police Contact
- Expulsion

## **SUSPENSION AND EXPULSION PROCEDURES AND GUIDELINES**

An exclusion from school can occur by suspension or expulsion. The following policy governs the process for excluding any Belmont Charter High School scholar. All scholars will be afforded due process if they are to be excluded from school. Any case involving possible expulsion will also require a formal or informal hearing in accordance with the Pennsylvania School Code.

### **Suspension**

Suspension is the exclusion of a scholar from school for a period of one (1) to ten (10) consecutive school days.

The Head of School, Assistant Head of School or Deans may suspend any scholar for any level 2 or 3 violation(s) of the behavior policy for up to ten (10) consecutive school days. They are responsible for submitting a written report of the suspension and the reason(s) for the suspension to the Leadership Team.

Suspensions lasting more than 2 days require the Head Dean's prior approval. A scholar will not be suspended for more than five (5) days at a time except in cases where it is determined that the scholar's continued presence poses a disruption to the academic process or a threat to the safety of the school community. Students suspended for more than 5 days will be reviewed for expulsion. Suspensions may not run longer than ten consecutive school days.

The school will hold a conference with the scholar and communicate the circumstances surrounding the infraction to both the scholar and their parents prior to issuing a suspension. The scholar conference will notify the scholar of the reason(s) for which they are being suspended; give the scholar an opportunity to respond to allegation(s); discuss the scholar's behavior and corrective action(s); and document the scholar's behavior and intervention. In addition, the school will notify the scholar's parent/guardian in writing. The parent/guardian letter will act as written notification of the charges against the scholar and provide justification for the suspension.

Prior notice of a suspension is not required where it is clear that the health, safety or welfare of the school population is threatened.

An informal hearing/reinstatement meeting with the parent/guardian will take place as soon as possible following the commencement of suspension. It must be completed before the scholar can be reinstated. The purpose of the informal hearing/reinstatement meeting is for the school to present its evidence to the parent and to permit the scholar to explain the circumstances surrounding the event leading to their suspension. It is also an opportunity to show why the scholar should not be suspended any further or considered for expulsion when applicable, and to discuss ways to avoid future offenses. Informal hearings/reinstatement meetings will be conducted by the School Director or person in charge of school discipline unless the scholar is being considered for expulsion.

The informal hearing/reinstatement meeting with parent/guardian will take place no later than the third day of a suspension that lasts longer than 2 days, unless both parties agree otherwise and will comply with the requirements of due process. Due process begins if the scholar is being recommended for expulsion by the School Director at the informal meeting/reinstatement meeting. If that is the case, then due process will begin immediately, witnesses will be presented and the CEO or her appointee will conduct the meeting.

#### **Due Process Requirements for an Informal Hearing/Reinstatement Meeting With Parent/Guardian**

- The scholar and parent/guardian will be given written notice of the reason(s) for the suspension.
- The scholar and parent/guardian will receive sufficient notice of the time and place of the informal hearing/reinstatement meeting.
- The scholar may question any witnesses present at the informal hearing/reinstatement meeting.
- The scholar may speak and produce witnesses who may speak at the informal



hearing/reinstatement meeting.

- The school will offer to hold the informal hearing/reinstatement meeting within the first three (3) days of a suspension unless both parties agree to a later date. The parent/guardian can request to reschedule with reasonable cause.
- In addition, parents/guardians and scholars will be notified of their right to review scholar records and any witness statements.
- In the event a parent/ guardian refuses to attend the reinstatement/restorative meeting the scholar can not attend class until a member of the culture team completes a home visit.

## **Expulsion**

Expulsion is the exclusion of a scholar from the school district, by a majority vote of the Board of Directors, for a period of time exceeding ten (10) consecutive school days. Expulsions may be permanent or for a specified period of time.

Belmont Charter High School will only seek to exclude a scholar when absolutely necessary. The scholar handbook illustrates the types of offenses that could lead to exclusion and the school's process for pursuing those offences. If a scholar is expelled from school, pursuant to state regulations, the parent/guardian is responsible for ensuring the scholar's continued education.

\*Please note that exclusions affecting scholars with disabilities will be governed by applicable state and federal laws and regulations.

A scholar may be permanently expelled from Belmont Charter High School for misconduct, disobedience, and/or severe infractions as outlined in this handbook. No scholar will be expelled without an opportunity for a formal expulsion hearing before the Board of Directors, a duly authorized committee of the Board of Directors, or a qualified hearing examiner appointed by the Board of Directors.

Expulsions will be brought before the Board of Directors by the CEO or designee who will notify the Board of Directors that the school is recommending a scholar for expulsion. The Board will weigh all of the evidence presented by the school administration and by the scholar and scholar's parents/guardians at the formal expulsion hearing before voting on the question of whether or not the scholar should be expelled.

The Board will vote on whether the scholar should be expelled for any length of time or whether a lesser sanction will be imposed. The Board or its designee shall notify the scholar's parents/guardians of the date of the vote prior to the vote taking place. The parents/guardians will have the opportunity to address the Board. Expulsions will be effective upon the affirmative vote of a majority of the Board.

Expulsions are permanent unless a period of time for the expulsion is specified at the time the Board votes on the expulsion. Expulsions for weapons-related offenses are a minimum of one year.

### **Expulsion Hearing - Due Process Requirements**

- Written notification of the charges will be sent to the scholar's parents/guardians by certified mail.
- At least three (3) days' notice of the time and place of the hearing, which will include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A

scholar may request the rescheduling of the hearing if they can present reasonable cause for extension.

- The hearing will be private unless the scholar or parents/guardians request a public hearing.
- Representation by counsel at the parent's/guardian's expense
- Disclosure of the names of witnesses against the scholar and copies of their written statements
- The right to request that witnesses against the scholar appear in person and answer questions or be cross-examined
- The right to testify, present arguments and call witnesses on the scholar's behalf.
- A written or audio record will be kept of the hearing and a copy made available to the scholar by request.]
- The hearing will be held within ten (10) but not more than fifteen (15) school days from the date of the suspension or the date notice of charges is received, unless a delay is mutually agreed to by both parties due to extenuating circumstances.
- Notice of a right to appeal the results of the hearing will be provided to the scholar along with the expulsion decision.
- A written adjudication shall be issued after the Board of Directors has voted to expel or not expel a scholar. The adjudication may include additional conditions or sanctions.

## **BULLYING AND CYBERBULLYING**

BCHS is committed to dealing with bullying behaviors in our schools to create a safe environment. Any scholar or employee who engages in an act that injures, degrades, or disgraces another scholar or staff member, disrupts the educational process, or interferes with a scholar's opportunity to obtain an education shall be subject to disciplinary action. This includes behavior or language through electronic (e.g. cyber bullying, etc.) or online methods.

### **Definitions:**

Bullying is defined as an intentional electronic, written, verbal, non verbal, psychological or physical act or series of acts directed at another scholar or scholars, which occurs in and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

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

### **Bullying is characterized by the following three (3) criteria:**

- It is aggressive behavior or intentional harm doing.
- It is carried out repeatedly over time.
- It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one (1) person is physically larger, stronger, mentally quicker or socially more powerful).

**Bullying can take many forms and can include a variety of behavior. As defined in this policy, bullying refers to direct or indirect action, which may include but is not limited to:**

- Physical – hitting, kicking, pushing, shoving, getting another person to hurt someone.

- Verbal – racial slurs, name-calling, teasing, taunting, harassment, gossiping, spreading rumors.
- Nonverbal – threatening, obscene gestures, isolation, exclusion, stalking, cyberbullying (bullying that occurs by use of electronic communication devices through means of social networking, email, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dashboards, or web sites).
- The term bullying include, but not be limited to, incidents that are reasonably perceived as being motivated either by any actual or perceived characteristic, such as gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.

## **Complaint Procedure**

### **Step 1 – Reporting:**

A scholar or his/her parent/guardian who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the head of school or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators.

A school employee who witnesses, suspects or is notified that a scholar has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the head of school or designee.

The complainant or reporting employee is encouraged to use the report form available from the head of school, but oral complaints shall be acceptable

### **Step 2 – Investigation:**

Upon receiving a complaint of bullying, the head of school or designee shall investigate the complaint. The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.

The investigator shall attempt to secure statements from all participants in, and witnesses to the complaint. The complainant shall not be required to meet face-to-face with the accused.

The obligation to conduct this investigation shall not be negated by the fact that a criminal or other investigation of the incident is pending or has been concluded.

## **ACADEMICS POLICY**

It is the mission of BCHS to prepare all scholars to enter into and graduate from a four-year college or university or to transition to the workforce with the necessary skills to secure a viable career. Additionally, BCHS maintains compliance with all state laws and regulations regarding curriculum and graduation requirements.

- All BCHS provide academic programs for ESL scholars according to state and federal guidelines. This includes, but is not limited to, specific course assignment, targeted instruction, and support services.
- When applicable, BCHS incorporates CTE programming in accordance with state guidelines. This includes, but is not limited to, computer-based courses and activities and career planning activities.
- BCHS participates in School-Wide programs in regards to Title I funding. Therefore all Title I participants benefit from academic and other programs implemented across the school, including tutoring, intervention, and enrichment.
- At any time parents/guardians have the right to request an evaluation of their child to ensure appropriate academic programming is in place. All BCHS honor parent/guardian rights for information, requests, and access to information.

## GRADUATION REQUIREMENTS

Scholars must fulfill a minimum of 27.5 credits for graduation. Credits must earn a passing grade.

Content Area	Required Number of Credits	Required Courses
English	4	English 1, 2, 3, and 4
Social Studies	4	World History, African American History, American History, Social Science
Math	3	Algebra 1, Geometry, Algebra 2
Science	3	Environmental Science, Biology, Chemistry or Physics
Art and Humanities	2	Art,
Electives	4	One of the electives must be a college prep math or science class, or an Advanced Placement class.
Health & Physical Education	1.5	.5 Health, 1 PE
World Language	2	Spanish 1, Spanish 2
Senior Project/Graduation Project	4	Scholars must complete an interdisciplinary senior project that demonstrates problem solving, communication, citizenship, school-to-career or multicultural competencies. In addition, scholars must complete a service-learning project. A passing score is required.

## 9th Grade Course Credits and Course Descriptions

Course	Credits	Course	Credits
English I	1	Technology	0.5
Algebra I	1	Advisory	0
Environmental Science	1	College & Career Readiness I	1
Global Studies	1	Electives	1
Health	0.25	Physical Education	.25
<b>Total: 7.0</b>			
<i>Credits will vary based on student schedules.</i>			

## 10th Grade Course Credits and Course Descriptions

Course	Credits	Course	Credits
English 2	1	Spanish	1
Algebra/ Geometry	1	Advisory	0
Biology 2	1	College & Career Readiness I	1
World History	1	Electives	.50
Health	0.25	Physical Education	.25
<b>Total: 7.0</b>			
<i>Credits will vary based on student schedules.</i>			

## 11th Grade Course Credits and Course Descriptions

Course	Credits	Course	Credits
English 2	1	Spanish I or II	1
Geometry or Algebra II	1	Advisory	0
Physics	1	College & Career Readiness I	1
American History or AP American History	1	Electives	.50
Health	0.25	Physical Education	.25
			<b>Total: 7.0</b>
<i>Credits will vary based on student schedules.</i>			

## Statewide Non Course Graduation Requirements

<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Keystone-Exams.aspx>

Students can meet the statewide graduation requirement by:

- Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.
- Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams.
- Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following: an alternative assessment (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys), advanced coursework (AP, IB, concurrent enrollment courses), pre-apprenticeship, or acceptance in a 4-year nonprofit institution of higher education for college-level coursework.
- Earning a passing grade on the courses associated with each Keystone Exam, and pass the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.
- Earning a passing grade on the courses associated with each Keystone Exam, and demonstrate readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to student goals and career plan. Examples of evidence will include ACT WorkKeys, SAT Subject tests, AP, IB and concurrent coursework, higher education acceptance,

community learning project, completion of an internship, externship or co-op or full-time employment.

## Grading Scale

A	100-95	B-	82-80	D+	69-70
A-	94-90	C+	79-77	D	66-63
B+	89-87	C	76-73	D-	62-60
B	86-83	C-	72-70	F	59-0

## Grade Reporting and Progress Reports

Report cards are distributed after the end of quarter to inform parents of the scholar's academic status. Teachers will notify the parent if a scholar is failing or in danger of failing by sending home a progress report five weeks into the quarter.

We ask that all Scholars and families use the online PowerSchool Portal to access and stay informed about grades, assignments, and progress in all classes by logging in at least once a week.

State law provides that a test or course grade issued by a teacher cannot be changed unless the school administration determines that the grade was arbitrary, contains an error, or the teacher did not follow BCHS grading policy. Please speak to your child's teacher or the IT department for information on how to access the PowerSchool Portal. Scholars will also be apprised of missing work and grades during classes as well as during Advisory.

## Honor Roll

Each grading period has a distinct honor roll listing. Honor roll is not cumulative. Scholars must meet the criteria of A's and B's for all graded classes to earn placement on the honor roll.

## Promotion and Retention

A Scholar will be promoted on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by BCHS. To earn credit in a course, a scholar must receive a grade of at least 60 based on course-level or grade-level standards. In addition, scholars are required to pass the Keystone Exam and the End-of-Course (EOC) for the respective course(s) in which the Scholar is enrolled.

\*While a Scholar might advance to the next grade level in some courses, a scholar cannot be promoted to the next grade level without earning the appropriate number of credits (at least 1 in ELA, SS, Science, and Math, and 7 in total).

## **INTERVENTION SERVICES**

We implement a Multi-Tiered System of Support (MTSS) at Belmont Charter High School. MTSS is a multi-level approach to providing academic and/ or behavior support and interventions for struggling scholars. Through these supports we are able to create intensive interventions in the general education setting and help struggling scholars before they fail.

## **NOTICE OF SERVICES FOR SCHOLARS WITH DISABILITIES INCLUDING SPECIAL EDUCATION AND PROTECTED HANDICAPPED SCHOLARS**

Belmont Charter High School provides special education and related services to resident children with disabilities who are in grades 9-12. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education program and related services that are available, (3) the process by which the public schools screen and evaluate such scholars to determine eligibility, and (4) the special rights that pertain to such children and their parents/legal guardians.

### **Children Served in Special Education Programs**

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

- Physical or mental disabilities
- Autism
- Deaf /blindness
- Emotional disturbance
- Hearing impairment/deafness
- Mental retardation
- Multiple disabilities
- Orthopedic impairment



- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment/blindness
- Other health impairment.

### **Description of Special Education Programs**

Belmont Charter High School provides appropriate special education programs and related services that are: provided at no cost to parents; provided under the authority of a school entity directly, by referral or by contract; individualized to meet the educational needs of the child; reasonably calculated to yield meaningful educational benefit and progress and designed to conform to an Individual Education Program.

Special education is designed to meet the needs of each eligible scholar, including specifically designed instruction conducted in the classroom, home, community settings, hospitals, institutions and other settings.

Related services that are available to scholars include transportation and corrective and other supportive services that help an eligible scholar benefit from special education. Examples include: speech pathology and audiology, psychological services, physical and occupational therapy, social work services, school health services, medical services for diagnosis or evaluation, parent counseling and education, recreation counseling services, rehabilitation counseling services and assistive technology services.

### **Referral of Children for Screening and Evaluation (Child Find)**

Belmont Charter High School has procedures to identify children needing special education. Those procedures are “screening” and “evaluation.” If a disability is suspected, teachers, other school personnel or parents may refer a child for screening and/or evaluation. Parents suspecting that a child may have a disability and need special education can request a screening or evaluation at any time by contacting their Head of School in writing, over the phone or in person. Screening of children, using immediately available data sources such as health records, parent interviews and history, functional vision and hearing evaluations, and speech and language screenings are completed on request. If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluations. No evaluations may be conducted without written parental permission.

State and federal law affords many rights and protections to children with disabilities and their parents. A summary of these rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting the special education director or principal of the school.

## **Rights and Protections**

**Prior Written Notice:** The public school must notify the parent in writing whenever it proposes to initiate or to change the identification, evaluation, educational program or placement of a child or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected.

**Consent:** The public school cannot proceed with an evaluation or reevaluation or with the initial provision of special education and related services without the written consent of the parent. A public school may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer or judge following a hearing. If the parent fails to respond to a written request for permission to reevaluate, however, the public school may proceed with the proposed reevaluation without consent. A public school may not seek a hearing to override the refusal of a parent's consent to an initial placement in special education.

**Protection in Evaluation Procedure:** Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

**More Information:** Detailed printed information about available special education services, programs and policies is available from the school upon request. Anyone interested should contact the principal of the school. Information and communications are in English, but will be provided in the native language or other mode of communication used by parents, if appropriate. More information can also be found on our website: <http://www.belmontcharternetwork.org>

## **Manifest Determination**

A manifestation determination is required by the Individuals With Disabilities Education Act (IDEA) when considering the exclusion of a scholar with a disability that constitutes a disciplinary change of placement.

The local educational agency (LEA), parent, and relevant members of the Individualized Education Program (IEP) team conduct a review to determine if the behavior that is subject to disciplinary action is directly related to the scholar's disability (i.e., a manifestation of the scholar's disability).

Students with disabilities cannot be disciplined for behaviors that are related to or are manifestations of their disabilities. The IEP team must answer the following questions:

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

If the IEP team answers “yes” to either question, and therefore determines that the behavior is a manifestation of the scholar’s disability, the proposed disciplinary action is voided and the team must immediately take steps to remedy any and all deficiencies in the IEP. A functional behavioral assessment (FBA) must be conducted and a positive behavior support plan must be implemented. If an FBA and a positive behavior support plan were completed, then the IEP team must review and modify them as necessary.

If the IEP team determines that the behavior is not a manifestation of the scholar’s disability, the disciplinary action may be applied with the provision that the LEA must continue to provide a Free Appropriate Public Education (FAPE).

## **ENGLISH LANGUAGE LEARNERS**

### **Purpose**

Belmont Charter High School provides educational programs for English Language Learners and assures their appropriate participation in all aspects of the educational system. It is Belmont’s philosophy to provide a quality educational program for all scholars enrolled. Belmont Charter High School shall provide an appropriate planned instructional program for identified scholars whose dominant language is not English. The planning and implementation of the program will address the needs and rights of all English Language Learners. It is our goal to facilitate the scholar’s achievement of English proficiency and academic standards.

### **Identification of ELL Scholars**

- a. Family completes a family interview, conducted by a school Social Worker
  - i. Family completes the Home Language Survey, included during family interview
  - ii. Information entered into SCN
- b. Previous school records – reviewed for appropriate placement
- c. State and district assessment – reviewed for appropriate placement
- d. Multi-Tiered System of Supports (MTSS) – evidence based model, which uses data-based problem-solving to incorporate academic and behavioral instruction and intervention
  - i. This process also includes input from teachers and parents
- e. Assessment – WIDA-ACCESS Placement Test (W-APT)

### **ELL Model**

- a. Certified English Language Learner teacher will provide daily instruction to meet the needs of our scholars
- b. Push-in instruction will occur by going into the general education classroom during core subjects
- c. Pull-out instruction will be done by pulling scholars out of the general education classroom and into the ELL

### **Monitoring of ELL Scholars**

- a. Teacher observations and input
- b. Parent observations and input
- c. Report cards
- d. State and district assessments
  - i. Level 1 and 2 ELLs are not required to take Belmont’s predictive or benchmark assessments
  - ii. Level 3, 4, 5, and 6 ELLs are required to participate in all of Belmont’s predicative and benchmark assessments
  - iii. All PSSA accommodations for ELLs are applicable to assessments

**English Language Learner Staff**

- a. Limited English proficient scholars are provided ELL instruction by a certified ELL teacher
- b. ELL teachers receive professional development aimed at increasing knowledge of second language acquisition

**Grading of ELL Scholars**

- a. ELLs must be graded using the same grading system as all other scholars

**Exit of ELL Scholars**

- a. For kindergarten scholars – overall composite proficiency level score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score)
- b. For grades 1-12 scholars – overall composite proficiency level score of 5.0 on a Tier C ACCESS 2.0 Grades 1-12 assessment
- d. Final grades of C or better in core subject areas (Mathematics, English, Science and Hlstory)
- e. Scores on local assessments that are comparable to the BASIC performance level on the math PSSA AND English Language Arts PSSA
- f. ELLs are monitored for two years after they exit the ELL program
  - i. Review of grades
  - ii. Review of local assessment and state assessment
  - iii. Teacher observations
  - iv.. Scholars who exit the program no longer receive supports from the ELL teacher

**CAREER AND CAREER READINESS PROGRAM**

As readiness is a key component to our learning environment. Each scholar will have access to career and college readiness guidance throughout their school career in the form of one or more of the following services:

- Outreach
- Small Group Instruction
- Consultation/Counseling
- Career Exploration

- Referral
- Assessment
- Work Experience
- Placement and Follow-up

Utilizing the different services, Career Counselors will assist scholars in self-knowledge and self advocacy, educational and occupational exploration and in lifelong career planning, preparation and transition. Scholars will research and gain experience through our career center, career days, community service, part-time employment, internships, apprenticeships, school based enterprise and service learning opportunities. These services and programs will aid in our readiness efforts and will be supported through ongoing communication and collaboration with scholars, parents, faculty, staff and our business community.

Yearly Career and College Readiness Focus:

- Year 1 (9<sup>th</sup> Grade)- Self Awareness & Intro Career Awareness
- Year 2 (10<sup>th</sup> Grade)- Career Awareness & Preparation
- Year 3 (11<sup>th</sup> Grade)- Career Acquisition
- Year 4 (12<sup>th</sup> Grade)- Career Retention & Advancement

## **Individualized Career Plan**

An Individualized Career Plan (ICP) will be prepared for each scholar beginning in the 9th grade. This ICP is both a working document and a process Career Counselors will use to help scholars make decisions and identify plans for their future. Working alongside the parents, teachers, career counselors and administrators, an ICP will assist scholars to plan, monitor, and manage their academic and career development.

## **Personal Graduation Plan**

A Personal Graduation Plan (PGP) will be prepared for any scholar who did not perform satisfactorily on a state-mandated assessment or is determined by the school as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a counselor, teacher, or other staff member designated by the School Leader. The plan will, among other items, identify the scholar’s educational goals, address the parent’s educational expectations for the scholar, and outline an intensive instructional program for the Scholar. (For additional information, see the school counselor.) For a scholar receiving special education services, the scholar’s IEP may serve as the scholar’s PGP and would therefore be developed by the scholar’s academic counselor .

## **Standardized Testing**

The Pennsylvania Department of Education state-mandated test is the Keystone Exam. The keystone is a more rigorous assessment that measures Scholars’ academic performance. The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and

Government. Scholars must pass all three Keystone exams in order to graduate. But they can take it as many times as they want, and schools must provide supplemental instruction. Special education scholars can be exempted entirely, and parents may opt out their children, but only for religious reasons.

Many colleges require additional standardized tests such as the Accuplacer, American College Test (ACT), or the Scholastic Aptitude Test (SAT) for admissions. Each college determines the levels of achievement needed for admissions. Scholars are encouraged to talk with the counselor early during their freshman year to determine the appropriate exam(s) to take.

## **TRANSCRIPT REQUEST**

Requests for official high school transcripts should be directed to Ms. Yuille. Please give at least 48 hour notice.

## **NAVIANCE**

Belmont Charter High School is dedicated to supporting scholars in their academic, career and college planning. Naviance Student is a College and Career web-based program that BCHS will use throughout high school to help scholars plan for post-secondary success.

Using Naviance Student, scholars can take self knowledge and career assessments/surveys, create goals, research careers and colleges, develop their individualized career plans and eventually, submit college applications, transcript requests and search scholarship opportunities.

Both scholars and parents will have access to the Naviance Student website and will be given log-in information during orientation or through a meeting with the Director of College & Career Services.

## **ADMINISTRATIVE**

### **Uniform Policy**

Scholars are required to be in uniform every day beginning with Student Orientation.

- Blazer w/custom logo
- Pullover w/custom logo
- Oxford dress shirt w/custom logo
- Navy dress uniform pants OR plaid uniform skirt
- Custom tie
- Black Dress Shoe
- Navy Socks
- Belt

In addition:

- Scholars are not allowed to wear du-rags, head scarves or bandanas but can wear headbands

- that are either blue, black or red
- Scholars can only wear black tights under the skirt or blue or black socks
  - Oxford dress shirt does not have to have logo if worn under a blazer or pullover

Uniforms are available at Cramers Uniforms, 5226 Market St., Philadelphia, PA 19104  
[www.cramersuniforms.com](http://www.cramersuniforms.com).

## Electronics Policy

Scholars are permitted to bring electronic devices (i.e. cell phones) to school, but they must be locked in the scholar's locker or secured in the scholar's bookbag and those items must remain in their locker or bookbag until dismissal from school. As a reminder all non-issued BCHS electronic devices are PROHIBITED in all areas of the school.

### 1<sup>st</sup> Confiscation

- Level 2 Write-up
- Parent Phone Call
- Phone returned at the end of the day

### 2<sup>nd</sup> Confiscation

- Level 2 Write-up
- Parent Phone Call
- Parent Pick-up

### 3<sup>rd</sup> Confiscation

- Level 2 Write-up
- Parent Phone Call
- Electronic device held for the entire report period (returned in the next)

**After 3rd confiscation, electronic devices will be held for the remainder of the school year.**

## VISITOR POLICY

Belmont Charter High School (BCHS) welcomes and encourages parents or guardians to visit.

To visit your child, you need to:

- Check in with the school's front desk to register before proceeding to your destination in the building.
- Show the front desk staff a state ID or driver's license.
- Be escorted to your destination by a school employee.

You are welcome to visit and observe your child in his/her classroom at any time. Please call or email us ahead of time so that we know you are coming.

Please note that some days are not appropriate for visits (e.g., testing days). For this reason, BCHS reserves the right to deny visit requests.

## EMERGENCY SCHOOL CLOSING POLICY

Should a BCHS close for any reason (e.g., inclement weather), we will communicate closing information on our website (<http://www.belmontcharternetwork.org/bchs/>), and you will receive an automated phone message. In the event of a school closing, you can also tune in to 6ABC, Fox 29, CBS3, and KYW Radio 1060 for information. Also, if the School District of Philadelphia is closed or delayed, Belmont Charter High School will follow suit.

## SCHOOL FEES

Belmont Charter High School sets high standards for scholars achievement and helps each scholar to succeed using technology and innovative teaching strategies. Scholars are required to pay the below listed fees in accordance with their classmen. Fees are required to be paid prior to the end of September each school year. Scholars that fail to pay the entire fee will have the fees rolled over to the next year. Seniors will not be allowed to participate in graduation activities unless the fees for each year attended has been paid in full. Any scholar that cannot pay the fee for the attending year can request a fee waiver. Fee waivers are issued on a case by case basis. All requests for fee waivers must be submitted to the Head of School for approval.

### **Freshmen**

Total \$75 Mandatory  
Class Trip \$75 Optional

### **Junior**

Total \$100 Mandatory  
Class Trip \$175 Optional  
Prom \$65 - \$80 for guest Optional

### **Sophomore**

Total \$75 Mandatory  
Class Trip \$75 Optional

### **Seniors**

Total \$100 Mandatory  
Class Trip \$320 Optional  
Prom \$80 - \$90 for guest Optional

## SCHOOL TRANSPORTATION

Scholars who reside more than 1.5 miles from Belmont Charter High School will use Septa as transportation to school. Scholars who qualify for SEPTA transportation will receive SEPTA Bus Transportation.

## PARENT/GUARDIAN CONTACT

Please fill out a parent/guardian location form and a medical/health insurance form at the beginning of the school year so that we can keep you informed of your child's progress and contact you quickly in case of an emergency. Should your mailing address change during the course of the school year, please provide us with a new proof of address by bringing documentation of new residence to our office team.

BCHS also requires the submission of a copy of any Court Order or agreement affecting the custodial rights of a parent. It is important that BCHS understand custodial arrangements in order to determine who is eligible to communicate with school staff.

## STUDENT HEALTH CENTER



BCHS has a Health Services Center staffed by a Nurse Practitioner and Certified Nurse Assistant throughout the week. Students are welcome to visit the health center during scheduled hours with a hall pass signed by their teacher.

## **IMMUNIZATIONS**

Students attending Belmont Charter High School must have the following immunizations prior to enrollment:

- 4 doses of tetanus, diphtheria and acellular pertussis\* (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)
- 2 doses of measles, mumps, rubella
- 3 doses of hepatitis B 2 doses of varicella (chickenpox) or evidence of immunity
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 12th grade

## **EQUAL OPPORTUNITY POLICY**

BCHS requires equal educational opportunity for all scholars enrolled in the educational programs of the school, including but not limited to course offerings, athletic programs, guidance and counseling, and tests and procedures, regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status, or handicap.

Similarly, scholars shall respect the rights of other scholars to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No scholar, therefore, shall have the right to abridge another

## **MANDATED REPORTING**

In accordance with the Policy of the School District of Philadelphia that all of its employees are to be aware of and comply with the Child Protective Services Law, P.L. 438, Act 124, 1975; all BCHS personnel must report suspected abuse and are classified as mandated reporters. Mandated reporters are those people who are required by law to report suspected child abuse. Mandated reporters are held to a higher standard of responsibility and may receive serious consequences for not reporting suspected abuse.

## **McKinney-Vento Homeless Education Assistance Improvements Act of 2001/ Pennsylvania's Education for Children and Youth Experiencing Homelessness Program**

The federal McKinney-Vento Homeless Education Assistance Improvements Act of 2001 requires all

youth experiencing homelessness to have educational access, attendance and success in school. McKinney-Vento also provides funding to states to support statewide homelessness initiatives. Pennsylvania's Education for Children and Youth Experiencing Homelessness Program works to ensure homeless children are provided with a free and appropriate public education on an equal basis with all other children in the state.

### **Definition of Homelessness**

*An individual who lacks a fixed, regular, and adequate nighttime residence, including children and youth who are:*

- Sharing housing of others due to loss of housing, economic hardship, or a similar reason
- Living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations
- Living in emergency or transitional shelters or are abandoned in hospitals
- Abandoned youth or Runaways or Unaccompanied Youth
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations etc.
- Migratory children who qualify as homeless because they are living in the circumstances described above

### **McKinney-Vento Act: Enrollment**

*Requires public schools to immediately enroll scholars experiencing homelessness even when lacking:*

- Proof of residency
- Guardianship
- Birth certificates, school records, or other documents
- Medical records, including immunization records
- Required dress code items, including uniforms

### **McKinney-Vento Act: Support**

The McKinney Vento Act also requires that:

- Homeless scholars who move have the right to remain in their schools of origin (i.e. the school the scholar attended when permanently housed or in which the scholar was last enrolled, which includes preschools) if that is in the scholar's best interest;
- If it is in the scholar's best interest to change schools, homeless scholars must be immediately enrolled in a new school, even if they do not have the records normally required for enrollment;
- Transportation must be provided to or from a scholar's school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison;
- Homeless scholars must have access to all programs and services to which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning and before and after school care;
- Unaccompanied youth must be accorded specific protections, including immediate enrollment in school without proof of guardianship; and
- Parents, guardians and unaccompanied youth have a right to dispute an eligibility, school selection, or enrollment decision.

### **Belmont Homelessness Liaison**

The Director of Family Support Services is the school's designated Homelessness Liaison. If you are

experiencing homelessness, we are here to support. Please ask the front office to connect you with the Director of Family Support Services Jeanne di Leonardo or a member of the Family Support Services Team.

*Information from <https://www2.ed.gov/policy/elsec/guid/secletter/160726.html>*

## **Education Stability Protocol and Transportation Plan**

Pursuant to the Every Student Succeeds Act (ESSA) and the Fostering Connections to Success and Increasing Adoptions Act, the Philadelphia Department of Human Services (DHS) and local education agencies (LEAs) must work together to support educational stability for children and youth placed in out of home care. Philadelphia DHS and LEAs must collaborate to ensure that children and youth placed out of home care are able to remain in their school of origin (current school) unless it is not in their best interest to do so.

Every time a child or youth is placed in out of home care, or their placement location is changed, Philadelphia DHS and LEAs will internally consult about whether there are factors that indicate that it is not in the best interest of the child to remain in their school of origin. When these factors exist, there must be a joint determination by the LEA and DHS of whether it is in the best interest of the child or youth to remain in their current school.

Philadelphia DHS and the LEA shall work together to comply with the requirements of the Every Student Succeeds Act (ESSA), including working collaboratively to establish a transportation plan.

For more information regarding the Education Stability Protocol and Transportation Plan, please reach out to the

LEA Foster Care Liaison and Director of Family Support Services, Jeanne di Leonardo.



## PARENT/GUARDIAN & SCHOLAR COMMITMENT AGREEMENT

### **IMPORTANT POLICY REMINDERS:**

#### Arrival:

The building is open at 7:30 AM. All scholars are to enter the building through the Leidy Avenue Entrance in a staggered fashion. Breakfast is served from 7:30 to 7:45 AM. Scholars are considered late to school at 8:01 AM. *NOTE: Students arriving after 7:50 am will not receive breakfast.*

#### Dismissal:

Scholars dismiss at 3:07 on Monday, Tuesday, Thursday, and Friday; 1:04 on Wednesday. All scholars must exit the building through Leidy Avenue exit. To ensure scholar safety, the school yard and perimeter are monitored by staff during dismissal.

#### Food Policy:

BCHS scholars receive meals through the school lunch program. If you choose to waive scholar participation in the program, a Meal Waiver form must be completed and on file in the main office. A completed waiver removes scholars from all food services including breakfast, lunch and snack. Scholars not part of the school food program must bring lunch to school with them. Fast food and delivery (by family or local business) are not permitted. If a family chooses to opt out of the food program, they are expected to pack a nutritious meal for their child. Chips, soda and other snacks/candy are not permitted.

#### Personal Electronics:

Scholars are not permitted to use cell phones, MP3 Players, video game devices, or other personal electronic devices on school grounds, during school hours, including lunch, recess, and OST. Cell phones must be turned off and stored in lockers during the course of the day. Electronics will be confiscated as per our Electronic Policy.

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**By signing this agreement, I attest that I have read, understood, and also agree to comply with the policies and procedures outlined in the Belmont Charter High School Scholar and Parent Handbook.**

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(Scholar Name—Print)

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(Printed Parent/Guardian Name)

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(Signature of Parent/Guardian Name)

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(Date)

***Please return this form to Cynthia Spotwood, BCHS Operations Manager, in the main office.***

*This handbook is subject to change. Updated copies will be kept in the Main Office of the school your child attends and will be available upon request.*