



CHARTER SCHOOL

STUDENT HANDBOOK 2018-2019

* EXCELLENCE * RESPECT *
* PERSEVERANCE *

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Welcome to YouthBuild Philadelphia!

Welcome Class of 2019!

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.

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 productive citizens 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 School 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 School's policies and procedures and should help answer many of your questions as you embark on these challenging and rewarding two years. 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. 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 School's Board of Trustees.*

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

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

RESPECT, EXCELLENCE and PERSEVERANCE

As staff and students, we work together to achieve these values both individually and together.

RESPECT: YouthBuild is a collaborative environment where **teamwork** is highly valued and where we believe that developing our **people skills** helps us treat each other with dignity and respect. **Teamwork** and **People Skills** are traits that demonstrate **RESPECT**.

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**.

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**.

YouthBuild Philadelphia Charter School Pledge

RESPECT

TEAMWORK: I cooperate with others as we move towards our futures together.

PEOPLE SKILLS: I hold others' identity in high regard.

EXCELLENCE

HIGH QUALITY WORK: I always strive to be the best version of myself.

MOTIVATION: I am a leader who motivates myself and my community.

PERSEVERANCE

SELF-DEVELOPMENT: I take responsibility for my actions and restoring relationships.

RESILIENCE: I am patient with myself as I overcome obstacles to meet my goals.

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, later in this Student Handbook.

Year One at YouthBuild = Preparation for Year Two = Success After YouthBuild

Year One at YouthBuild is divided into sessions. In the early sessions of the year, students will receive academic instruction and vocational training. The later sessions are individualized, based on each student's needs; they provide opportunities for additional in-school vocational and/or academic work, as well as experiential college and career activities outside of the school. The 2018-2019 School Calendar can be found at the end 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 Development

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

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 6 program areas. Students will have the opportunity to complete graduation requirements at three points during the year—June, August or November—based on their individual needs, abilities, motivation and opportunities. These requirements are detailed for you on the following pages. Here is a summary of the YouthBuild Philadelphia graduation requirements:

- **Attendance** (p. 8-10)

At a minimum, each student must maintain an average of 80% attendance.

- **Academics** (p. 11-13)

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. 14)

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. 14-16)

Business Administration Scholars: Earn the Customer Service Excellence Certification (CSET) and complete all BAS classwork requirements (p. 17)

Healthcare: Earn the Home Health Aide (HHA) certification, with an option either to earn a second certification in the medical field, e.g., Nurse Aide (CNA) Certification, or complete a dual-enrollment program (p. 18)

Child Development Associate (CDA): Earn the nationally-recognized Child Development Associate credential (p. 19).

- **Career Development** (p. 21)

Career Development 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. 21-22)

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—

- 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 at least half of the hours of community service (that is, at least 225 rather than 450 hours). This option is only available to students who have proof of their employment and have met the other graduation requirements.

Students, who do not complete their community-service requirements for graduation within Year One, may 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.

AmeriCorps Education Award: Students who have (1) completed at least half of the number of their required service hours and (2) have a "relevant employment opportunity" before completing all of their required hours, may be eligible for an "employment exit option." This means that you can be exited from your AmeriCorps term of service, if you have a job. However, if you take advantage of this option, you will not receive your full AmeriCorps Education Award. Instead, your AmeriCorps Education Award will be based on the number of service hours you completed. To take advantage of this "employment exit option," you must:

- Send an email to the Director of Student Life stating the reasons why you should receive an "employment exit option" from AmeriCorps, and
- Provide proof of employment for a minimum of 15 hours per week, over a period of a month.

ATTENDANCE POLICY

Attendance = Success = Community

YouthBuild Philadelphia Charter School emphasizes the importance of attending school every day to ensure success in our program and beyond. Regular school hours are 9:00 a.m. to 3:30 p.m. every day.

Attendance Graduation Requirement

YouthBuild Philadelphia Charter School emphasizes the importance of attending school every day to ensure success at our program. The goal is for each student to have 100% attendance. To be eligible for graduation, at a minimum, a student must maintain an average of 80% attendance. Students will be given opportunities during the year to earn additional attendance credit that they can bank or use to make-up attendance days they missed. These opportunities include Saturday School, attending attendance credit sessions (before school, during lunch and after school), and attending scheduled opportunities throughout the year. Students who do not meet the graduation requirement at the end of the Session 6 will be given the opportunity to make it up during Sessions 7 through 10.

Lateness

Students are expected to arrive at YouthBuild by 9:00 a.m. every day. There are special rules for when students are late.

When is Late?

Late means arriving at any time past 9:00 a.m., when school officially starts. (That start time may vary for students in vocational programs; they will often have a different (earlier or later) start time than the other students.)

- If students arrive late between 9:00 and 9:30 a.m., they may join the Village Meeting or vocational worksite after using a Late Pass; staff taking attendance for the day will record that a student used a Late Pass.
- Students arriving after 9:30 a.m. will be sent home.

If students are late due to an appointment and they gave their Student Success Manager prior notice about that appointment, they do not need to use a Late Pass.

For lateness during the school day (such as returning late after lunch), students should refer to policies presented by the Academic Team or their Vocation Instructor.

NOTE: This Lateness policy applies to all YouthBuild program spaces. It does not apply to external opportunities (such as ECFMG, Healthcare/1199c Training, CDA internship, or CCP).

Accountability of Students for Latenesses

- In each Session, students receive 4 “Late Passes.” If they use a Late Pass, their attendance is not affected by the lateness. When student arrive late, they have an informal coaching conversation about arriving on time and are told that they are using one of their

Late Passes. The late students are marked late for the day, but receive their full attendance credit for that day.

- On the fifth time students are late, they are marked late for the day and do not receive their full attendance credit for that day. In addition, the students have an official conversation with a Program Team member about time-management and problem-solving so that they do not continue to be late.

Unused Later Passes do NOT accumulate for use in future Sessions.

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 9:30 a.m., the student should call his/her Student Success 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 Student Success 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 Student Success 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 as well as before or after school service events. 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 or service events, 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 Student Success 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 Student Success 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 Student Success 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 Student Success 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 Student Success Managers and includes paperwork documenting the health emergency or personal crisis. The Student Success 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 Student Success 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 Student Success 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, your academic classes engage you in meaningful work that helps you build your skills. The work you do is relevant to your life, your future and your community. We aim to set you up for a journey of lifelong learning and growth.

Core Academic Requirements for Graduation

You will demonstrate that you have mastered core academic competencies (skills) through completing 8 Demonstrations (big projects) that require you to use the competencies. Each course you take will give you the opportunity to demonstrate mastery of some of these competencies. In addition to academic competencies, the work will require you to demonstrate YouthBuild's six professional skills (teamwork, people skills, motivation, high quality work, resilience, self-development).

Subject/Class	Competencies	Demonstrations
Math	5 mathematical thinking skills	Math Portfolio Part I Math Portfolio Part II
Language Arts	3 reading skills; 5 writing skills	Original Writing Reading Portfolio
Research (in Science and Social Studies)	5 research skills	Research in Science Research in Social Studies
Academic Elective (electives offered in Math, LA and Research)	Various skills	Determined by elective
Senior Project	Various skills	Final Senior Project and Presentation

Community Learning Spaces

In addition to these core subjects, you will be part of our learning community in a variety of spaces.

Subject/Class	Description
<i>Village Meeting/Academic Advisory</i>	Each morning, engage with the YB community to feel <i>connected</i> to staff support, to your peers and to your purpose (graduation pathway and beyond)
<i>Skill Development Classes</i>	Develop skills related to personal, skill and career development (ex. parenting, identity exploration, career exploration and building socio-emotional skills among others.)

Standardized Testing Requirements

To demonstrate skill gain and to prepare you for future experiences with standardized tests, you will take the Test of Adult Basic Education (TABE) and Accuplacer Test.

Student category	Test	Skill gain	Alternate form of meeting graduation requirement
Score below 9.0 in either Reading or Math	TABE	.5 minimum increase in Reading .5 minimum increase in Math 1.5 increase total	3 attempted post tests
Score above 9.0 on both Reading and Math	Accuplacer at Community College of Philadelphia	Place into credit bearing courses	1 attempted Accuplacer test at CCP

Note: If you demonstrate skill gain on the TABE test, you will automatically be invited to participate in the Accuplacer test. We will also help prepare you (or connect you with preparation resources) for other standardized tests that might align with your future goals including the Carpenters Union test, military tests or the SAT/ACT.

Grading

Grades in all classes are dependent on successful completion of coursework and big projects (demonstrations). YouthBuild Philadelphia uses a competency-grading system rather than a traditional letter-grading system.

You will be evaluated as Competent, Highly Competent or Not Yet Competent based on your coursework and final demonstration in each class. The teacher will provide you with a rubric that shows you what criteria must be met to earn a Competent or Highly Competent grade. (These evaluations can be turned into credits used to calculate your grade point average (GPA) and placed on your school transcript for reporting to college and other postsecondary institutions. Note that we do not use a credit system to determine graduation, but only for transcript-reporting purpose.)

Absence from School and Making Up Work

It is your 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.

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.

Additional support is available to all students upon request.

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 highly 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. Select Advanced Construction students will have the opportunity to 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.)
- REAL: Real Entrepreneur Accelerated Leaders – Students in this program have the opportunity to understand the building acquisition, management & maintenance process from both ends of the spectrum: that is, what it takes to acquire buildings, maintenance of residential property and what it takes to manage properties.

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.

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 Student Success 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 Student Success 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 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
- Construction 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) .

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

Business Administration Scholars

Students who apply and are accepted into the BAS program will earn the Customer Service Excellence Training (CSET) certification from Starbucks, ServeSafe Food Handler certification, and a typing 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
- Complete a comprehensive postsecondary portfolio
- Get certified at typing 30 words per minute (WPM)
- Complete meaningful community service and gain valuable knowledge as part of the Americorps Safer Communities Initiative, and
- Apply and get accepted to postsecondary school.

Dress Code

BAS students are expected to wear the YB uniform. 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:

- Courses: CSET, Employability, Readers/Writers Workshop, Consumer Finance, Technology, Business, PSE, and Public Speaking
- Postsecondary Preparedness Portfolio, including applications, FAFSA, and essays
- 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:

- Medical Assistant (MA)
- Early dual-enrollment (or similar course options) in postsecondary school (CCP, CTI, PIT, etc.), or
- Practical service leading to employment.

Dress Code

Healthcare students are expected to wear YB-issued uniform 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 OMAX, 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 childcare 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 credential)
- 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 the Resources section of the professional portfolio
- Successful completion of all service/practicum hours, and
- Complete the final two steps of the CDA credential process: the in-classroom observation and 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 credential).

"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

Career Development

Your Career Development requirements consist of a series of steps during your first year at YouthBuild designed to guide you toward your career goals and the pathway to achieve those goals. Career goals include any combination of college, training programs/technical schools, apprenticeships, employment, or a year of service and we encourage all students to pursue professional development opportunities. These steps are the completion of—

- Career Plan — You will have an opportunity to tell us about your primary career goals for yourself and explore the process of how you will make decisions in the future about opportunities. Your Career Plan should describe your planned pathway after you complete most or all academic and vocational training, to your Bridge experience, through your first year as alumni and beyond. You will finalize your Career Plan with your Career Coordinator in order to move onto your next requirement, your Bridge Plan
- Bridge Plan – Based on your Career Plan, you will create a Bridge Plan and take steps to be ready for at least one Bridge program. Your Bridge Plan provides you with support as you move forward in meeting your career goals.
- Financial Aid- You will need financial aid to pay for your continuing education (college, technical school, or training) after YouthBuild. This is started through the creation of the FSA ID and providing verification to your Career Coordinator.

You will be provided time throughout the school year to complete these steps: during Pathways Days, additional work sessions, and in academics/vocation/community meetings. Your Career Coordinator will verify that you have completed these steps and met these graduation requirements. YouthBuild is committed to your success and provides support for one year after you graduate; during this time your Career Coordinator will serve as your main contact with YouthBuild.

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 2019, 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.

Student Success Management

Each student at YouthBuild Philadelphia is assigned a Student Success Manager. The Student Success Managers assume that you are ready and willing to make positive changes in your life. They can guide you learning how to take personal responsibility for your success in your own life in order to be prepared for life after graduation. They do this by coaching and supporting you in the areas of self-assessment, self-reflection, and self-development so that you learn how to solve your own problems and, thus, learn to overcome obstacles you may face in the future. However, it is important to emphasize that Student Success 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

Skill-Development 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 Skill-Development classes, facilitated by various YouthBuild staff and community organizations, on a variety of topics. During these Skill-Development 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 reflection on their experience in each Skill-Development class.

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; and controlling emotions (such as anger, anxiety and depression) and behaviors.

§ 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.

§ YouthBuild identifies and then evaluates students who are believed to be eligible for special-education services. But before we can legally conduct an evaluation, YouthBuild must obtain written permission from your parent. And parents may, at any time, request 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 Student Success 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

YouthBuild Philadelphia seeks to support students in acquiring the emotional and behavioral skills they need to transform their lives and achieve the success they want in life. The School recognizes that many students struggle with personal problems. Often these problems are beyond their control. They 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, and
- drug or alcohol use.

Confidential counseling services are available in the School building, during the school day or after school. (NOTE: By law, there is no confidentiality when students tell the Counselor that they intend to harm themselves or others.) Students may access these services either directly by going to the Counselor or by going through their Student Success Manager.

English-Language Instruction

YouthBuild Philadelphia recognizes that English is not the primary language of some of our students, and the School is committed to giving every student the English-language skills he or she needs to be successful both in our School and in life after graduation. English-language learners will have equal access to the English content in all of his or her courses, throughout the day at our School. In our English-language instruction program, students are in classes with native English-speakers. The focus of the instruction in these classes is English-language skills and content, and English-language students' native languages are not used in instruction. This is called a "Mixed Classes with English-Only Support" model.

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 Mentor. Your Mentor 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 Mentors who might include: teachers, instructors, CPCs, Student Success Managers and/or administrative staff. The purpose of these conferences is to discuss student progress, provide feedback, and make support services available.

Mentoring

The purpose of the YouthBuild Philadelphia Mentoring 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 Mentors 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 Mentor 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 Mentor through their GPS groups. Students will be provided with the contact information for their particular staff Mentor. Students will also be asked to provide feedback about their Mentors 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 specific goals on their 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.), and 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.

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 of Pennsylvania. 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, if any:

- (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 worksite, etc.) or at any school-sponsored activity off-site (e.g., the 1199c training site, the School picnic, prom, etc.), 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 and/or criminal 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 students age 18 years and over 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. Students should submit to the Operations Manager a written request that identifies the record(s) they wish to inspect. The Operations Manager will make arrangements for access and notify the 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 student believes are inaccurate or misleading. Students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the Operations Manager, 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 student, the School will notify the student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the 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 and executive director of the school; 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 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 permission/consent. 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 (except the School Counselor who 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 Counselor 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, in confidence, certain information 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 Student Success Manager or the Director of Case Management.

Student Responsibilities

(from PA School Code)

- 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.
- 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.
- Students should express their ideas and opinions in a respectful manner.
- It is the responsibility of the students to conform to the following:
 - 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.
 - Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
 - Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
 - Assist the school staff in operating a safe school for the students enrolled therein.
 - Comply with Commonwealth and local laws.
 - Exercise proper care when using public facilities and equipment.
 - Attend school daily and be on time at all classes and other school functions.
 - Make up work when absent from school.
 - Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.
 - Report accurately in student media.
 - 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 clothes with the YouthBuild or AmeriCorps logo—T-shirts, polo shirts, or sweatshirts. And the clothing with the YouthBuild logo 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, and Safety goggles.

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.

Behavioral Expectations & Responsibilities

Responsibilities of Everyone

- Respect all members of our School community.
- Maintain a positive School climate by being responsible, respectful, and cooperative.
- Communicate Code of Conduct expectations for students and staff.
- Motivate students to live up to the expectations through positive reinforcement.
- Use good judgment to prevent minor incidents from becoming major problems.

Responsibilities of School Staff

- Respect all members of the School community.
- Implement the Code of Conduct and all disciplinary procedures in a fair and consistent manner.
- Inform all School personnel, parents, and students of discipline policies.
- Review and act upon allegations and requests from School personnel concerning violations.
- Teach proper behavior and positively reinforce rules of conduct.
- Maintain a learning environment that provides for academic success.
- Hold students accountable for disorderly conduct in our School.
- Use professional judgment to prevent minor incidents from becoming major problems.

Responsibilities of Students

- Respect all members of the School community.
- Understand and comply with School rules and climate expectations, including the Code of Conduct and Student Handbook.
- Comply with the School's attendance, dress code, unlawful harassment, and bullying policies.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for following rules.

Due Process

All students are to be treated with fairness and respect. Students have a right to be heard and are to be provided the opportunity to explain their version of events to administrators. Pursuant to Act 26, the School's Executive Director may, after a hearing, decide to allow the student who brought a weapon to School to remain in the School.

Disciplinary Rules

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 worksite hours
- Violation of the student dress code
- Failing to attend class without an excuse note from a staff member (e.g., cutting class)
- Returning late from lunch or break
- Smoking during school time or on YouthBuild Philadelphia property
- Using a cell 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 or 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:

← Based on Severity or Number of Violations →

Verbal Warning; Written Warning; 1-2 day suspension; 3-5 day suspension; Expulsion hearing,
or, sent home for day leading to possible
expulsion

Rule 2: DISRUPTIVE BEHAVIOR

Students are responsible for respecting all members of the School community. When students demonstrate disruptive behavior, they disrespect the School community. Examples in which students demonstrate such disruptive behavior may include:

- Fighting
- 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 or cyber-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.

Bullying occurs within an interpersonal relationship where there is an imbalance or power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). The conduct may be physical, psychological, verbal, nonverbal, written, or electronic.

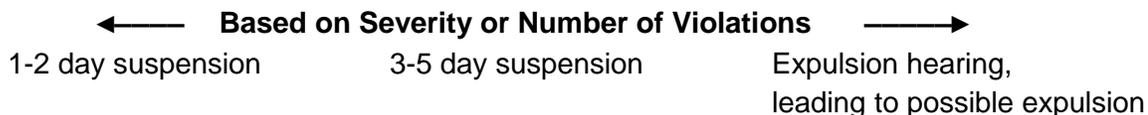
Cyber-bullying is bullying that occurs through electronic communication devices including, but not limited to, social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dash boards, or web sites.

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 Director or Assistant Director of Student Life. If they are not available, claims should be reported to the Program Director.

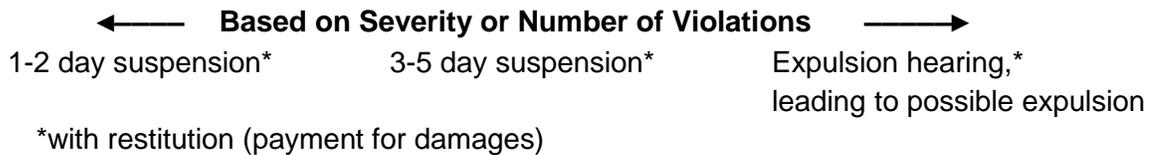
Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for disruptive behavior include:



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.

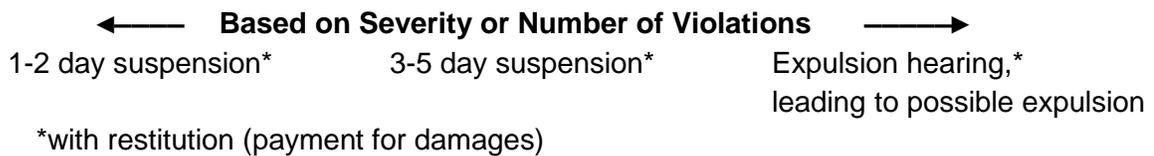
Consequences for damaging school property or the property of others can vary according to the severity of the damage as well as number of times an individual student has been in violation of the rule and include:



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 not 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 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 theft of property include:

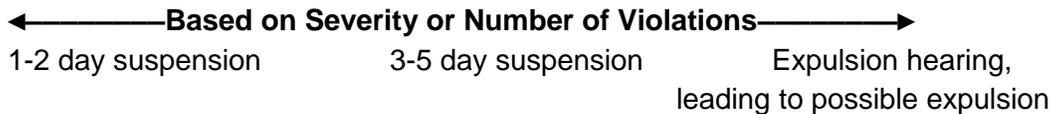


Rule 5: NEGLIGENCE, RECKLESS ENDANGERMENT, OR THREATS

Students are not only responsible for harmful actions they intend, but they are also responsible for the reasonably predictable consequences of their negligence, reckless actions, or threats. Reckless endangerment is engaging in conduct that places or may place another person in danger of serious bodily injury. 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.

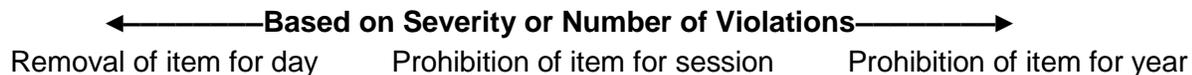
Consequences for the above violations vary according to the severity as well as number of times an individual student has been in violation of the rule. Consequences for negligence, reckless endangerment or threats include:



Rule 6: POSSESSION OF PROHIBITED ITEMS FOR USE OR TRANSFER

Students may carry cell phones and musical devices to school. However, these items are not to be used during school hours or on school property (including YouthBuild worksites) unless authorized by staff or during a break between class instruction. These items must be put away and silenced at all other times.

Please be aware that, in allowing students to carry these items, the School is treating you with respect and as adults who have responsibilities outside of the School. The consequences for refusing to follow the rules regarding the above items include:

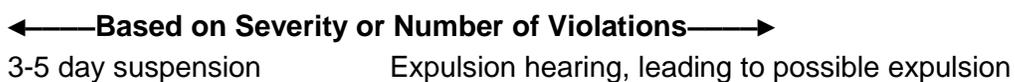


The following items **may not** be brought to school, worksite, or other school activities at any time:

- Pornographic material
- Alcohol
- Illicit or controlled drugs

Exception: Possession of a legally prescribed medication 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.

Consequences for possessing, using or transferring these prohibited items vary according to the severity as well as number of times an individual student has been in violation of the rule. Those consequences include:



Failure to hand any prohibited item to a staff member when requested will result in a Rule 2 infraction.

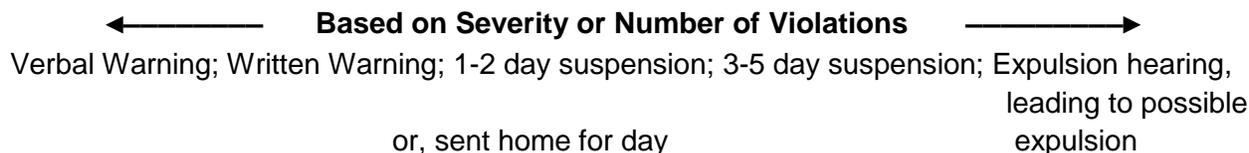
Rule 7: ABUSE OF COMPUTER / INTERNET PRIVILEGES

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 (hacking) 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.)

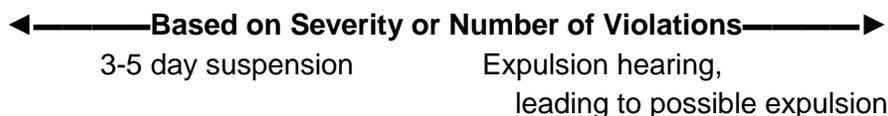
Consequences for violating the Student Use of Internet Access, e-Mail & Network Resources Policy vary according to the severity as well as number of times an individual student has been in violation of the rule and include:



Rule 8: 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 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 9: HARASSMENT

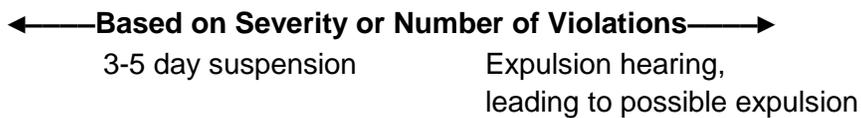
No student shall engage in verbal or physical activity which he/she should reasonably expect to have the effect of harassing any student, staff member, or school visitor. Harassment, for the purpose of this rule, includes either a course of conduct or a single aggravated incident. Harassment includes,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

1. Unwelcome verbal, written, graphic, or physical conduct relating to a student or School community member’s gender, age, race, color, sexual orientation (known or

- perceived), gender-identity expression (known or perceived), national origin, religion, disability, English language proficiency, socioeconomic status, and/or political beliefs;
2. 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;
 3. Offensive expressions concerning a person's race, sex, sexual orientation, religion, disability or national origin,
 4. Efforts to intimidate, bully or ridicule. (See Rules 10 and 13 for offenses involving other serious forms of sexual or physical misconduct.)

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. 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 10: POSSESSION OF A WEAPON

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, nunchucks 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: potential one-year expulsion (Pursuant to Act 26, the School's Executive Director may, after a hearing, decide to allow the student who brought a weapon to School to remain in the School.)

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 to injure someone else will be expelled.

Rule 11: SIMPLE ASSAULT

No student shall commit a simple assault. A simple assault is an unprovoked attack by one student on another student or on school personnel or visitor.

Consequence: Expulsion.

← **1st Time** →
Expulsion hearing, leading to expulsion

Rule 12: INVOLVEMENT IN CRIMINAL ACTIVITY

Any student involved in any criminal activity (as defined by the Commonwealth of Pennsylvania or the City of Philadelphia) at the School building, any School worksite, or any School-related activity, will be in violation of this rule. The Memorandum of Understanding (MOU) between the School and the Philadelphia Police Department lists the crimes that *must* be reported to the Philadelphia Police Department, including:

- Possession of a weapon
- Criminal homicide
- Aggravated assault
- Stalking
- Kidnapping
- Unlawful restraint
- Rape
- Statutory sexual assault
- Involuntary deviate sexual intercourse
- Sexual assault
- Institutional sexual assault
- Aggravated indecent assault
- Indecent assault
- Arson and related offenses
- Institutional vandalism
- Burglary
- Criminal trespass
- Riot, and
- Possession or sale of a controlled substance, designer drug or drug paraphernalia, as defined by PA Law.

Exception: Possession of a legally prescribed medication 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.

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

Suspension and Expulsion Procedures

Suspension of Students

Suspension Defined

Suspension is exclusion from school for a period of from one 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, among other things:

- 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.

Suspension or Expulsion of Special Education Students

Students Identified as Intellectually Disabled

The School can suspend students identified as Intellectually Disabled only with either written agreement of the parent/guardian or the written approval of the Bureau of Special Education of the Pennsylvania Department of Education (PDE).

Suspension and Expulsion for All Other Special Education Students--Including Students with 504 Service Agreements

The School may suspend students with disabilities and cease educational services for up to 10 consecutive school days or 15 cumulative school days in one school year without providing special-education procedural safeguards.

The School must complete the following due-process steps A through G below, for students with an Individualized Education Program (IEP) or Section 504 Service Agreement, if any of the following is being considered:

1. Expulsion Referral.
2. Suspension for more than 10 consecutive days.
3. Suspension for more than 15 cumulative days.
4. Suspensions totaling more than 10 days in an academic school year and when there is a pattern or problem behavior.

Due-Process Steps

A team must convene a Manifestation Determination meeting within 24 hours of the misconduct, and will invite the parents/guardian. The team must:

A. Provide written notice to the parent/guardian of the recommended disciplinary action and the date of the proposed Individualized Education Program (IEP) team meeting.

B. During the IEP/Manifestation Determination meeting, the IEP team will review the student's most current evaluation, IEP and placement to determine if the referred misconduct is related to the student's disability. Two questions are to be answered by the school team at the manifestation meeting:

- (1) is the conduct caused by, or did it have a direct and substantial relationship to, the student's disability? or
- (2) was the conduct in question a direct result of the school's failure to implement the student's IEP?

If the IEP Team determines that either of those conditions was met, then the student's conduct must be determined to BE a manifestation of the student's disability.

C. If the student's conduct IS determined to be a manifestation of the student's disability, then School personnel may not apply the disciplinary suspension or expulsion to that student for the violation of the Code of Conduct. Instead, the IEP Team must either (1) conduct a functional behavioral assessment and implement a behavior support plan for the student, or (2) modify the student's existing behavior support plan, as necessary.

D. If the school team determines that the student's behavior is NOT a manifestation of the disability, school officials may apply the Code of Conduct. In no event, however, may the

student be suspended without providing appropriate educational services for more than 5 consecutive or 15 cumulative school days in a school year. Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

E. A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination and a copy of the Procedural Safeguard Notice (PSN) must be given to the parent/guardian.

*If parents or caregivers disagree with the decision, they can request an expedited Special Education Hearing and the Commonwealth-appointed hearing officer will review the manifestation determination.

F. The IEP team determines the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and help prevent the problem behavior from recurring.

G. If the student's behavior IS a manifestation of the disability, the student's placement may be changed if:

(1) The student carried a dangerous weapon* to school or a school function;

*NOTE: A "dangerous weapon" is a weapon, device instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury. However, in the case of a pocketknife, blades less than two-and-one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a "dangerous weapon."

(2) The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function; and

(3) The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

In these special circumstances and over parent/guardian objections, School officials may remove the student, by issuing a NOREP to an interim alternative education setting for not more than 45 school days.

• If the behavior IS determined to be a manifestation of the student's disability, and the conduct is not a "special circumstances" (see step G.1-3 above), and the student is substantially likely to cause injury to himself/herself or others if maintained in the current placement, then the School may ask for an expedited hearing conducted by a Special Education Hearing Officer to obtain a 45-day interim placement.

Student TransPass/Transportation Policy

All students will be provided one free Weekly Student TransPass per week. If a student's TransPass is lost or stolen, it will not be replaced; the student may purchase a 2-Trip Pass for \$2.00. If a student cannot afford to buy a 2-Trip Pass, the student should speak with his/her Student Success Manager about it.

TransPasses are distributed every Wednesday afternoon in the CCR at the end of the school day, after 3:30 p.m.

Student will not receive a TransPass if they cut class or the worksite that day, or if they were absent from school that day. That is, students must be present for the full school day in order to receive a student TransPass. Students who do not get their TransPasses at that time may get one the following afternoon, after 3:30.

Students will be given free 2-Trip Passes if they need to travel to YouthBuild events after school or on the weekend, such as Saturday School, Saturday or evening service, etc. Students who have been given free 2-Trip Passes but do not attend those school events are expected to return the unused 2-Trip Passes. If students do not return the unused 2-Trip Passes, they will be required to pay \$2.00 to the School for each Pass they received. They will not receive a Weekly Student TransPass until they have paid for the unused 2-Trip Passes.

Students may purchase 2-Trip Passes if (1) their TransPass has been lost or stolen, (2) they work on the weekend or at night, and (3) for any other reason which has been verified by their Student Success Manager.

TEMPORARILY-DISABLED 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,
- students who have sustained physical injuries, such as severe muscle strains, sprains or bone fractures,
- students who have been prescribed medications that impair their abilities to work safely, and
- students who are under the influence of illegal substances which impair their abilities to work safely.

Limitation to confidential communications. Because the health and safety of the student is involved, a student’s communication to a Student Success Manager or to any other staff member that he/she has a temporarily disabling condition may not be kept confidential; rather, the Student Success 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. (The graduation requirements for a vocational training-track consist of that particular track’s requirements for service hours and certification, as well as any other requirements specific to that track.)

If students are determined to be unable to meet the YouthBuild Philadelphia graduation requirements for a vocational training-track within the typical timelines for their cohort (even considering the timeline for a November graduation), the students will not graduate with their cohort. However, those students may (1) continue on and complete the non-vocational components of the program with their cohort and (2) have up to one year to complete the vocational graduation requirements.

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.

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 Student Success Manager and (2) receive administrative authorization from the Director of Vocational Training or the Director of Postsecondary Career Development, whichever has appropriate jurisdiction.

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 five 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 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-Free School Policy

All YouthBuild Philadelphia students are physically and mentally healthy, job-ready, and employable. Drug-and-alcohol abuse poses threats to the health, safety and employability of students, as well as to the health and safety of School staff. Accordingly, YouthBuild Philadelphia is a drug-free learning environment. This policy provides for the wellness and safety of our YouthBuild Philadelphia Community.

- Self-Referral
If students are concerned that they have a substance-abuse problem and would like help with it, they can seek an appointment with the School Counselor for an assessment of the problem and appropriate referrals for treatment. Students may seek this appointment either through their Student Success Manager or directly with the School Counselor. *The student's meeting with the Counselor is strictly confidential.*

- Possession, Use, or Under the Influence of a Prohibited Substance
A student may not have, use, or be under the influence of alcohol, marijuana or any controlled substance at School. Unless students have a valid medical prescription for a controlled substance, these substances are otherwise prohibited at YouthBuild Philadelphia. As used here, the term "School" includes the School site, a worksite, or an off-site School-sponsored event.

- Coming to School High or Drunk on a Prohibited Substance
Students who come to School either "high" or drunk on a prohibited substance will be sent home for the day, and their Student Success Manager will be notified of the situation. But before they are sent home, School staff will conduct a behavioral assessment to determine whether the students are safe to be sent home, or whether they are so "high" or drunk that they are in danger of hurting themselves or others.
 - If the conclusion of the assessment is that it would be unsafe to dismiss a student from the School immediately, then the student's emergency contact and Student Success Manager will be called and notified of the situation. If School staff are unable to contact the student's emergency contact, then the student will be directed to remain at his/her current location (or escorted to a more appropriate site) until he/she is sober.
 - If the conclusion of the assessment is that the student is so impaired that his/her health and safety may be in jeopardy, then School staff will call 911 to request that the student be transported to a hospital for appropriate treatment.

Students who come to School either "high" or drunk on a prohibited substance will be barred for the next five (5) school days from participating in any School activity that may result in danger to him-/herself or others as a result of the prohibited substance being in his/her system. (The appropriate on-site staff person will make this determination of potential

danger.) *These limitations on the student's participation in certain potentially-dangerous School activities may affect the student's abilities to meet certain graduation requirements.*

- Referral for Assessment

Students who have been sent home will meet with their Student Success Manager on the first day they return to School to discuss wellness options. In addition, the students will be referred to the School Counselor for a drug-and-alcohol assessment. If applicable, recommendations for treatment services will be given to the SAP Team for follow-up with the student and monitoring.

- Consequences of Following or Not Following Through with Assessment and Treatment Recommendations

- If a student voluntarily agrees to an assessment and to follow through on the treatment recommendations, including counseling, the student may return to full participation in all School activities.
- However, if the student either (1) declines the assessment or (2) has not followed through with the recommended treatment by a date two weeks after the drug-and-alcohol assessment or (3) misses a drug-counseling session before the student is discharged from the counseling, the student will be asked to provide a urine sample for drug-testing.

- Drug Testing

- The student's urine will be tested at regular intervals after the initial testing to determine whether the level(s) of the prohibited substance(s) in the urine is/(are) increasing, remaining the same, or decreasing.
- Until the results show that no prohibited substances are detected in the student's urine and thus, that the student is drug-free, the student will be barred from participating in any School activity that may result in danger to him-/herself or others as a result of the prohibited substance being in his/her system. (The appropriate on-site staff person will make this determination of potential danger.) *These limitations on the student's participation in certain potentially-dangerous School activities may affect the student's abilities to meet certain graduation requirements.*
- During this testing and re-testing process, the student is expected to attend his/her regular School-rostered assignments.

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 Student Success 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 11-14 months of the regular school year, you will be eligible for

additional sessions at YouthBuild Philadelphia. You will be considered a November Graduation Pathway 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 November Graduation Pathway 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.

2018 - 2019 School Calendar

(List of School Holidays for Students)

Tuesday, September 4, 2018	First Day of School Year
Friday, September 28, 2018	School Picnic
Friday, October 5, 2018	Professional Development
Thursday, October 25, 2018	Pathways Prep
Tuesday, November 6, 2018	Professional Development
Monday, November 12, 2018	Veterans' Day
Wednesday, November 21, 2018	Thanksgiving Luncheon
Thurs/Fri, November 22-23, 2018	Thanksgiving Day Holiday
Wednesday, December 19, 2018	Pathways Prep
December 24-31, 2018	Winter Recess
Tuesday, January 01, 2019	New Year's Day
Wednesday, January 02, 2019	Professional Development
Wednesday, February 06, 2019	Pathways Prep
Friday, February 15, 2019	President's Day
Monday, February 18, 2019	President's Day
Friday, March 01, 2019	Staff Retreat
Wednesday, March 20, 2019	Pathways Prep
Thursday, March 21, 2019	Professional Development
April 15-18, 2019	Spring Break
Friday, April 19, 2019	Good Friday
Monday, April 22, 2019	Professional Development
Thursday, May 02, 2019	Pathways Prep
Friday, May 03, 2019	Staff Appreciation Day
Tuesday, May 14, 2019	Professional Development
Monday, May 27, 2019	Memorial Day
Tuesday, June 04, 2019	Eid-al-Fitr
Monday, June 10, 2019	Pathways Prep
Thursday, June 13, 2019	Professional Development
Thursday, June 27, 2019	Class Trip
Thurs./Fri., July 04-05, 2019	Independence Day
Friday, July 12, 2019	Professional Development
Friday, August 02, 2019	Last Day of School Year
Friday, August 23, 2019	Class of 2019 Graduation