



CHARTER SCHOOL

*STUDENT
HANDBOOK
2016-2017*

* EXCELLENCE * RESPECT *
* PERSEVERANCE *

TABLE OF CONTENTS

Introduction and Philosophy	3
YouthBuild Philadelphia Values	4
Overview of YouthBuild Philadelphia Program	5
Graduation Requirements	6
Attendance Policy	7
Academics	9
Vocational Training	13
Building Trades	13
Business Administration Scholars	16
Healthcare	17
Child Development Associate	18
Digital Portfolio	19
Career Plan	20
Community Impact (AmeriCorps)	20
Case Management	21
Student Services	
Student Assistance Program	22
Special Education	23
Counseling Services	24
Graduation and Postsecondary Preparation Supports	
Graduations Pathways Strategy (GPS)	24
Action Plans	24
Graduation Pathway Conferences	25
Coaching	25
Progress Reports	25
Incentives	25

Student Activities and Honors	
Youth Policy Council: Youth Congress	26
Extra-Curricular Activities	27
Honors	28
Student Rights and Responsibilities	29
Student Use of Internet Access, eMail, etc.	36
Code of Conduct	39
Dress Code	39
Discipline Policies	40
Suspension and Expulsion Procedures	50
Temporarily Disabled Student Policy	53
Drug-Use Policy	54
Questions and Answers	57
School Closure Information (Bad Weather)	58
Equal Opportunity Statement	58
School Calendar	60

INTRODUCTION

Welcome to YouthBuild Philadelphia!

The mission of the YouthBuild Philadelphia Charter School is to provide out-of-school youth in Philadelphia with the broadest range of tools, supports and opportunities available to become self-sufficient, responsible and contributing members and leaders in their community.

In joining YouthBuild Philadelphia, you are committing to improving your life and the conditions of your community. We hope that you will be proud to represent the program long after you have graduated. Our doors are always open to you. You are taking on the responsibility of changing your life, earning your high school diploma, and becoming a leader in your community.

This Handbook is an orientation to YouthBuild Philadelphia Charter School. It contains all of the program's policies and procedures and should help answer many of your questions as you embark on these challenging and rewarding two years. Keep this book handy and revisit it throughout the coming months. Please be aware that this is a working document and is subject to revision throughout the year by the Board of Trustees based on the recommendations of YouthBuild Philadelphia's administrators and the Youth Congress.

THE YOUTHBUILD PHILADELPHIA CHARTER SCHOOL PHILOSOPHY

YouthBuild Philadelphia believes that you are a valuable and underutilized resource in our society. We believe that given the opportunity, you can and will take responsibility for yourselves and your communities. With real work and meaningful education, you can become powerful agents of change in our society.

YOUTHBUILD PHILADELPHIA VALUES

Welcome Class of 2017!

We are proud to have each of you as a student in our School. YouthBuild Philadelphia is a second-chance program, and you all begin the school year with a clean slate. We do not judge what is in your past—we care only that you want to achieve success in the future.

While a large number of pages in this Handbook focus on graduation requirements and discipline, we want you to remember that our focus is on your success, and we firmly believe that each of you can succeed.

At YouthBuild Philadelphia Charter School, we have adopted three values that we all strive toward:

EXCELLENCE, RESPECT & PERSEVERANCE

As staff and students, we are going to work together to achieve these values personally and as a group.

EXCELLENCE: At YouthBuild, we believe that every young person can be inspired to do **high quality work**, and we expect every young person to demonstrate their **motivation** to succeed through words as well as actions.

High Quality Work and **Motivation** are traits that demonstrate **EXCELLENCE**.

RESPECT: YouthBuild is a collaborative environment where **teamwork** is highly valued and where we believe that developing our **people skills** help us treat each other with dignity and respect.

Teamwork and **People Skills** are traits that demonstrate **RESPECT**.

PERSEVERANCE: YouthBuild's mission drives us to be a school of opportunity and possibility. We reward determined effort and **resilience** in the face of obstacles, and we celebrate personal transformations guided by the principle of continuous **self-development**.

Resilience and **Self-development** are traits that demonstrate **PERSEVERANCE**.

OVERVIEW OF THE YOUTHBUILD PHILADELPHIA PROGRAM

This page is intended to give you an overview—the big picture—of the YouthBuild Philadelphia Charter School program. Everything mentioned on this page will be discussed in detail in the remaining pages of this Student Handbook.

Preparation at YouthBuild (Year One)

Preparation (Year One) at YouthBuild is divided into 7 sessions. Each session is 5 or 6 weeks long. In the first 6 sessions of the year, all students will have 3 sessions of academics and 3 sessions of vocational training. The 7th session is an individualized session based on each student's needs and provides opportunities for additional in-school vocational and/or academic work, as well as experiential college and career activities outside of the school. The 2016-2017 School Calendar can be found at the back of this Student Handbook.

Program Components

The YouthBuild Philadelphia Charter School program consists of 3 major components:

- Skill Development: Academics, Vocation, Community Impact
- Career Development: Goal-setting, preparation, and success in education (college, technical school, or training), employment and professional development
- Self-Development: Professional Traits, problem-solving to overcome personal barriers

Graduation Requirements

There are graduation requirements in 5 areas:

- Attendance (Self-Development & Career Development)
- Academics (Skill Development)
- Vocational Training (Skill Development)
- Community Impact (Skill Development)
- Career Plan (Career Development)
- Digital Portfolio and Culminating Presentation of Learning (Self Development)

Students are able to graduate at multiple points during the year, depending on when they complete their graduation requirements.

Student Code of Conduct

The YouthBuild Philadelphia Student Code of Conduct includes both the Dress Code and the policies governing student discipline.

Student Services

YouthBuild Philadelphia offers students a wide range of support services to help ensure their success.

Student Privacy Rights

Federal and State laws provide all students with certain rights to maintain the privacy and confidentiality of their personal information, personal communications, and educational records. However, there are limits to these rights.

GRADUATION REQUIREMENTS

In order to graduate from YouthBuild Philadelphia, you have to meet all of the requirements in 5 program areas. These requirements are detailed for you on the following pages. Here is a summary of the YouthBuild graduation requirements:

- **Academics** (p. 9)
 - Demonstrate mastery of 18 academic competencies by being “competent” or “highly competent” on 6 academic demonstrations (big projects).

 - Demonstrate improvement of your Reading and Math skills, as measured by the *Test of Adult Basic Education* (TABE) and the Accuplacer placement test.

- **Vocational Training** (p. 13)
 - Earn a professional certification in your area of vocational training:
 - Building Trades:** Earn the National Center for Construction Education and Research (NCCER) Core Introductory Craft Skills Certification (pp. 13-15)
 - Business Administration Scholars:** Earn the Customer Service Excellence Certification (CSET) and Microsoft IT Academy Certification (p. 16)
 - Healthcare:** Earn the Home Health Aide or Nurse Aide Certification, with an option to earn a second certification in the medical field, e.g., EMT or successfully complete a dual-enrollment program (p. 17)
 - Child Development Associate (CDA):** Earn the nationally-recognized Child Development Associate Certification (p. 18).

- **Digital Portfolio and Culminating Presentation of Learning** (p. 19)
 - Complete a Digital Portfolio that reflects on your journey at YouthBuild and present it to at least two staff.

- **Career Plan** (p. 20)

Your Career Plan consists of a series of steps during your first year at YouthBuild designed to guide you to your career goals that include education (college, technical school, or training), employment and professional development.

- **Community Impact (AmeriCorps)** (p. 20)

Participate in the specific amount of hours required by your vocation track:

 - **BAS** students are required to complete 300 hours of community service;
 - **Construction, CDA, and Healthcare (HHA)** students are required to complete 450 hours of community service, except that—
 - **Healthcare** students who enroll and participate in the EMT or CNA certification programs will be required to complete 300 hours of service.
 - Students in **Construction, CDA and Healthcare (HHA)** who have the opportunity to gain relevant employment opportunities before graduation may

petition the Program Director to satisfy their community-service requirement by completing 300 (rather than 450) hours of community service. This option is only available to students who have proof of this employment.

- Students, who do not complete their community-service requirements for graduation within Year One, must meet their requirement in the following ways:
 - A student who has already earned at least 100 hours of service within the first year of enrollment must complete a Service Portfolio as part of their graduation requirement. The Service Portfolio must include an additional 50 hours of service, journal reflections and a Presentation of Learning;
 - A student who has completed less than 100 hours of community service must complete the difference between their service hours and the minimum of 100 hours of community service, AND complete a Service Portfolio which also includes 50 additional hours of service, journal reflections, and a Presentation of Learning.

Example: a student, who has completed 70 hours of service in the first year of the program, must earn an additional 30 hours (100 minus 70) of service, and then complete the Service Portfolio which includes 50 more hours of community service. This student would therefore have to complete 80 (30 plus 50) additional hours of service and the other portfolio requirements in order to graduate.

ATTENDANCE POLICY

Attendance = Success

YouthBuild Philadelphia Charter School emphasizes the importance of attending school every day to ensure success in our program. The goal is for each student to have 100% attendance. Regular school hours are:

Monday	9:25 a.m. – 3:00 p.m.
Tuesday	9:25 a.m. – 4:00 p.m.
Wednesday	9:25 a.m. – 4:00 p.m.
Thursday	9:25 a.m. – 4:00 p.m.
Friday	9:25 a.m. – 3:00 p.m.

Lateness

Students are expected to arrive at YouthBuild by 9:25 a.m. Students arriving in the School building or at a vocational site after 9:25 a.m. are considered late. Late students will be sent home. If students think they are going to be late, they must contact their Case Manager and their Vocational Instructor (if they are doing vocational training) before 9:00 a.m. and get permission to come to school after 9:25 a.m. Students are never allowed to be late without the permission of their Case Manager or Vocational Instructor. Whether a student will be permitted to be late is in the sole discretion of the Case Manager or Vocational Instructor.

Absences

Coming to school every day is the student's job for the school year. Absences directly affect a student's grades and college and employment opportunities. If a student is physically unable to make it to the school site or the vocation site by 9:25 a.m., the student should call his/her Case Manager or Vocation Instructor to explain the absence. Calling-in when you will be absent from your job is a job-readiness skill. Students will be given opportunities throughout the school year to earn make-up attendance credits for days they missed, such as at Saturday School or on Saturday Service Projects.

Appointments

Appointments should be scheduled outside of regular school hours. If an appointment must be scheduled during school hours, students should notify their Case Manager. If on the vocation rotation, students should also notify their Vocation Instructor. Documentation for all appointments, including doctor visits, must be turned into the student's Case Manager on the day that the student returns to school. If the student attends school for 4 or more hours, he/she will be granted 50% of an attendance credit for the day.

Make-up Opportunities

Attending school during school hours is the best way to get direct instruction from teachers and instructors. YouthBuild provides additional opportunities to work towards graduation requirements and earn attendance credit. Students can make up attendance hours in the following manner:

1. Students who come for the duration of Saturday School or a Saturday Service Project will earn a make-up attendance credit.
2. Students can earn a half-day attendance credit if they complete four ½-hour make-up attendance opportunities. Make-up attendance opportunities times can include before-school, lunch, and after-school sessions. Students can earn a ½-hour make-up credit for attending scheduled before-school and lunch sessions. Students can earn ½-hour attendance credits for each ½ hour they participate in after-school sessions, up to 1½-hour make-up credits for each after-school session.

As students are participating in make-up opportunities, they should have staff sign off on YouthBuild's make-up attendance form. Once students have completed either a make-up attendance day or 4 ½-hour make-up sessions, they should turn in form to their Case Manager.

Cutting

If students need to leave school for any reason—such as for medical, childcare or family issues—those students must so inform their Case Manager (while on the academic rotation) or their Vocational Instructor (while on the vocation rotation) before leaving. In addition, **It is expected that students will attend all classes listed on their rosters unless their Case Manager gives them permission to miss a class. If they just leave school or skip a class without permission, then they are considered to be *cutting*.**

- ***Cutting school* is leaving the school site or the vocation site without the permission of your Case Manager (school rotation) or Vocation Instructor (vocation rotation). If students cut school, they will be marked absent for the day if the student cut prior to**

staying for 4 hours. If student is present in school for at least 4 hours, attendance will be changed to a **half day**.

- *Cutting class* is missing a class while remaining in the school building. If students cut class, they will be marked absent or given a half day, based on the number of hours that the student was present for the day. For example, if a student cuts one class but remains in school, his/her attendance will be changed to a **half day** for the day.

Suspensions

Suspension is when a student violates the YouthBuild Philadelphia Code of Conduct and is temporarily removed from the YouthBuild community. Students who are suspended will be marked absent for the day.

Leave of Absence

If a health emergency or personal crisis requires a student to be absent from school for more than 2 days, he/she may apply for a leave of absence. Leave days do not count as absences in calculating attendance percentage. A request for a leave of absence is submitted to Case Managers and includes paperwork documenting the health emergency or personal crisis. The Case Manager will then present the student's request for leave to the Director of Case Management for approval. The Director of Case Management is the only staff person who can approve requests for leave. A student may only receive a maximum of 20 leave days over the entire school year. The student is still responsible for completing all academic work during a leave. Arrangements to obtain the required work can be made through the Case Managers.

Jury Duty

If a student is called for jury duty, or called for jury duty and selected as a juror for a trial, he/she must present the jury-duty summons from the Court to their Case Manager as documentation. If a student is selected for a jury and presents documentation of the jury service, the student will be granted a leave of absence.

ACADEMICS

At YouthBuild Philadelphia, education is student-centered and focused on preparing you to be ready for your future learning. We teach you transferrable academic competencies (skills) that you can use in any postsecondary setting. We want you to have the skills to think, read, write and solve problems. We want you to have those skills so that you can use what you learn to address the real issues you face as students, workers, family members, and citizens of your community. We make sure the work you do is meaningful and relevant both to your life and to the needs of your community.

At YouthBuild Philadelphia, you will take charge of your learning. You will know the 20 competencies you need to learn. It will be your job to demonstrate to us that you have mastered these competencies through completing 6 Demonstrations (big projects) that require you to use the competencies. Each course you take will provide you the opportunity to demonstrate mastery of some of these competencies.

To be eligible to graduate, you must prove that you have mastered the competencies through the 6 Demonstrations. You will complete these demonstrations in your classes. The competencies and demonstrations are listed below.

Subject	Competencies	Demonstrations
Math	5 mathematical thinking skills	Math Portfolio: Part I and Part II Math in Context
Language Arts	3 reading skills; 5 writing skills	Original Writing Analytical Reading Essay
Research (in Science and Social Studies)	5 research skills	Research in Science Research in Social Studies

Note: The final two competencies are related to the Digital Portfolio and Presentation of Learning. They focus on digital literacy and presentation skills.

In addition to these core component subjects, you will also be able to demonstrate mastery of core academic skills through the following courses, which are described in greater detail below:

- *Community Change Workshop*: you will participate in community-service projects and classes to gain a deeper understanding of how you can make a difference in your community; and
- *Electives*: designed to explore male, female and parenting roles, identify on-going issues, and provide a forum for support and understanding.

Academic Competencies

YouthBuild is a competency-based program. Our goal is for you to become **competent** in specific academic skills. The academic competencies vary, depending on the academic course. You show mastery of your competencies by completing demonstrations. You must complete all 6 Demonstrations to fulfill your academic requirements for graduation.

Professional Skills

In addition to the academic competencies, we expect you to demonstrate 6 professional skills. The professional skills are the same for every course. We will give you feedback on the 6 professional skills, as you demonstrate them in academic settings.

Grading

Grades in all classes are dependent on successful completion of all assigned projects, homework, quizzes, tests, and other assignments. Each teacher will describe their grading system during their class. Each student is expected to show a willingness to learn, and make efforts to be successful.

You will receive credit for each class you take throughout the year. These credits will be used to calculate your grade point average (GPA) and placed on your school transcript for reporting to college and other postsecondary institutions. *Please remember that we do not use a credit system to determine graduation, but only for transcript-reporting purpose.*

Making-Up Work

Coming to school every day is the student's job for the school year. Thus, it is the student's responsibility to make up work that was missed due to an unexcused absence from school, an approved leave of absence, or a disciplinary suspension from school. Teachers will not assist you with make-up work, assignments and resources while they are teaching classes. Teachers will however give you appointments before school, during lunchtime, or after school, to tell you what work and assignments you missed, when it is convenient for them in their schedules. It is your responsibility to keep these appointments. In addition to your Academic Teachers, you must also make an appointment with your Service Learning Teacher.

· Absence from School

If you are absent from school, it is your responsibility to come back to class prepared with assignments due for the day you return. When you are absent, you must contact your peers to learn what work and assignments you missed and bring that work and assignments to class. In the event that you were not able to contact peers due to illness or some other reason, teachers will inform you about what academic work can be submitted for grading. In general, this work will be due the next day or by a deadline set by that teacher. Not all assignments and tests may be made-up.

· Approved Leave of Absence

After returning from an approved leave of absence, you will have two full school days to make appointments with each of your teachers to discuss with them the work you have missed and are able to make up.

· Suspension

In order to be permitted to make up work you missed while being disciplined by a suspension from school, you will have two full school days to make appointments with each of your teachers to discuss with them what work you have missed and are able to make up. After you have met with each of your teachers, you must complete and submit the missed work and/or take make-up exams within five school days, at a mutually convenient time for both you and your teachers.

Plagiarism

Plagiarism is copying other people's ideas or words without giving them credit. It includes copying words from Internet sites, books or other materials. It also includes copying a classmate's work (for example, copying a math homework assignment). Plagiarism is not tolerated at YouthBuild. A student who is found to have plagiarized will receive a zero for the assignment. Continued instances of plagiarism will lead to a conversation with the Director of Curriculum and Instruction and could result in more severe consequences, including repeating a course.

Student and Teacher Responsibilities

The chart below outlines responsibilities for both you and your teachers. It is intended to help you prepare both mentally and physically for your upcoming academic challenges. It is also designed to show you that learning is a two way process.

<i>Student Responsibilities</i>	<i>Teacher Responsibilities</i>
<p><u>Preparation</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Be in class on time ready to work and learn</i><input type="checkbox"/> <i>Have assigned work, course materials and completed assignments when they are due</i><input type="checkbox"/> <i>Have the notebooks, paper, pens, pencils and other items required by the teacher</i><input type="checkbox"/> <i>Maintain a folder of all handouts distributed in each class</i> <p><u>Effort</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Show consistent effort</i><input type="checkbox"/> <i>Complete all assignments on time</i><input type="checkbox"/> <i>Always produce to the best of your ability</i> <p><u>Initiative</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Ask questions</i><input type="checkbox"/> <i>Seek to understand new ideas</i><input type="checkbox"/> <i>Strive to be an independent learner</i><input type="checkbox"/> <i>Make up all missed/incomplete assignments</i> <p><u>Honesty</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Strive to be honest about your academic performance, skills and the work you submit</i><input type="checkbox"/> <i>Be up front about what you need and don't understand</i><input type="checkbox"/> <i>Present a clear and consistent description of academic requirements.</i>	<p><u>Preparation</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Be in class on time ready to work and teach</i><input type="checkbox"/> <i>Have assigned work, materials and completed assignments ready for students when they are due</i><input type="checkbox"/> <i>Have a teaching plan</i><input type="checkbox"/> <i>Submit weekly grades to the program manager</i> <p><u>Effort</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Provide challenging, high quality lessons on a consistent basis</i><input type="checkbox"/> <i>Make the curriculum relevant, meaningful and accessible</i><input type="checkbox"/> <i>Grade and return students' work in a timely fashion</i> <p><u>Initiative</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Ask questions</i><input type="checkbox"/> <i>Seek to understand where students are</i><input type="checkbox"/> <i>Ask for feedback, from students and colleagues</i><input type="checkbox"/> <i>Collaborate with other teachers</i><input type="checkbox"/> <i>Adjust teaching lessons accordingly</i><input type="checkbox"/> <i>Make lessons and teaching relevant</i><input type="checkbox"/> <i>Strive to continue to improve as a teacher</i> <p><u>Honesty</u></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Make an honest assessment of students' skills</i><input type="checkbox"/> <i>Be willing to help each student reach his/her full potential as lifelong learners.</i>

Additional support is available to all students upon request.

Please remember that your teachers cannot make you learn. You must be a willing participant in the process.

VOCATIONAL TRAINING

There are 4 vocational training tracks at YouthBuild Philadelphia: Building Trades, Business Administration Scholars (BAS), Healthcare (HHA/CNA) and Child Development Associate (CDA).

Building Trades

Students in the Building-Trades training track rebuild abandoned housing for sale to low-income families. **To be eligible to graduate, all Building-Trades students must obtain the NCCER Core curriculum certification.** (They also encouraged to obtain a driver's license.) Building-Trades students apply for admission to one of the following 3 areas of specialization:

- Advanced Construction – This program is for students who are most serious about working in the construction industry after YouthBuild. Students in this program participate in a rigorous selection, training, and internship process that will create access to job opportunities in the construction industry. Students will start their day earlier than the other students and be prepared to enter the workforce by working for independent contractors or by applying to trade unions. Advanced Construction students will earn both NCCER and OSHA 30 credentials.
- GreenBuild – This program focuses on training students in sustainable-energy and energy-efficient building practices. Students in this program receive introductory training that will equip them to become members of a green workforce. Specifically, GreenBuild students will learn and practice solar installation with our partners Solar States, a solar energy firm in Philadelphia, and the Clean Air Council. In addition to the NCCER Core certification, GreenBuild students will have the opportunity to obtain a secondary credential called the NABCEP (North American Board of Certified Energy Practitioners.)
- Building & Deconstruction – Students in this program have the opportunity to understand the building process from both ends of the spectrum: that is, how a building goes up, so that they know how to take it down safely. B&D students will understand the value of materials and how they can be reused or “repurposed.” In addition to the NCCER Core certification, B&D students will have the opportunity to obtain a secondary credential in deconstruction.

During the school year, Building-Trades students will develop competencies in:

- Professional Skills – What it means to be on-time, be prepared to work with proper attire/tools for the day, and be ready to learn (positive attitude);
- Safety – Understanding and complying with all of the appropriate industry safety procedures for the worksite, with some students gaining their OSHA 30 Card;
- Teamwork – What it means to set and reach a common goal, as well as developing trust and accountability within a team of workers;

- People Skills – Practicing self-control in body and language, as well as knowing how to communicate and advocate for themselves and others;
- High Quality Work – Learning to take the time to produce (or re-do) work that meets the highest standards of quality for the job, and developing the ability to ALWAYS think about how to improve your work;
- Motivation – Independently monitoring your own progress, growth and transformation as you work steadily toward a goal; valuing the accomplishment of their certification and bridge opportunities; and staying positive and willing to problem-solve when things go wrong;
- Resilience – Learning to leverage all available resources at YouthBuild, and finds a way to work through difficult situations without losing time on site, and setting appointments with minimal disruption to the day;
- Self-Development – Setting a long term goal(s) and taking specific steps toward accomplishing that goal(s), and is willing to receive and learn from constructive criticism.

Dress Code

Safety goggles, hard hats, and work boots must be worn at all times (or when required by your Instructors because of building or training conditions). In addition you will be required to wear additional safety gear appropriate for the particular job you are working on. Students on building-trades worksites are expected to wear a T-shirt or sweatshirt and jeans or khakis. Jeans or khakis must not be ripped, torn, tight, or worn below the waist. Students should always be prepared to get their clothing dirty. Attire with inappropriate language (curse words or words perceived demeaning or provocative to any person) is not allowed, and students wearing inappropriate attire must either cover it up, change out of it, or leave the work-site for the day.

Lateness

Students will be sent home unless (1) they have contacted your Vocational Instructor 30 minutes BEFORE their designated arrival time AND (2) they have been granted permission to stay. All decisions regarding whether or not a student will be permitted to stay will be at the sole discretion of the Instructor. Please note: some Instructors train and delegate responsibility of contact to student managers. On-time attendance and being prepared with proper work attire, work equipment, and binders are essential professional skills and will be stressed at all times throughout the year.

You are responsible for making up any work or tests you missed due to your absence.

Appointments

You are required to schedule all personal appointments before work begins or after work hours. In the case of unavoidable appointments, you are required to inform your Vocational Instructor and your Case Manager of any appointments made so that these may be documented. You must **inform your Building-Trades Instructor of appointments at least 24 hours in advance**. The Instructor will verify your appointment with your Case Manager and you. You will not be allowed to leave the worksite without proper notification of appointments.

Communication with supervisors is an essential professional skill and will be stressed at all times throughout the school year.

Conduct

During work hours you are required to demonstrate professional conduct—that is, you are to be respectful, courteous, cooperative, able to adapt to change, and can receive constructive criticism and coaching without argument. Complaints and other conversations should be saved for the break or lunchtime. Clowning around and horseplay on the worksite is not safe and will not be tolerated, and the appropriate action will be taken in accordance with YouthBuild Philadelphia's disciplinary policies.

Grading of Building-Trades Students

Students will be graded on their daily performance on the work-site. In addition, professional traits will be tracked and a grade for the session will be compiled based on individual performance. Lastly, students will receive a grade based on the three-step certification performance:

- Written Exams
- Verbal Understanding
- On-site Performance

Individual instructors may add to these requirements, based on their own syllabus.

Building-Trades Education Courses

Students in Building-Trades training will attend Building Trades courses in Mathematics, NCCER, and their specialty track once a week at the school site. These courses will be located on the 3rd floor in the Vocational Education classrooms. Grades in Building-Trades courses will be calculated using the same weighting and methods that are used on the work-site.

During your Building-Trades courses, you will complete 8 modules for the NCCER Core curriculum towards certification. These courses include:

- NCCER and OSHA
- Vocational Math, and
- A Specialty Course (depending on your program)

You will be expected to be in your chair ready for classroom activities at five minutes before class begins. You must dress for your Building-Trades Educational courses in PROFESSIONAL ATTIRE or in the YB-approved Academic Uniform.

Note: If you come to the work-site without the tools, boots, goggles, and binder issued to you, you will be considered unprepared and may be sent home for the day and marked absent. This will adversely affect your grade. Remember: If you lose any item issued to you, you must replace it yourself as soon as possible.

To be eligible for graduation, you must earn your industry-recognized certification (NCCER) .

Business Administration Scholars

Students who apply and are accepted into the BAS program will earn the Customer Service Excellence Training (CSET) certification from Starbucks, as well as the Microsoft IT Academy certification. This track provides hands-on training to prepare students for opportunities in retail management, customer service, and post-secondary education. Students will work with Share Foods, a non-profit that supports hundreds of food pantries in the Philadelphia region practicing and perfecting customer-service skills, data entry, warehousing and logistics, and marketing. In addition, BAS students are focused on getting accepted to postsecondary school and understanding that the skills they are developing will allow them to balance work and school after YouthBuild. Students will:

- Earn the industry-recognized CSET certification in customer service from Starbucks
- Certification in Microsoft IT Academy
- Complete a comprehensive postsecondary portfolio
- Get certified at typing 30 words per minute (WPM)
- Complete meaningful service and gain valuable knowledge on the issue of food insecurity in our region, and
- Apply and get accepted to postsecondary school.

Dress Code

BAS students are expected to wear the YB-issued uniform shirt and khakis. Students will also have one day per week that they dress in professional business attire. Students may also dress professionally every day.

Curriculum & Grading

Students are expected to maintain high attendance levels and complete all work and tests in a timely manner. Session grades will be an average of the following:

- CSET
- Postsecondary Preparedness Portfolio, including applications, FAFSA, essays and letter of recommendation
- Microsoft IT Academy Certification
- Typing – 30 WPM
- Business Writing
- Professional Skills - What it means to be on-time, be prepared to work with proper attire/tools for the day, and be ready to learn (positive attitude).

To be eligible for graduation, BAS students must earn all of the above requirements.

“Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.”

[Helen Keller](#)

Healthcare

In partnership with District 1199C Training and Upgrading Fund, YouthBuild Philadelphia’s Healthcare programs provide hands-on training to prepare students for career opportunities in the nursing and medical fields. Healthcare students acquire skills and become certified as Home Health Aides (HHA) or Nurse Aides (CNA), getting hands-on experience working with vulnerable populations. Following obtaining their HHA/CNA certification, Healthcare students will have the opportunity to pursue the next level in the career-ladder of healthcare. Those options include:

- Emergency Medical Technician (EMT)
- Medical Assistant (MA)
- Early dual-enrollment (or similar course options) in postsecondary school (CCP, CTI, PIT, etc.)
- Practical service leading to employment, or
- The opportunity to work on CSET.

Dress Code

Healthcare students are expected to wear YB-issued uniform shirts and khakis or approved scrubs while at YouthBuild. When at District 1199C or our other partners, students must follow the dress-code requirements of those partners, including scrubs or white shoes (unless otherwise notified), but NO JEANS.

Students will also have one day per week that they dress in professional business attire.

Curriculum & Grading

Students are expected to maintain high attendance levels and complete all work and tests in a timely manner. Session grades will be an average of the following:

- Postsecondary Preparedness Portfolio, including applications, FAFSA, essays and letter of recommendation
- Professional Skills - What it means to be on-time, be prepared to work with proper attire/tools for the day, and be ready to learn (positive attitude)
- Completion of all training modules and exams from providers, and
- Successful completion of all internship hours and professional experiences.

To be eligible for graduation, you must earn your industry-recognized certification (HHA/CNA) and complete the Postsecondary Portfolio.

"Effort only fully releases its reward after a person refuses to quit."

Napoleon Hill

Child Development Associate

In partnership with Omart Training Institute, LLC., YouthBuild Philadelphia's Child Development Associate (CDA) program provides hands-on training to prepare students for career opportunities in early childhood education. Students acquire the skills to become certified Child Development Associates, getting hands-on experience working with children throughout the program. CDA students provide service at daycare centers throughout the City during the year to gain professional experience and network for employment. Training-partner sites and internship sites are considered worksites, and all students and staff are expected to maintain professional and respectful conduct. This is the *only* vocational track that includes the bridge built into the program and has job placements possibilities. Students will successfully complete all elements of the following:

- All training modules and exams from providers (CDA Certification)
- Successful completion of all service/practicum hours and professional experiences in a daycare setting
- Lesson planning
- Professional Skills, including *empathy and critical-thinking* skills.

Dress Code

CDA students: scrubs, jeans, sneakers (unless otherwise notified).

Students will also have one day per week that they dress in professional business attire.

Curriculum & Grading

Students are expected to maintain high attendance levels and complete all work and tests in a timely manner. Session grades will be an average of the following:

- Postsecondary Preparedness, including applications, FAFSA, essays and letter of recommendation
- Professional Skills - What it means to be on-time, be prepared to work with proper attire/tools for the day, and be ready to learn (positive attitude)
- Completion of all competency statements
- Completion of professional portfolio
- Successful completion of all internship hours and professional experiences
- Pass in-classroom observation, and
- Pass the CDA exam.

NOTE: CDA is the only vocational track that counts as the postsecondary bridge as well.

To be eligible for graduation, you must earn your industry-recognized certification (CDA).

"Destiny is not a matter of chance. It is a matter of choice.

*It is not something to wait for; it is a thing to be achieved.
We will help you shape your destiny.”*

■ Ms. Vee Johnson, former YB Instructor

Digital Portfolio

You will create a *Digital Portfolio* that tells the story of your journey at YouthBuild, and that will serve as a resource to you after you graduate. You will begin preparing your Digital Portfolio during Mental Toughness and will continue working on it all year. You will present your completed Digital Portfolio in a final Presentation of Learning. Your Digital Portfolio and Presentation of Learning are graduation requirements.

Goals

Document and reflect on what you learn and how you grow

- Own your learning and take pride in your accomplishments
- Demonstrate your growth in self-development, skill development and career development
- Build your technology and presentation skills
- Create a hub where the YB community can examine and celebrate your work

Elements of the portfolio

	Page	Description
	Home	Welcome and overview.
SELF Development	About Me	Personal introduction to who you are: history, family and community, talents, hobbies.
	Professional Traits in Action	Detailed story and reflection about a time you demonstrated each of our six professional traits.
	Electives and Extracurriculars	An explanation of and reflection on each elective you take, along with extracurriculars (optional). At least 1 picture (uploaded) of one of these experiences.
SKILL Development	Academic Demonstrations	An explanation of and reflection on at least 3 academic demonstrations Each demonstration you reflect on uploaded.
	Work Site	An explanation of and reflection on your worksite experience. At least 1 picture (uploaded) of you and/or your squad members on the worksite.
	Community Impact	An explanation of and reflection on at least one community impact experience. At least 1 picture (uploaded) from a community impact event.
CAREER Development	Resume and Career Goals	An explanation of and reflection on your: <ul style="list-style-type: none"> ▪ primary career goal

		<ul style="list-style-type: none"> ▪ secondary career goal ▪ back-up plan Your resume (uploaded).
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Career Plan

Your Career Plan consists of a series of steps during your first year at YouthBuild designed to guide you toward your career goals that include education (college, technical school, or training), employment and professional development.

You will be provided time during Pathway Week as well as designated time in academics/vocation/community meetings to complete the steps, as well time required on your own that must be completed during the year in the following steps which will be verified by a Postsecondary Coordinator:

- Career Exploration Meeting – A one-on-one meeting with your Postsecondary Coordinator to discuss your career options that match your strengths and interests
- Career Decision-Making Meeting – A one-on-one meeting with your Postsecondary Coordinator to identify your career goal, bridge program, and professional development opportunities, along with progress toward those goals
- Preparation – taking steps to be prepared to apply/enroll for all three goal options
- Bridge Program – participate in an experience with another organization (college, technical school, employer, year of service program) that matches your career goals; based on individual plans, you may propose to your Postsecondary Coordinator an alternate plan for review and approval.

Community Impact (AmeriCorps)

YouthBuild Philadelphia’s Service-Learning program gives you a chance to give back to your community. Together, you will address the urgent needs of your community for education, housing, jobs, and leadership development. Service projects allow you to make a real contribution to your community. Each time you go out on service projects, you help break stereotypes about young people.

All YouthBuild Philadelphia students are part-time Members of AmeriCorps, a national community-service organization. One of the YouthBuild Philadelphia graduation requirements is that you complete impact hours of community service during the school year. You will primarily do this through your vocational training program. For example, you will rebuild homes in the community through the Building-Trades program, or you will volunteer in medical facilities in the community through the Healthcare program, etc.

There will be opportunities to earn additional impact hours through secondary service, that is, through pre-approved independent service and national days of service. The majority of these

secondary-service opportunities will be facilitated by the Community Projects Coordinators (CPCs). In terms of independent service, the nature of service must be pre-approved by Director of Student Life before you can begin earning allowable service hours.

As stated under Graduation Requirements (page 6-7), different students will have different numbers of community-service impact hours to complete, depending upon their vocational training track. Generally, BAS students are required to complete 300 hours of community service, and Construction, CDA, and Healthcare (HHA) students are required to complete 450 hours. If you complete the designated number of impact hours for your specific vocational training track before September 2017, you will earn a Segal AmeriCorps Education Award that you can use to pay for additional training or education. You can use this Education Award at any accredited trade school, vocational program, community college, or university, but it must be used within 7 years of completing your impact hours.

Community Change Workshop

In addition to performing community service in your vocational-training program, you will participate in a weekly Community Change Workshop. There, you will design community-service projects based on your group's interest. For example, you may be involved in tutoring and mentoring elementary-school children, coordinating and working on neighborhood clean-ups or survey projects, transforming vacant lots into community gardens or other useful recreational space, or assisting the elderly with household repairs and other household chores. Whatever you do, you will be expected to help plan, deliver and reflect upon your work in a journal in the Community Change Workshop. The projects you help design and the journal you keep will be clear evidence of the contributions you make and the experience you have doing community service.

Remember: When you are outside of the school and in the field doing research, community surveys, or community-service projects, you are representatives of YouthBuild Philadelphia Charter School. As such, you must conduct yourself according to our Code of Conduct which is set forth later in this Student Handbook. In addition, you are expected to:

- Be on time when reporting to an assigned service project
- Ask permission to leave the project site
- Follow directions and cooperate with your project leaders, and
- Be respectful of different opinions and work-styles.

Case Management

Each student at YouthBuild Philadelphia is assigned a Case Manager. The Case Managers assume that you are ready and willing to make positive changes in your life. They can help you to take personal responsibility for your success in your own life and to be job ready. They do this by teaching you how to solve your own problems and, thus, you can learn to overcome obstacles you may face in the future. However, it is important to emphasize that Case

Managers can only assist you in resolving your own problems—they cannot solve problems for you! They will seek to understand problem-situations from your point of view, respect the choices that you make and, when necessary, help you make better choices for yourself.

Personal responsibility at YouthBuild means you take responsibility for your own:

- Life
- Education
- Appointments
- Assignments
- Skill Development
- Career Development
- Self-Development

Postsecondary preparedness at YouthBuild includes the everyday matters of:

- Punctuality
- Attendance
- Assignments
- Appointments
- Responsibility
- Accountability

Elective Groups

YouthBuild recognizes that, in addition to developing academic and vocational skills, students often need to develop personal skills. This is an important aspect of every student's development and impacts success in Year Two of a student's YouthBuild journey. YouthBuild provides electives (groups), facilitated by various YouthBuild staff and community organizations, on a variety of topics such as Women's Development, Men's Development, Parenting, Healthy Living and other topics. During these elective classes, you are expected both to be respectful of others' opinions and to maintain the confidentiality of the discussions. Students are asked to complete a comprehensive reflection on their experience in each elective. That reflection is included in a student's Digital Portfolio and used as a part of the evaluation process.

STUDENT SUPPORT SERVICES

Student Assistance Program

YouthBuild Philadelphia recognizes that some of its students are returning to school after many years of unsuccessful prior school experiences. These unsuccessful experiences may have resulted from various barriers to learning that went undetected at their prior schools. Some such barriers may involve problems with learning, or controlling emotions or behaviors, or drug or alcohol use. YouthBuild actively seeks to uncover these barriers to learning through its Student Assistance Program—or SAP. The goals of SAP are to prevent these prior negative

school experiences from re-occurring, to get targeted support services to those students who need them, and to help ensure that all students are successful.

Special Education

As a public school, YouthBuild Philadelphia Charter School is required by the Federal Individuals with Disabilities Education Improvement Act (IDEIA) to provide a free and appropriate public education to all students, including those students with disabilities who need special education and related services.

§ Students are eligible for special education services if they are found to have one or more of the following disabilities that interfere with their educational performance: (1) autism/ pervasive developmental disorder, (2) deaf-blindness, (3) deafness, (4) emotional disturbance, (5) hearing impairment, (6) intellectual disability, (7) multiple disabilities, (8) orthopedic impairment, (9) other health impairment (includes ADD, ADHD, epilepsy, etc.), (10) specific learning disability, (11) speech or language impairment, (12) traumatic brain injury, and/or (13) visual impairment including blindness.

§ Some potential signs of having a disability include experiencing years of difficulties in: reading, writing or solving math problems, focusing and concentrating on schoolwork, sitting still in the classroom, controlling emotions (such as anger, anxiety and depression) and behaviors, etc.

§ If you have had a lot of difficulty in school over the years and you think that you may have one or more of these conditions, you should contact our Special Education Coordinator, Mr. David Rivoire. He will talk with you about having an evaluation to determine if you are eligible for special-education and related services. If you received special-education services in the last school you attended, YouthBuild is required to conduct a re-evaluation to determine if you continue to qualify for services.

§ In addition, through an established screening process, YouthBuild identifies and then evaluates students who are believed to be eligible for special-education services. When our screening process indicates that a student may be eligible for services, YouthBuild has to obtain written permission before we can legally conduct an evaluation. Parents may request, at any time, that YouthBuild conduct an evaluation. Requests from parents should be made, in writing, to our Special Education Coordinator, Mr. David Rivoire.

§ After we conduct a comprehensive evaluation of a student, an Evaluation Team is formed to review the evaluation report and determine if the student is eligible for special-education and related services. This Team consists of the student, his/her parent, the student's teachers, a Special Education teacher, the School Psychologist, the student's Case Manager, and our Director of Curriculum and Instruction.

§ If the Evaluation Team determines that the student is eligible for special-education and related services, then that Evaluation Team becomes the student's IEP Team and writes a detailed plan

for supporting the student over the coming year so that he or she can be successful in school—and then later in life. This plan is called an Individualized Education Plan—or, an IEP—and is different for each student.

Counseling Services

Many students struggle with personal problems. These problems can include:

- difficulties controlling their emotions or behaviors—such as anger or anxiety, as well as sadness and depression
- dealing with the consequences of violence either at home or in your community—both personally and through someone you know, or
- drug or alcohol use.

To help students deal with these problems, YouthBuild Philadelphia provides confidential counseling services to those who want them. Counseling services occur in the School building, during the school day or after school.

GRADUATION and POSTSECONDARY PREPARATION SUPPORTS

Graduation Pathway Strategy (GPS)

Students are divided by vocation tracks to create GPS teams. GPS teams include the students on a vocation track and 7 or 8 staff that will provide support to those students through the school year. GPS teams meet weekly, both without students (to plan) and with students (to action plan and provide support). In your weekly GPS meeting, you will action plan, receive progress reports, complete team-building activities, get important school-wide communications and receive crucial support from GPS staff.

Action Plans

Action Plans are a tool used at YouthBuild to remove barriers and monitor your progress with your graduation pathway. An Action Plan is a list of steps that must be completed in order to achieve a specific goal. The purpose of an Action Plan is to:

- Help you develop the skill of writing SMART goals
- Assess, identify and remove barriers to your success
- Provide supportive resources
- Formulate a timeline for when specific tasks need to be completed
- Provide support/motivation to you while you are working towards your goal, and
- Provide frequent, honest and meaningful feedback to you on your progress.

You are required to complete your own Action Plan during action-planning meetings with your Coach. Your Coach will assist you, if you need help. Action-planning meetings occur on the 2nd, 5th and 6th week of every session.

Recurrent action-planning (or goal-setting) provides you with support, motivation, and direction. It also increases the likelihood that you will succeed in meeting your career goals. Frequent goal-setting teaches valuable life skills that are transferrable to your postsecondary experience and can help you graduate on time!

Graduation Pathway Conferences

At the end of each session, students and staff take three days to create Action Plans related to a student's graduation pathway and postsecondary success. These conferences are held individually with each student, by their Coaches who might include: teachers, instructors, CPCs, case managers and/or administrative staff. The purpose of these conferences is to discuss student progress, provide feedback, and make support services available.

Coaching

The purpose of the YouthBuild Philadelphia Coaching Program is to provide students with the opportunity to connect with a specific staff member to help guide them through meeting the graduation requirements and plan for postsecondary success through action-planning. Staff coaches are available to students throughout the year to give advice, answer questions, and help students get accustomed to the 2-year YouthBuild program. Each student will be paired with a specific staff member for the duration of his or her time in the program. Students should view their coaches as an important additional resource, someone he or she can feel comfortable contacting for help with any questions or concerns that may arise during the school year.

Students will be paired with their coaches through their GPS groups. Students will be provided with the contact information for their particular staff coach. Students will also be asked to provide feedback about their coaches at the end of each session.

Progress Reports

Throughout the school year, students will be periodically scheduled for a progress-report meeting in which you will be asked to give an update on how you think you are progressing in the YouthBuild Philadelphia program. The focus of the progress-report meeting is to identify any areas in which you may need improvement and support.

Incentives

YouthBuild offers financial incentives for students who complete Action Plans throughout the year. Action Plans are designed to prioritize and incentivize areas that would assist students to become self-sufficient. These areas would be determined by the staff and students based on

their completed needs-assessment. Action Plans cover three development areas; skill, career and personal development.

Throughout the year, a specified incentive time-period will be created where students will be able to receive an incentive by completing an action plan with designated staff members. At the start of the incentive period, during the first week, students will schedule an action-plan meeting with their designated staff member. Students should come to action-plan meetings with suggestions of goals that they would like to accomplish in the upcoming incentive period. Staff members should come to the meeting with an understanding of student's need assessment and progress in the program. During the action-plan meeting, the staff and student develop an Action Plan and document the plan in Google docs. After the action-plan meeting is completed, staff will check off on Google drive that they completed the Action Plan. Students will earn a financial incentive for completing their Action Plan within the specified time.

STUDENT ACTIVITIES and HONORS

Youth Policy Council: Youth Congress

YouthBuild Philadelphia Charter School has a strong commitment to developing our students into future leaders. We accomplish this by providing students and graduates with the opportunity to be involved with the governance of the School. Students are involved through participation in the Youth Congress, and graduates are invited to serve on the Board of Trustees.

The mission of the YouthBuild Philadelphia Youth Congress is to represent the ideas, needs, opinions, and goals of the current class of students and participate in the long-term improvement of YouthBuild Philadelphia.

The student body votes for its representatives from each section (A and B). Student Representatives elected to the Youth Congress meet regularly with YouthBuild Philadelphia's leadership. They are responsible for voicing the concerns of their peers as well as offering their perspective as a student on a number of issues. Student Representatives will poll your peers for their opinions during Community Meetings and report back to students after each Youth Congress meeting.

The following rules apply to Youth Congress representatives:

1. Representatives must be in good standing in the program (not in violation of any policies or procedures and not failing any courses, including vocational courses).

2. Representatives must be respectful to all students, staff, and fellow Representatives at all times; representatives must abide by the “Code of Conduct.”
3. Representatives must consistently seek and respect the input of their classmates, and must focus on this input in their participation in the Congress.
4. Representatives must take responsibility for raising issues through the Youth Congress and be leaders in the resolution of these issues.
5. Representatives must take their responsibilities seriously, attend all meetings, and be on time. Representatives who are late or absent for two consecutive meetings may be replaced.
6. Representatives must maintain confidentiality regarding all issues discussed.

Extra-Curricular Activities

YouthBuild Philadelphia Charter School offers students the opportunity to participate in a number of extra-curricular activities. Students are expected to demonstrate a consistent level of commitment and dedication to the activity. During the first few weeks of school, students will have the opportunity to suggest what extra-curricular activities or clubs they would like to see incorporated into the school year.

The incorporation of extra-curricular activities into the school year is based on available funding and participation from staff and students. While staff carefully considers the suggestions of students, expressing interest does not guarantee the activity or club will be integrated into the program.

Some suggested activities or clubs from previous years are listed below:

- Basketball
- Cheerleading
- Prom Committee (Students on the prom committee will have the opportunity to assist staff members in coordinating the details of the prom including location, date, theme, favors, etc.)
- Flag Football
- Yearbook Committee (Students on the yearbook committee will have the opportunity to assist staff members in coordinating the details of the yearbook including submitting pictures, layout planning, and artistic input.)

Other common extra-curricular activities include:

- Cooking Club
- Drama Club
- Music Arts Club (singing, dancing, poetry etc.)
- Choir

Honors

YouthBuild Philadelphia rewards students who make significant progress and meet the School's high standards through the YouthBuild Honors program.

Honors are determined by GPA. The top 20% of students with highest GPAs after first six sessions are honored at the YouthBuild graduation ceremony:

- the top 10% of graduates with highest GPAs receive High Honors,
- the next 10% of graduating students with the next highest GPAs of receive Honors.

Graduation Valedictorian and Salutatorian

Valedictorian

The Valedictorian has the top overall rankings on all of the following criteria:

- has received High Honors
- not only has a high GPA in academics but has also exhibited and proven professional skills during the year in the area of vocational training
- has made a lasting impact on community and has met and exceeded the service requirements
- has completed and shown high quality work in all graduation requirements by the end of the sixth session
- has clear postsecondary goals and has already made steps toward his/her success after graduation, and
- has represented both YouthBuild Philadelphia and its Core Values throughout the school year, both in and out of school.

Salutatorian

Salutatorian ranks second to the Valedictorian on the criteria set forth above for the Valedictorian.

*"Good, better, best; never let it rest till your good is better and your better is best."
Anonymous*

STUDENT RIGHTS and RESPONSIBILITIES

Student Rights

Freedom from Discrimination

No YouthBuild student may be denied access to a free and full public education or subject to disciplinary action on account of his or her race, sex, color, religion, sexual orientation, national origin or disability.

Free Education and Attendance

YouthBuild Philadelphia Charter School does not exclude students from attendance at school or participation in extracurricular activities because they are married, pregnant, handicapped, or eligible for Special-Education services.

Corporal Punishment

YouthBuild Philadelphia does not use corporal punishment on students. That is, teachers and school authorities do not physically punish a student for an infraction of the discipline policy. However, 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;
- for self-defense; and
- for the protection of persons or property.

Freedom of Expression

The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth. Students have the right to express themselves *unless* the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity or interferes with another individual's rights.

Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities. Identification of the individual student or at least one responsible person in a student group may be required on posted or distributed materials.

YouthBuild may require students to submit for prior approval a copy of materials to be displayed, posted or distributed on school property.

The YouthBuild administration may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school. A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students. The place of the activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

The wearing of buttons, badges or armbands shall be permitted as another form of expression within the restrictions listed above.

With regard to school Bulletin boards:

- (1) YouthBuild may restrict the use of certain bulletin boards.
- (2) Bulletin board space will be provided for the use of students and student organizations.
- (3) In some cases, YouthBuild staff may require that notices or other communications be officially dated before posting, and that the materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.

With regard to YouthBuild school newspapers or other publications:

- (1) Students have a right to report the news and to editorialize. However, prior approval procedures regarding copy for school newspapers must identify the individual to whom the material is to be submitted and establish a limitation on the time required to make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution. In addition, students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by nonstaff members shall be developed and distributed to all students.
- (2) Youthbuild staff shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.
- (3) YouthBuild staff will not censor or restrict material simply because it is critical of the school or its administration.

Flag Salute and Pledge of Allegiance (from the PA School Code)

It is the responsibility of every citizen to show proper respect for our country and its flag. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

Searches

Whenever school authorities have reasonable suspicion that students possess illegal or prohibited (contraband) materials— specifically drugs, alcohol, or weapons, but also including

school property or property belonging to another person obtained illegally through theft—on any school property (that is, on the school site, any construction site, the technology site, the voc-ed site, etc.) or at any school-sponsored activity off-site, either on the students' person or in their belongings, school authorities may search those students and their belongings.

Prior to a search of students' belongings, the students shall be notified and given an opportunity to be present. However, when school authorities have a reasonable suspicion that the belongings contain materials that pose a threat to the health, welfare or safety of students or staff in the school environment, students' belongings may be searched without prior warning. Illegal, prohibited or stolen materials seized during a student search may be used as evidence against the student in a school disciplinary proceeding.

Privacy Rights to Student Information and Education Records

The Federal Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age certain rights with respect to the student's education records. YouthBuild is generally required to obtain a student's permission or consent before it may release any information from the student's education record. (Under Federal law, a student receives this right when the student reaches the age of 18.) This includes access to a student's records by others, as well as the right to deny parental access to his/her records.

However, information from a student's education record may be released, *without* consent, to the following parties under the following conditions—

- § school officials, including teachers, who have a legitimate educational interest in reviewing the record; a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility;
- § the student is seeking or intending to enroll in another school;
- § the disclosure is pursuant to a lawfully issued court order or subpoena;
- § specified officials for audit or evaluation purposes;
- § appropriate parties in connection with financial aid to a student;
- § organizations conducting certain studies for or on behalf of the school;
- § accrediting organizations;
- § appropriate officials in case of health and safety emergencies;
- § state and local authorities, within a juvenile justice system pursuant to Pennsylvania law; and
- § in compliance with a court order or an order of an administrative agency with subpoena power. However, students and parents should be notified of all such orders and the school's compliance.

YouthBuild will make a reasonable attempt to notify the student of a records request.

In addition, YouthBuild may disclose, *without* the students' consent, "directory" information, such as a **student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance**. However, YouthBuild must tell students about directory information and allow students a reasonable amount of time to request that the school not

disclose directory information about them without their consent. Students are asked whether or not they give YouthBuild permission to disclose their directory information without their consent.

Rights to Accessing and Amending Educational Records

The Federal Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age additional rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Executive Director a written request that identifies the record(s) they wish to inspect. The Executive Director 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 receive copies of the student's education records. (However, the School will redact or delete the names and other *personally identifiable information* about other students that may be included in the student's education records.)

3. The right to request the amendment of the student's education records that the parent or eligible student believes are 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 the Executive Director, 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 their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. The School will offer the student a right to place a statement to be kept and disclosed with the record if, as a result of the hearing, the school still decides not to amend the record.

Important: A school is not required to consider requests for amendment under FERPA that: (1) seek to change a grade or disciplinary decision; or (2) seek to change the opinions or reflections of a school official or other person reflected in an education record.

4. The right to consent to disclosures of *personally-identifiable information* contained in the student's education records. Any consent must be signed and dated and state the purpose of the disclosure.

5. 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 are: **Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901**

Complaints must be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation, and contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:

- § Relevant dates, such as the date of a request or a disclosure and the date the student learned of the alleged violation;
- § Names and titles of those school officials and other third parties involved;
- § A specific description of the education record around which the alleged violation occurred;
- § A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the student and the school regarding the matter;
- § The name and address of the school, school district, and superintendent of the district; and
- § any additional evidence that would be helpful in the consideration of the complaint.

Rights Regarding Surveys and the Collection of Other Personal Information

Federal Law gives YouthBuild students certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to—

Consent before you are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education—

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex 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; or
 - Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of—

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, *except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;* and
 - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use of—

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

- Instructional material used as part of the educational curriculum.

YouthBuild has developed and adopted a policy regarding the protection of students' privacy rights. That policy is that YouthBuild will not conduct any protected personal-information surveys of the types listed above, nor will YouthBuild engage in any activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others. In addition, YouthBuild will not ask students to undergo any non-emergency, invasive physical examination or screening as described above.

Students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

Confidential Communications

YouthBuild Philadelphia Charter School has a legal responsibility to keep confidential whatever personal information we have on you in our educational records. This means that we cannot give out your personal information to outsiders without your consent, except with your permission. At the start of the school year, we ask you whether you will allow us to give out certain personal information about you.

Student records are maintained by the School in ways that meet all guidelines for student record-keeping as required by the Pennsylvania Department of Education, in accordance with the Family Educational Rights and Privacy Act (FERPA). For more on your rights under FERPA, see above.

FERPA guides us in protecting your personal information when it is written down in an educational record. However, information that you tell a staff member yourself—even if you intend it to be kept confidential—is not legally required to be kept confidential by the staff. (However, this does not apply to confidential information that you tell to the School Psychologist; he is legally required to protect confidential information.) Nevertheless, in an effort to do their utmost to protect the privacy rights of all students (consistent with the spirit of FERPA with respect to students' educational records), staff members may choose (but are not legally required) to maintain the confidentiality of the information they have received in confidence from students. But staff members may not choose to maintain the confidentiality of the information they have received in confidence from students "*when the health, welfare or safety of the students or other persons is clearly in jeopardy.*"

As a **general rule**, if any staff member receives information in confidence from any student that even *suggests* that the health, welfare or safety of the student or other person(s) may be in jeopardy, then that staff member must immediately report the information to the Director of Case

Management, the Program Director, or the School Psychologist for appropriate action. This is required so that we can protect you or the other persons from danger.

Within YouthBuild Philadelphia, the staff regularly work together to ensure the success of each student, as well as the continued success of the school. To do this, staff members periodically need to share information with one another about individual students. This is done to help the other staff members in their work with you and other students. But you should know that all staff members at YouthBuild Philadelphia respect the privacy and the personal information of all students, and all staff members are encouraged to tell others your personal information only in general terms, not in specific detail.

When a student tells a staff member information in confidence that concerns issues that are beyond that staff member's personal competency or comfort level to address adequately, then that staff member will refer the student for help to an appropriate person who has the training and experience to address the student's needs.

If you have any questions about this policy, please talk about them with your Case Manager or the Director of Case Management.

Student Responsibilities

(from PA School Code)

(a) Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

(b) No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

(c) Students should express their ideas and opinions in a respectful manner.

(d) It is the responsibility of the students to conform to the following:

(1) Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.

(2) Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.

(3) Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.

(4) Assist the school staff in operating a safe school for the students enrolled therein.

(5) Comply with Commonwealth and local laws.

(6) Exercise proper care when using public facilities and equipment.

- (7) Attend school daily and be on time at all classes and other school functions.
- (8) Make up work when absent from school.
- (9) Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
- (10) Report accurately in student media.
- (11) Not use obscene language in student media or on school premises.

Student Use of Internet Access, e-Mail & Network Resources Policy

Use of School Network Resources Is Privilege

Internet access, electronic mail (e-mail) and network resources are available to students at YouthBuild Philadelphia Charter School for educational and instructional purposes and other purposes consistent with the educational mission of YouthBuild Philadelphia. Use of the Internet and e-mail network by students is a privilege. YouthBuild Philadelphia educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Uses of School Computers Are Not Private

YouthBuild Philadelphia reserves the right to log, monitor and review Internet, e-mail and other network use of each student. This logging, monitoring and review may be conducted without cause and without notice. By using the school computers, each student agrees and consents to such logging, monitoring and review of their computer use and acknowledges that he/she has no right or expectation of confidentiality or privacy with respect to Internet, e-mail or other network usage. In addition, students should expect that files stored on the school's servers or computers will not be private. (Note: Once students graduate and become alumni, their computer files are accessible by all other alumni.) YouthBuild Philadelphia maintains archives of all e-mail messages.

Students may not use the school's computers for access to the Internet or for e-mail without the approval or supervision of a teacher or school staff member.

Prohibited Uses

The following uses of the Internet, e-mail and network technology are expressly prohibited:

- Use for inappropriate or illegal purposes
- Use in an illegal manner or to facilitate illegal activity
- Use for commercial, private advertisement or for-profit purposes
- Use for lobbying or political purposes
- Use to infiltrate or interfere with a computer system and/or damage the data, files, operations, software or hardware components of a computer or system
- Hate mail, harassment, discriminatory remarks, threatening statements and other antisocial communications on the network
- The illegal installation, distribution, reproduction or use of copyrighted software

- Use to access, view or obtain material that is pornography or child pornography
- Use to transmit material likely to be offensive or objectionable to recipients
- Use to obtain, copy or modify files, passwords, data, or information belonging to other users
- Use to misrepresent other users on the network
- Use of another person's e-mail address, user account or password
- Loading or use of unauthorized games, programs, files, music or other electronic media
- Use to disrupt the work of other persons (the hardware or software of other persons shall not be destroyed, modified or abused in any way)
- Use to upload, create or attempt to create a computer virus
- The unauthorized disclosure, use or dissemination of personal information regarding minors
- Use for purposes of accessing, sending, creating or posting, materials or communications that are:
 - Damaging to another's reputation,
 - Abusive,
 - Obscene,
 - Sexually oriented,
 - Threatening,
 - Bullying,
 - Harassing, or
 - Illegal
- Use which involves any copyright violation or for the copying, downloading or distributing copyrighted material without the owner's permission, unless permitted in accordance with the Fair Use Guidelines. (Copies of the Fair Use Guidelines are available upon request.)
- Use to invade the privacy of other persons
- Posting anonymous messages
- Use to read, delete, copy or modify the e-mail or files of other users or deliberately interfering with the ability of other users to send or receive e-mail
- Use while access privileges are suspended or revoked
- Any attempt to circumvent or disable the Filter or any security measure, and
- Use inconsistent with Network etiquette and other generally accepted etiquette.

Computer Etiquette

Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not become abusive in messages to others. General school rules and policies for behavior and communicating apply.
- Use appropriate language. Do not swear or use vulgarities or other inappropriate language.
- Do not reveal the personal addresses or telephone numbers of others.
- Recognize that e-mail is not private or confidential.
- Do not use the Internet or e-mail in any way that would interfere with or disrupt its use by other users.

- Consider all communications and information accessible via the Internet to be private property.
- Respect the rights of others users to an open and hospitable technology environment, regardless of race, sexual orientation, color, religion, creed, ethnicity, age, marital status or handicap status.

System Security Is High Priority

Security on any computer system is a high priority especially when the system involves many users. Each student is required to report any security problems to the Network Administrator. The problem is not to be demonstrated to other users.

Damage to Equipment, Systems or Software is Strictly Prohibited

Students are responsible for damages to equipment, systems or software resulting from deliberate or willful acts. In addition to other appropriate disciplinary procedures, failure by any student to follow the procedures and prohibitions listed in this Policy may result in the loss of access to the Internet and e-mail. Illegal activities or use (for example, intentional deletion or damage to files or data belonging to others, copyright violations, etc.) may be reported to the appropriate legal authorities for possible prosecution. YouthBuild reserves the right to remove a student account from the network to prevent unauthorized or illegal activity.

The use of the Internet and e-mail is a privilege, not a right. YouthBuild administrative staff, along with the Network Administrator, will deem what is appropriate and inappropriate use, and their decision is final. A list of the various levels of discipline is posted in the Student Handbook.

Students Use Computers at Their Own Risk

YouthBuild is not responsible, and will not be responsible, for any damages, including loss of data resulting from delays, non-deliveries, missed deliveries, or service interruption. Use of any information obtained through the use of the school's computers is at the student's risk. YouthBuild assumes no responsibility or liability for any charges incurred by a student. Under normal operating procedures, there will be no cost incurred.

Downloading Software Is Prohibited

A student may not download or install any commercial software, shareware, or freeware onto network drives or disks, unless he/she has the specific, prior written permission from a teacher or the Network Administrator.

"Effort only fully releases its reward after a person refuses to quit."

[Napoleon Hill](#)

CODE OF CONDUCT

Consistent with the school's values of Excellence, Respect and Perseverance, all YouthBuild Philadelphia students are expected to demonstrate professional conduct at all times. That is, students are expected at all times—in both their dress and their actions—to be respectful, courteous and cooperative, adapt to change, and demonstrate respect for authority

Dress Code

Consistent with the expectation that all students demonstrate professional conduct, YouthBuild Philadelphia has adopted a Dress Code to both ensure that your primary focus at the school is on learning and education and to begin to prepare you for a professional work environment. In addition, the Dress Code promotes school safety, improves discipline, and enhances the learning environment.

Failure to adhere to this Dress Code will lead to a Rule One: Disruption of School violation and repeated failures could result in a Rule Two: Disruptive Behavior violation.

School Building Uniform Policy

Top

Students should wear YouthBuild logoed clothes, for example - T-Shirt (YouthBuild or AmeriCorps logoed), Polo shirt, Cardigan, or Sweatshirt. To recognize students YouthBuild logo apparel needs be the outermost layer.

Bottom

Students should wear solid colored pants, jeans, capris, or skirts (below the knee).

Students may not wear leggings, stockings, tights, sweat pants or stretch pants. Pants should not be ripped, torn or frayed or have printed design.

Accessories

Earrings— Student may wear any earrings

Scarfs / Hats – Students may wear scarfs or other professional head accessories that do not fully cover their whole head. Students may not wear head accessories that cover their whole head for example; do-rags, hats, jeff caps, etc. Students may wear head accessories for religious devotions.

Footwear – Students may not wear flip flops, house shoes, slippers, or shoes with heel larger than 2 inches.

Vocation Site Uniform Policy

Building Trades

Required Items: Hard hat, Work boots, Safety goggles, and Tool belts.

Note: if you lose any of these items or any of the tools which are issued to you, you must replace them yourself immediately. Being unprepared will adversely affect your Building Trades grade.

Prohibited items:

Large earrings, excessive jewelry, or long fingernails

Clothing you are unwilling to get dirtied

Sweat pants

Hair styles that prevent proper wearing of your hard hat (e.g., long hair should be tied back and secure)

Shorts above the knee

Spandex, tight or revealing clothing

Oversized shirts outside of your pants.

Health Care, CDA, and BAS – School uniform or professional attire that meets the expectation of the partner organization.

Uniform- Special Day

Students will be given instruction on dress code for non-traditional school days in advance, to include Service Project, Picnic, and REP Days

Dress Down Days

On days when you are allowed to dress down (incentive days, picnics, etc.), you are required to wear appropriate clothing. Excessively revealing clothing, inappropriate writing or insignias, high heels, and large jewelry items are considered to be inappropriate clothing and will not be allowed on these days.

Uniform – Dual Enrollment / Bridge Programming

Professional attire that meets the expectation of the partner organization.

Discipline Policies

Purpose

YouthBuild Philadelphia Charter School has adopted the following discipline policies in order to inform students, parents, and school personnel of the behavior that is expected from all students to ensure a safe and focused learning environment. It is intended to ensure that fair and consistent disciplinary action is taken for similar violations and to inform students and parents of the scope of discipline they will face for particular violations. YouthBuild expects each student to work to the best of his/her ability and to cooperate with the other students and

school staff in maintaining a safe, healthy and orderly learning environment. A proper learning environment must be free from disruptive, threatening and dangerous behavior that interferes with teaching and learning.

Above all, **YouthBuild's discipline policies are guided by a restorative discipline philosophy.** This means that the primary approach to addressing Code of Conduct violations and other generally problematic behaviors is through restorative practices. This approach allows for all parties involved in a discipline situation to sit down together, to hear from those who were affected by the problem behavior, to hold the student accountable for his or her behaviors for any harm that was caused, and to problem-solve and determine what needs to be done to correct the specific problem behavior so that it does not happen again. The emphasis of these restorative practices is on teaching the student how to “restore” the other person for any harm that was done as a result of the student’s behavior. Thus, the restorative discipline approach at YouthBuild is intended to be instructional, corrective and restorative, not punitive.

Finally, these discipline policies have been designed to promote safety, order, accountability and responsible conduct in all school-related activities. These activities include all school activities, functions and extra-curricular programs, as well as traveling to and from school. It also includes misconduct off-school premises where the conduct may reasonably be expected to undermine the proper disciplinary authority of the school, endanger the safety of students or staff, or cause disruption within the school.

The range of disciplinary infractions is listed from the least severe to the most severe. Staff members shall consider all mitigating circumstances prior to disciplinary action and ensure due process for each student. Mitigating circumstances include, but are not limited to, the following factors:

- Health, maturity and academic placement of a student
- Prior conduct
- Attitude of a student
- Willingness to make restitution
- Seriousness of offense
- Willingness of student to enroll in a student assistance program

Scope of Rules and Discipline

These rules shall apply to any conduct:

- On school grounds during school day or immediately before or after school hours
- On school grounds at any school activity, function or event
- Off school grounds at any school activity, function or event
- Traveling to and from school, including actions on any school vehicle or public conveyance (e.g., bus or subway)
 - Off school grounds when conduct may reasonably be expected to undermine the proper disciplinary authority of the school, to endanger the safety of students or staff, or to cause disruption within the school.

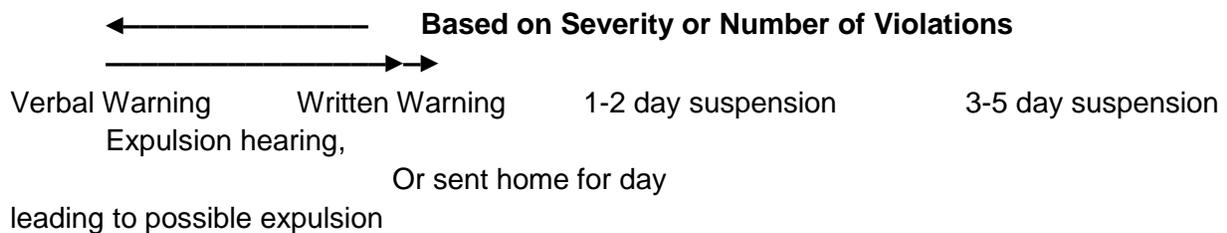
*** Notice: any of the following violations that are considered criminal acts will be reported to the police.***

Rule 1: DISRUPTION OF SCHOOL

Students are expected to act in a courteous and respectful manner toward staff, visitors, and each other. A student may not act in any way that disrupts or disturbs any educational or school-related program. Violations of this rule include, but are not limited to:

- Failure to obey directions from school staff
- Running and/or making excessive noise in the hall or building
- Bringing children to school during class or work site hours
- Violation of the student dress code
- Failing to attend class without an excuse note from a staff member
- Returning late from lunch or break
- Smoking during school time or on YouthBuild Philadelphia property
- Using a staff phone without permission and/or outside of approved breaks
- Not having necessary materials ready before class or work begins
- Putting your head down and closing your eyes and/or sleeping during class / work
- Refusing to work
- Being loud or disrespectful and causing a disruption in the school
- Cursing or using vulgar, obscene, intentionally disruptive or offensive language in the school
- Constantly arguing and causing a disruption in the school
- Overtly displaying any indications of gang affiliation
- Eating gum, candy, or any type of food or drink during class time.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences include:



Rule 2: DISRUPTIVE BEHAVIOR

When students demonstrate significantly disruptive behavior, they shall be suspended or expelled from the school community. Examples in which students demonstrate such disruptive behavior may include:

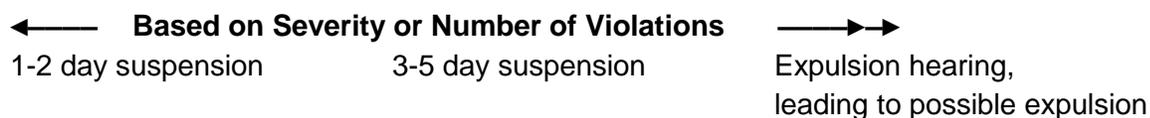
- Disrespecting and or undermining staff
- Disrespecting another student or member of the community
- False activation of a fire alarm
- Intentionally providing false information to a staff member
- Cheating and/or copying the work of another student or plagiarism from library or Internet sources
 - Forgery – signing somebody else’s name/signature on any school related documents
 - Maliciously damaging the reputation of anyone in the school community. This includes spoken and written messages including on any bulletin board, flyer or notice, or displayed on a student’s personal belongings
 - Continuously displaying a negative or uncooperative attitude
 - Failure to leave upon request by a staff member
 - Failure to turn over device (including cell phone, pager, musical device) to staff member when requested
 - Leaving worksite, school site, classroom, or school activity without permission
 - Bullying—an intentional electronic, written, verbal or physical act, or a series of acts:
 - (1) directed at another student or students;
 - (2) which occurs in a school setting;
 - (3) that is severe, persistent or pervasive; and
 - (4) that has the effect of --
 - (i) substantially interfering with a student's education;
 - (ii) creating a threatening environment; or
 - (iii) substantially disrupting the orderly operation of the school.

A "school setting" means in the school, on school grounds, in school vehicles, at the nearest bus stop or subway station to the school or a vocational site, or at any activity sponsored, supervised or sanctioned by the school.

Similar acts that occur *outside* a school setting are also considered to be “bullying” if those acts are directed at another student or students, are severe, persistent and pervasive or have the effect of substantially interfering with a student's education, creating a threatening environment or substantially disrupting the orderly operation of the school.

Claims of “bullying” should be reported immediately to the Dean of Students. If the Dean is not available, claims should be reported to the Director of Programming.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for disruptive behavior include:

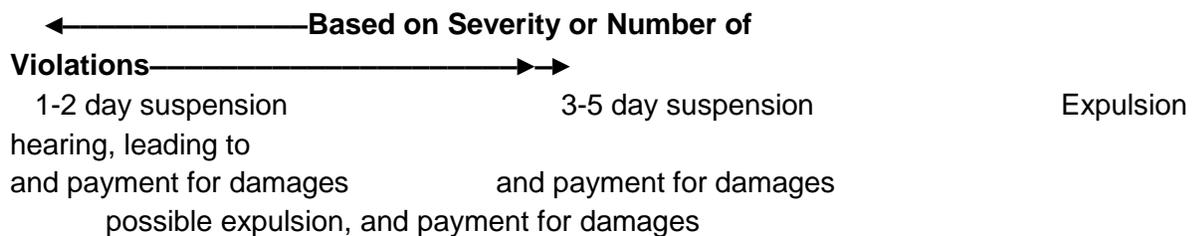


Rule 3: DAMAGE TO PROPERTY

Students are expected to respect property, both school property and the property of others.

Students shall not damage any property not owned by them. This includes both school property and the property of others. "Damage" includes writing graffiti, carving, tearing, cutting or otherwise defacing or destroying property. Damage to property will be treated as an aggravated offense under Rule 13.

Consequences for damaging school property or the property of others can vary according to the severity of the damage as well as number of times an individual student has been in violation of the rule and include:

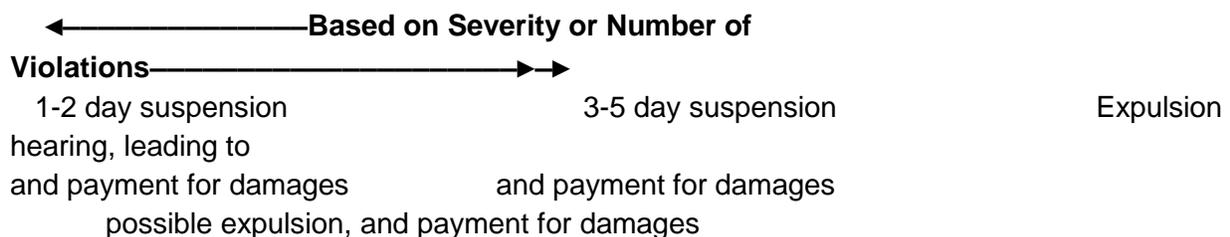


Rule 4: THEFT OF PROPERTY

Students are expected to respect all property that does not belong to them and not engage in the theft of any property. Theft is the unlawful taking of property, either school property or the property of others, without the authorization of the owner of the property.

A student shall take, or attempt to take, either school property or the property of others without the authorization of the owner of the property. This rule applies whether the theft or attempted theft is on school grounds, during a school activity, function or event off school grounds, or while traveling to or from any school-sponsored activity, function or event. Theft is a crime and will be reported to the police for investigation and criminal prosecution.

Consequences for theft include:

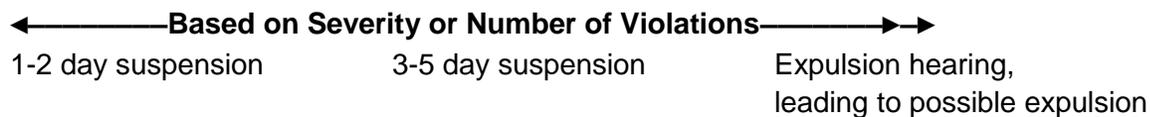


Rule 5: NEGLIGENCE, RECKLESS ENDANGERMENT, OR THREATS

Students are not only responsible for harmful actions they intend, but they are also responsible for the reasonably predictable consequences of their reckless actions. A student may not act in

a manner which ignores the health, safety or welfare of any member of the school community by placing them in danger of injury, or pain. No student shall attempt, by physical menace, threat, or verbal taunt, to put a member of the school community in fear of injury, pain or social ridicule. The intentional public posting of the addresses or telephone numbers of fellow students or other members of the school community is a violation of this rule.

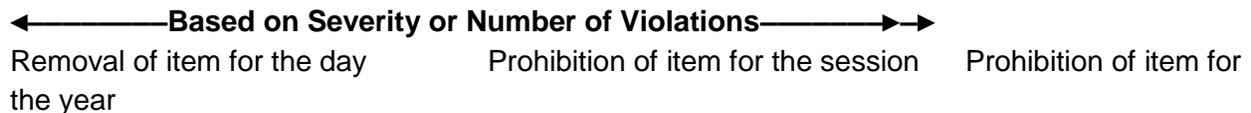
Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for negligence, reckless endangerment or threats include:



Rule 6: POSSESSION OF PROHIBITED ITEMS FOR USE OR TRANSFER

You may carry the following to school – cell phones, pagers, and musical devices. However these items are not to be used during school hours or on school property (this includes the work site) unless authorized by staff or during a break between class/instruction. These items must be put away and silent at all other times.

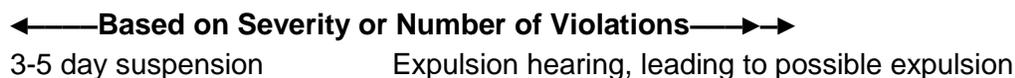
Please be aware that in allowing you to carry the above items we are treating you with respect and as adults who have external responsibilities. The consequences for refusing to follow the rules regarding the above items include:



The following item **may not** be brought to school, worksite, or other school activities

- Pornographic material
- Drugs
- Alcohol

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for possessing prohibited items for use or transfer include:



Failure to hand the prohibited item to a staff member when requested will result in a Rule Two infraction.

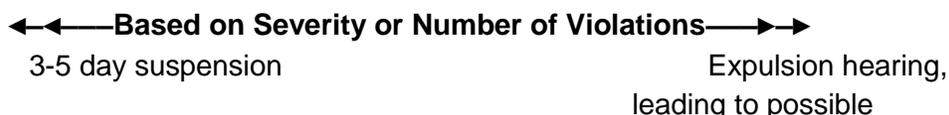
Rule 7: ALCOHOL and DRUGS: COMING TO THE SCHOOL, WORKSITE, OR SCHOOL RELATED FUNCTION, INCLUDING PROM, CLASS TRIP, BASKETBALL GAME INTOXICATED OR HIGH

Students are expected to help each other to be healthy and responsible citizens. A student may not have, use or be under the influence of any unauthorized prescription or nonprescription medication, including any narcotic drug, hallucinogenic drug, steroid, growth hormone, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant or look-alike substance of any kind.

Possession of a drug authorized by a medical prescription from a licensed physician and carried in the container supplied by a pharmacist, shall not be considered a violation of this rule where the supply carried by the student does not exceed the amount necessary for use during that school day. Over the counter medications may only be possessed in the amount needed during the time in school for the day.

*** Please note that YouthBuild Philadelphia staff are not allowed to distribute any medication to students.**

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for coming to school, worksite, or school related function, including prom, class trip, basketball game drunk or high include:



expulsion

RULE 8: ABUSE OF COMPUTER / INTERNET PRIVILEGES

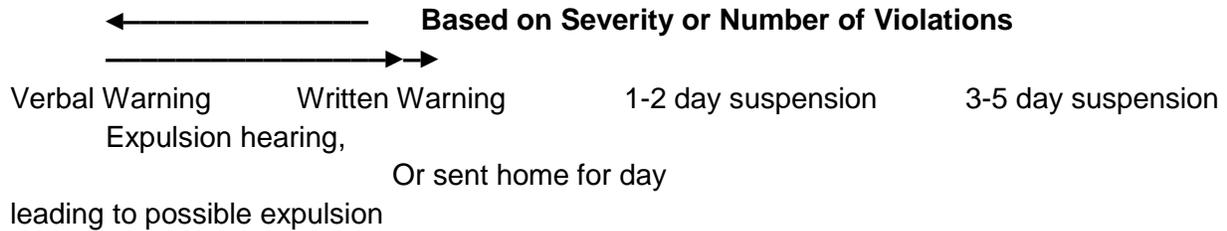
Students are expected to respect the computer privileges given to them. Before students may use a school computer, they must sign an agreement to abide by the school's Student Use of Internet Access, e-Mail & Network Resources Policy.

It is against this rule to violate the school's Student Use of Internet Access, e-Mail & Network Resources Policy, which includes—

- harming or destroying data of another student or staff member, the Internet or other networks. This includes, but is not limited to, the creation, downloading or uploading of computer viruses.
- breaking into (hack) other files or systems, downloading copyrighted material, or conducting a personal business enterprise using the school computer network.
- going into any site on the Internet which contain sexually explicit material.

All students who have permission to use school computers must keep their passwords to themselves.

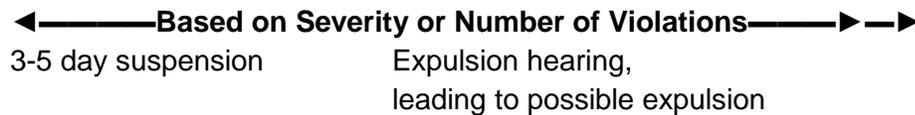
Consequences for violating the Student Use of Internet Access, e-Mail & Network Resources Policy vary according to the severity as well as number of times an individual student has been in violation of the rule and include:



Rule 9: INDECENT ASSAULT OR INDECENT EXPOSURE

All students must keep their hands and bodies to themselves at all times. No student may touch the sexual parts of another person, or encourage another person to touch him/her in sexual part of the body. No student may show the sexual parts of his/her body to other persons in any way. See Rule 13 d. for forcible or voluntary acts of sexual acts.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for indecent assault or indecent exposure include:



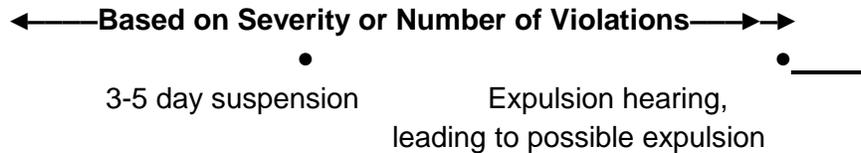
Rule 10: HARASSMENT

No student shall engage in verbal or physical activity, which he/she should reasonably expect to have the effect of harassing any student, staff member, or school visitor. Harassment, for the purpose of this rule, includes a course of conduct, or a single aggravated incident. Harassment includes, among other things:

1. Unwelcome sexual advances, requests for sexual relations, sexual comments, sexually oriented gestures, sounds, remarks or comments about a student, staff member or visitor's sexuality or sexual experience;
2. Offensive expressions concerning a person's race, sex, sexual orientation, religion, disability or national origin,
3. Efforts to intimidate bully or ridicule. (See Rules 10 and 13 for offenses involving other serious forms of sexual or physical misconduct.)

People often react to the same thing in very different ways. Remember that something that does not offend you may be very hurtful to someone else.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for harassment include:



Rule 11: POSSESSION OF A WEAPON CAPABLE OF CAUSING DEATH OR SERIOUS INJURY

Pennsylvania law requires schools to **expel for one year** any “student who brought onto or is in possession of any weapon on any school property, at a school or a school-sponsored activity or onto any public conveyance providing transportation to a school or school-sponsored activity.”

A weapon is defined as—

- A firearm of any kind (operable or inoperable, loaded or unloaded): including but not limited to hand, zip, pistol, rifle, shotgun, starter gun, flare gun;
- A knife or any object which one can cut or stab such as, but not limited to any type of knife including a pocket or penknife, razor blades, hatchet, ax, cleaver, scissors, glass, broken bottle, dagger, ice pick, dirks, machete, or similar instruments with sharp cutting edges including pencils and pens, nunchakus and brass knuckles; and
- any instrument or object used to inflict harm on another person, or to intimidate any person. Included in this category are all types of chains, metals or pipes, or any objects or instruments that are not being used for the purpose for which they were normally intended and are capable of harming an individual. Chinese stars, billy clubs, tear gas gun, electrical weapon or device (stun gun), toy guns (if they are authentic replicas or are used in a threatening manner), M80’s, mace, pepper gas, and any other instrument that when implemented can be capable of inflicting serious bodily injury.

Consequence: mandatory one-year expulsion.

IMPORTANT: Tools used on Building Trades worksites can be weapons if they are not used properly. You must use these tools responsibly. Any student who uses any tool as a weapon to injure or threaten someone else will be expelled.

Rule 12: ASSAULT ON SCHOOL PERSONNEL or FELLOW STUDENT

No student shall cause or attempt to cause physical injury or pain to any school employee fellow peer.

Consequence: Expulsion.

← 1st Time →

Expulsion hearing, leading to expulsion

Rule 13: AGGRAVATED (CRIMINAL) OFFENSES

Any student engaging in an aggravated, criminal activity at any school-related location or activity shall be expelled for one year. These activities include, but are not limited to:

- Attacks on any staff member, student or member of the community which result in injury, or place the person in danger of serious injury, or involve the use or attempted use of a weapon (including mace, pepper spray or laser pointer); see Rule 9 and 11;
- Setting any fire that potentially risks injury to any person or damage to any property;
- Sexual acts: 1) forcible acts, as to the offender, or, 2) voluntary acts, as to each student;
- Robbing, stealing or threatening someone to give money or property;
- Assault on another student or other non-employee which results in serious injury or involves the use or attempted use of a weapon (including mace, pepper spray, or laser Pointer);
- Damage to school, job, or service site which disrupts, impairs or prevents the school from carrying out any of its programs;
- Retaliation against a school employee, witness or hearing officer for their participation in any investigation, academic or disciplinary proceeding where the student's action takes the form of assault, threats of bodily injury or death, telephone harassment or stalking or substantial property damage;
- Threats relating to a) the planting of bombs, or other explosive devices, b) the use of any other weapon, including biological or toxic substances, or c) to kill or seriously injure any member of the school community;
- Selling or distributing any of the substances set forth in Rule Seven (prescription or nonprescription drugs, alcohol or look-alike substances) or possessing these items in sufficiently large quantities, or under circumstances which would indicate that they are not for personal use; and
- Conducting illegal activities via the School's computer network.

Any student suspected of engaging in these aggravated, criminal activities or any other criminal activity will be reported to the police for investigation.

RULE 14: INVOLVEMENT IN CRIMINAL ACTIVITY

Any student involved in a criminal activity as defined by the local statutes of this municipality and commonwealth, on YouthBuild school, worksite, or school activity, will be in violation of this rule.

Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for involvement in criminal activity include:

←—1st Time—→
Expulsion hearing,
leading to possible expulsion

Any student suspected of engaging in any criminal activity will be reported to the police for investigation.

Suspension and Expulsion Procedures

Suspension of Students

Suspension Defined

Suspension is exclusion from school for a period of from 1 to 10 consecutive days. 22 PA Code Sec. 12.6(b)(1).

Notifications

No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. However, when the health, safety, or welfare of the school community is threatened, prior notice of the intended suspension need not be given. 22 PA Code Sec. 12.6(b)(1).

Informal Hearings

When the suspension exceeds 3 days, the student shall be given the opportunity for an informal hearing. The school shall offer to hold the hearing within the first 5 days of the suspension.

The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is meant to encourage the student to meet with the principal to discuss ways by which future offenses can be avoided.

The following due process requirements are to be observed in regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parent or guardian and to the student;
- Sufficient notice of the time and place of the informal hearing shall be given;
- A student has the right to question any witnesses present at the hearing;

- A student has the right to speak and produce witnesses on his/her own behalf. 22 PA Code Sec. 12.8(c)(2).

Duration

Suspensions may not be made to run consecutively beyond the 10-day period.

Responsibility for Work During the Suspension

Students have the responsibility to make up exams and work missed while being disciplined by suspension and will be permitted to complete these assignments within the following guidelines set by the Board of Trustees:

In order to be permitted to make up exams and work missed while being disciplined, you must—

- within two (2) school days of returning to school from suspension, go to the teacher or course instructor and tell her/him that you want to make up tests, exams, work or other assignments you missed while on suspension,
- within two (2) school days of going to the teacher, agree on a day and time that is convenient for the teacher to sit down with you and review the missed tests, exams, work or other assignments;
- within five (5) school days of receiving the missed work or assignments from the teacher, complete and submit the missed work or other assignments to the teacher; and/or
- within five (5) school days of the student being notified of the missed tests or exams, take make-up tests or exams on a day and time that is mutually convenient for both the teacher and the student.

If a student chooses **not** to assume his/her responsibilities for making up tests, exams, work or other assignments missed while on suspension, the consequences are that the student will receive no credit for the missed tests, exams, work or other assignments.

Expulsion of Students

Expellable Offenses

Expulsion is an exclusion from school by the Board of Trustees for a period exceeding 10 school days and may be permanent expulsion from the school roll. The types of offenses that would lead to expulsion from school are described in more detail in the Discipline Policies section of this Handbook. These offenses include:

- Bringing a weapon to school premises or at a YouthBuild activity
- Conduct that physically endangers other community members
- Engaging in criminal activity (as defined by state or local law) on or around school premises. For example,
 - Deliberately damaging or defacing property
 - Assaulting another member of the community
 - Possessing, selling, distributing or using illegal drugs or controlled substances on school premises
- Theft or trafficking of stolen property

- Violence, threats or intimidation against community members
- Sexual activity on school grounds or when participating as YouthBuild students in extra-curricular and off-campus activities.

Expulsion Hearings

All expulsions require a prior formal hearing. This hearing may be held before:

- § A representation of the Board of Trustees or
- § an authorized committee of the Board or
- § a qualified hearing examiner appointed by the Board.

In any event, a majority vote of the entire Board is required to expel a student.

Prior to expulsion, the following steps must be taken:

- notification of the charges shall be sent to the student's parents or guardian by certified mail,
- sufficient notice of time and place of the hearing must be given,
- the hearing shall be held in private unless the student or parent requests a public hearing,
- the student has a right to be represented by counsel,
- the student has the right to be presented with names of witnesses against the student, and copies of the statements and affidavits of those witnesses,
- the student has the right to request that any such witnesses appear in the person and answer questions or be cross-examined,
- the student has the right to testify and present witnesses on his/her own behalf,
- A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript;
- The proceeding must be held with all reasonable speed.

When the student disagrees with the results of the hearing, recourse is available through the courts.

Placement Prior to a Hearing

During the period prior to the hearing and decision by the representation of the Board of Trustees, the student shall be placed in his/her normal class, except if—

(1) it is determined after an informal hearing that a student's presence in his/her normal class would create a threat to the health, safety, morals or welfare of others

and

(2) it is not possible to hold a formal hearing within the period of the suspension (that is, up to 10 consecutive school days), if the formal hearing is not unreasonably delayed.

Any students so excluded shall be provided with alternative education which may include home study.

Appeal

When the student disagrees with the decision of the Board of Trustees to expel, the student may appeal that decision to the appropriate court of the Commonwealth.

TEMPORARILY DISABLED (including Pregnant) STUDENT POLICY

No temporarily disabled student may be on a vocational-training worksite, internship or bridge program without written medical clearance from his/her physician. For purposes of this policy, “temporarily disabled students” are those students who have a medical, mental, physical or other health-related condition that temporarily impedes them from participating fully in their vocational-training program, internship or bridge program. Examples of temporarily disabled students would include, but are not limited to, students who are pregnant and students who have sustained injuries such as severe muscle strains, sprains or bone fractures.

Limitation to confidential communications. Because the health and safety of the student is involved, a student’s communication to a Case Manager or to any other staff member that he/she has a temporarily disabling condition may not be kept confidential; rather, the Case Manager or other staff member must inform the Director of Case Management or the Program Director as soon as possible.

Leave of absence. Temporarily disabled students who do not meet the minimum clearance criteria to be allowed to participate in their vocational-training program, internship or bridge program will be placed on a mandatory leave of absence for up to the entire period of their regular vocational-training session, internship or bridge program, depending upon the likelihood that they can meet the YouthBuild Philadelphia graduation requirements for that vocational-training session, internship or bridge program after they return from the leave.

Returning from leave of absence. To be allowed to return to their vocational-training worksite, internship or bridge program after a leave of absence for a temporarily disabling condition, students must (1) provide medical clearance from a physician to their Case Manager and (2) receive administrative authorization from the Director of Vocational Training or the Director of Postsecondary Career Development whichever has appropriate jurisdiction.

§ Medical clearance to return to programming. Before they are allowed to return to their vocational-training worksite, internship or bridge program after a leave of absence, students must provide documentation from their physician that they have medical clearance to participate fully in the minimum clearance criteria of their vocational-training program, internship or bridge program.

§ Administrative authorization to return to programming. The Director with appropriate jurisdiction will determine when former temporarily disabled students may return to their vocational-training program, internship or bridge program. Such determinations will consider the medical clearance, as well as how much instruction the students have missed while on their leave of absence, in light of the likelihood that they can meet the YouthBuild Philadelphia graduation requirements for that session after they return from the leave. For example, students who have missed four of the six weeks of instruction in a single session will be given a mandatory leave of absence for the entire session, even though they can present medical

clearance that they are able to return to their vocational-training program, internship or bridge program before the end of the session.

Returning from leave for an entire session. Students who are not able to participate in their vocational-training program, internship or bridge program for the full duration of a regular vocational-training session, internship or bridge program are required to make up the time and work they missed in that vocational-training session, internship or bridge program, if possible, after their temporarily disabling condition has passed (or, in the case of pregnant students, they have delivered their child). Typically, the make-up session will be in Sessions 7 and 8 (during the summer months) or in the Fall Session of the following school year, depending upon the academic needs of individual students. The Director with appropriate jurisdiction will decide when students will do their make-up work.

Returning from leave for part of a session. Students who have been authorized to return to their vocational-training program, internship or bridge program after missing part (but not the whole) of a session are required to make up the work missed in that session in accordance with the YouthBuild Philadelphia policy for students making up work after a leave of absence.

Drug-Use Policy

To access the full range of placement options, students need to be able to pass a drug screening.

YouthBuild's goal is to create a drug free climate and culture. To achieve this goal YouthBuild has implemented proactive interventions to decrease drug usage and promote drug education. All interventions are intended to be positive and delivered with the purpose of teaching skills for success; they are not intended to be punitive or shameful. The strategies are:

- All students will be required to participate in a drug education workshops facilitated during electives. These workshops will cover the addictive nature of drugs, physical effects of drug usage, behavioral responses to drugs, strategies to avoid drugs, etc.
- Wednesday Community Meetings (called What's Up Wednesdays) will focus on the drug policy, real life student challenges/questions with drug culture and other related topics.
- YouthBuild (staff and students) will develop and employ positive language and attitudes in relation to the drug policy. It is important that students do not feel judged, ostracized or criminalized.
- In-house counseling and/or specialized D&A services will be available to all students on a voluntary basis.

Drug Education Workshops

Drug Education workshops are facilitated by community organization, Sobriety Through Outpatient (STOP). Workshops will occur twice a season, during electives. Electives are a part

of YouthBuild's normal class roster, occurring every Tuesday, Wednesday and Thursday. Students are rostered into three electives a week for 6 weeks; at least twice in a 6 week session drug education workshops will occur instead of the elective. As with all learning experiences at YouthBuild, students are expected to participate and demonstrate a basic level of competency with information and skills taught.

What's Up Wednesday's

Community Meetings are a crucial part of YouthBuild's climate and culture, they are used as a time for staff and students to communicate, celebrate and generally be together. Wednesday's Community Meeting, called What's Up Wednesday's, will be used to delve deeper into the "why" behind YouthBuild's drug free policy. The goal of What's Up Wednesday's is to answer students' questions about the policy and create a healthy open dialogue about the culture of drug usage prevalent among inner-city youth.

Counseling Services

Students who request assistance with a drug problem will have access to either in-house counseling services or outpatient services through GPASS, a community organization. An assessment of the student's needs will determine the level of services offered.

Drug Testing

Random Testing

Use of or coming to school under the influence of alcohol and drugs will not be tolerated at YouthBuild Philadelphia. Anyone strongly suspected of being under the influence of alcohol or drugs will be referred to their Case Manager. The Case Manager will determine if a random drug test is appropriate.

Scheduled Testing

- **Preparation** - During orientation and the first two sessions students will be informed of drug testing and educated on how to become drug free. Drug prevention information is offered through electives during one day workshops that are facilitated by drug and alcohol professionals.

- **Testing** – A- Side students will be tested starting in the third session, B-Side students will be tested at the start of the 4th session. For both sides this is the start of an academic session. Students that test positive will be given weekly opportunities to demonstrate that they have stop using, by taking a swab test. Students will need to pass a drug swab test to be eligible to participate at the worksite during the following session (A-Side – 4th Session / B-Side – 5th Session)

- **Testing Protocol** – At the start of the session, case managers will the assistance of line staff will test students from their GPS. Students who are absent on drug screening day, will be screened on the next day they are present by their case manager or a department manager.

- **Counseling** - While on academic side students who failed a drug screening students will be rostered to participate in drug counseling classes.

- **Follow-up Testing** - Students that are not able to pass a drug swab test before the start of their next vocation session will participate in alternative programming until they can pass a drug swab test. Students will be given a weekly opportunity to pass drug swab test.
- **Alternative Programming** – During the 4th and 5th session a vocation staff member will be selected to work alongside an AmeriCorps member to provide vocational training and alternative service options for any student who is unable to pass drug swab test. Students will also be rostered in drug counseling sessions

Testing Results

If your test is negative for any illicit drugs, normal YouthBuild programming will continue.

If you test positive during the Vocation rotation, your Case Manager will meet with you to discuss the test results and assess for additional resources you may need. In addition, you will be immediately removed from the worksite and required to submit a clean drug test before being allowed to return. In the interim, alternative YouthBuild programming will be offered that includes drug and alcohol treatment. Remember, program completion (graduation) can be prolonged if you miss excessive time at the worksite.

If you test positive while on the Academic rotation, your Case Manager will meet with you to discuss the test results and assess for additional resources you may need.. You will be retested before the end of the session, but allowed to continue attending academic classes. If the 30 day follow up test is also positive, you will not be allowed to attend Vocational training. Alternative YouthBuild programming will be implemented.

QUESTIONS AND ANSWERS

What does it mean to do well at YouthBuild?

We expect the best of you. The fact that you were accepted into YouthBuild means that we trust that you want to learn and grow. We intend to help you in that process.

Doing well in the program means:

- § Being aware of all rules and regulations for student behavior and conducting yourself in accordance with these
- § Coming every day and coming on time
- § Concentrating on the job at hand
- § Getting along well with your co-workers and staff
- § Learning everything you can
- § Taking leadership responsibility
- § Developing good personal relationships
- § Doing things to make the work go better for everybody
- § Volunteering information in matters relating to the health, safety and welfare of the school community and the protection of the school's property
- § Helping people succeed
- § Joining in on decision-making
- § Helping the program achieve its goals

What behaviors are considered to have a negative influence on the program?

- § Being unreliable, lazy, or having a bad attitude
- § Constantly arguing
- § Turning people against each other
- § Undermining your supervisors or other staff
- § Exhibiting any behavior and/or other attitudes identified by staff and the Youth Congress as having a negative influence on the program

What if I'm not up to it?

We know that most of you will have ups and downs. There will be times when:

- § Personal problems will be overwhelming
- § You are bored and sick of it
- § You feel it's not worth it
- § You are feeling down on yourself
- § You are down on the program

This is all part of life, part of overcoming obstacles, and part of doing a hard job together. We will live through these ups and downs with you. Your fellow students and the YouthBuild staff, particularly your Case Manager, are there to help and support you at these times.

Incomplete Students

We have laid out the graduation requirements clearly in this Handbook. If you do not meet these requirements in the 11-12 months of the regular school year, you will be eligible for

additional sessions at YouthBuild Philadelphia. You will be considered a Fall School Student, and all of the rules in this Handbook would apply to you, as well as other graduation requirements that you would agree to meet as part of your individualized Fall School Student Contract.

SCHOOL CLOSURE INFORMATION

School Number 3285

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt normal school operations. In the event that such an emergency occurs, Youthbuild Philadelphia's closure will be announced on KYW News Radio—**school number 3285**. A closure message will also be posted on YouthBuild Philadelphia's website and on our telephone message system.

During the winter months, YouthBuild Philadelphia will be closed whenever the Philadelphia Public Schools are closed for bad weather, or will be on the same modified schedule as the Philadelphia Public Schools. For example, if the public schools are opening two hours late due to bad weather, we will also be opening two hours late. Information on the public schools' schedule is easily available on radio and television.

Equal Opportunity Statement

It is against the law for YouthBuild Philadelphia Charter School, a recipient of Federal financial assistance, to discriminate on the following bases: against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act of 1998 (WIA), on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas: deciding who will be admitted, or have access, to any WIA Title I-financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such a program or activity.

What to Do If You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a WIA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either: YouthBuild Philadelphia Charter School's Equal Opportunity Officer (Executive Director Simran Sidhu); or the Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW, Room N-4123, Washington, DC 20210. If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

2016 - 2017 School Calendar

Tuesday, September 6, 2016	First Day of School Year
Tuesday, October 11, 2016	Columbus Day (School closed)
Monday, October 17, 2016	Prof. Devel. (No students)
Monday, October 31, 2016	Grading Day (no students)
Friday, November 11, 2016	Veteran's Day (School Closed)
Thursday, November 24, 2016	Thanksgiving Break (School Closed)
Friday, November 25, 2016	Thanksgiving Break (School Closed)
Monday, December 05, 2016	Prof. Devel. (No students)
Monday, December 26, 2016	Winter Break (School Closed)
Tuesday, December 27, 2016	Winter Break (School Closed)
Wednesday, December 28, 2016	Winter Break (School Closed)
Thursday, December 29, 2016	Winter Break (School Closed)
Friday, December 30, 2016	Winter Break (School Closed)
Monday, January 02, 2017	New Year's Day Observed (School Closed)
Tuesday, January 03, 2017	Staff In-Service (No students)
Friday, February 03, 2017	Grading Day (No students)
Friday, February 17, 2017	President's Day observed (School Closed)
Monday, February 20, 2017	President's Day observed (School Closed)
Monday, February 27, 2017	Prof. Devel. (No students)
Monday, March 20, 2017	Grading Day (No students)
Monday, April 10, 2017	Spring Break (No students)
Tuesday, April 11, 2017	Spring Break (No students)
Wednesday, April 12, 2017	Spring Break (No students)
Thursday, April 13, 2017	Spring Break (No students)
Friday, April 14, 2017	Good Friday (School Closed)
Friday, April 28, 2017	Staff Appreciation Day (No students)
Monday, May 01, 2017	Grading Day (No students)
Monday, May 29, 2017	Memorial Day (School Closed)
Monday, July 03, 2017	Independence Day (School Closed)
Tuesday, July 04, 2017	Independence Day (School Closed)
Friday, July 28, 2017	Last Day of School Year
Friday, August 25, 2017	Graduation Day