

# The Handbook



The Richard B. Fisher Middle School

*for students & parents of the Middle School*

## **William Penn Charter School**

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2019 - 2020 Academic Year

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# THE WILLIAM PENN CHARTER SCHOOL PHILOSOPHY

William Penn Charter School is a Friends school, both by birthright and by conviction. Established in 1689 by members of the Religious Society of Friends in response to a charge by William Penn, the school continues its commitment to Quaker spiritual and educational testimonies. A coeducational, K-12, college preparatory school, Penn Charter is committed to training the mind, quickening the spirit, cultivating the aesthetic, and developing the body.

The school is grounded in the Quaker belief that there is “that of God” within us all, a Divine Spark, which when nurtured can illumine our lives. Therefore, weekly Meeting for Worship is central to life of the school.

Because we value the unique worth of each person as an expression of that Divine Spark, we are committed to a school where everyone - student, teacher, and staff alike - treats one another with respect. We affirm each individual’s responsibility to the larger community and we embrace the deeply held concern of Friends for honesty, justice, compassion, simplicity, and the peaceful resolution of conflict.

We seek to be a richly diverse school community: racially, religiously, economically, ethnically, and socially. In our curriculum, we work to widen our embrace of a plurality of cultures and to celebrate the voices of both women and men.

We strive to nurture the special gifts and abilities of every student while honoring excellence in all endeavors: academic, artistic and athletic. And, since we believe that all persons have the capacity for growth, we are committed to a rigorous yet patient pursuit of the truth. Within a traditional curriculum of liberal arts and sciences, we seek to develop an atmosphere of trust and exploration.

We look to arrive at decisions in a searching manner and recognize that we are strengthened whenever members of the

community can find it possible to share in the process of corporate decision making.

As our students move through Penn Charter, we seek to instill in them a sense of independence and responsibility and to sensitize them to the world of want and deprivation, providing them opportunities to serve others.

We reaffirm William Penn's founding tenet that, "Good instruction is better than riches." The capacity within each of us for continuing revelation dictates that learning must be ongoing and endless. Thus, as our students prepare to depart Penn Charter, we endeavor to assist them in the process of identifying the next step that will best meet each one's individual needs. We strive to imbue each with the ability and the will to pursue learning beyond institutional walls.

We recognize that our philosophy includes goals that challenge us, both as an institution and as individuals. As a result, we are led to a process of continuing search and introspection so that we may better understand what it is that we are called to do.

## MISSION STATEMENT

Quaker principles and practice continue to guide William Penn Charter School, a Friends school founded in 1689. Within a school community that honors difference, we seek that of God in each person. We value scholarship and inquiry. With excellence as our standard, we challenge students in a vigorous program of academics, arts and athletics. Through global connections, civic engagement and a focus on environmental sustainability, we inspire students to be thinkers, collaborators, innovators and leaders. We educate students to live lives that make a difference.

## WHY PENN CHARTER?

Aware of the rapid growth of his colony, William Penn directed members of the Society of Friends to found a school in 1689. Penn issued a charter in 1711 naming fifteen “discreet and religious persons” or Overseers to be responsible for the school’s operation. In that charter, Penn stated these fundamental principles for the school:

*the good education of youth in reading, writing, learning of languages, and useful arts and sciences; and early instruction in the principles of true religion and virtue, qualifying them to serve their country and themselves.*

Penn believed that these principles were fundamental to the “prosperity and welfare of any people.” Today’s Overseers, in direct line of succession from the original fifteen, hold to the same philosophy of teaching academic and useful arts, and of developing principles of true religion and virtue.

Penn Charter, by history and in effort, is a Friends school. A central belief of Friends is there is “that of God in every one.” Meeting for Worship is held weekly, in which students, teachers, Overseers, and visitors come together in silence; out of the silence someone may speak as he or she feels moved. The silence amid the busy school day is important for a person to hear the voice of God within. Small groups, such as the student council and the community council, strive for consensus in Quaker fashion rather than majority rule in their deliberations. In our diverse school community, students may experience the richness of hearing many voices and working with peers from many different backgrounds. Whether in the classroom, the studio, or on the playing field, Penn Charter students are encouraged to learn from one another and gain confidence in their own strengths and abilities. Service to the community, sincerity in word and deed, and simplicity in manner are encouraged at Penn Charter, as in any Friends school.

Academically, Penn Charter as a Friends school follows the principle of looking for the “teacher within” each of us. The pedagogical approach of the faculty is to assist each student to learn how to learn through self-discovery and sensitivity to others. Students will be encouraged to find answers, develop hypotheses, and draw conclusions on their own, but the helpful presence of a teacher, advisor, coach or mentor is not far away. Penn Charter has played a leadership role in many of the educational innovations of the past century; new curricula in language arts and the “new math” courses have been developed here. Students may take advanced placement work in mathematics, foreign language, history, the sciences, and other

subjects. The diverse curriculum includes core courses in the arts, both visual and performing, computer sciences, health and physical education. Throughout the curriculum, students receive a sound college-preparatory foundation and may pursue their own particular interests as well.

The school begun by Penn in the seventeenth century has grown and changed ever since. Overseers operated a variety of schools in colonial Philadelphia, and by the middle of the nineteenth century population pressures in the city caused a consolidation of those schools into one Penn Charter, which opened the 1874 school year at number 8 South 12th Street. The school moved to buildings at the current location in 1925, a property known as Pinehurst. More land has been added, including properties across School House Lane, giving us the current total of 47 acres. In the past fifty-five years, the facilities have grown and been modernized. The John F. Gummere Library (1968), the Lower School (1976), the Dooney Field House (1994), the Richard Fisher Middle School (2002) and the Kurtz Center for the Performing Arts (2010) enhance the academic, athletic and arts programs across all grades. During that time the main building has been reconfigured with state of the art labs and classrooms, and an Idea Lab was added in the Middle School building. The Strawbridge property across School House Lane yielded the Rieger tennis courts, Klein-Specter squash complex, the Somers soccer field, and in 2019 the Ralph F. Palaia baseball field, which can be used for fall sports as well. A hardwood court and bleachers were added to the Field House gymnasium, the collegiate-grade Blaine A. Steinberg OPC '11 Center for Fitness and Performance was dedicated in 2015 in the Graham Athletic Center, and the Maguire and Perrott Fields are premium multi-sport turf playing surfaces, complementing a new eight-lane track. Plans for a new athletic and fitness center and a new Lower School building are in progress and should soon come to fruition.

In keeping with the school's historical tradition, our colors are the same as those of the city and state: blue and yellow. Each student is assigned a color at matriculation and all students compete in Color Day races at the end of every year. Intramural athletics in lower and middle schools and interscholastic competition after grade six allow students to test themselves, appreciate teamwork, and develop good sportsmanship.

The school motto is Penn's paraphrase of a passage from the book of Proverbs: "Good Instruction is Better than Riches." The spiritual gifts of a Friends education are precious in ways that can not be measured by the wealth of the world.

# THE ACADEMIC PROGRAM

**Semester System** The school year is divided into two semesters. Each semester is comprised of two quarters, varying in length from 40-45 days.

**Grading system** In the Middle School, four passing marks are employed: A, B, C and D. The grade of A is the highest mark, indicating excellent work, and D- is the lowest passing mark. An F means failure. In the Middle School, final exam grades are weighted 10% - 15% in computing the final grade of the course. The final grade for a course is calculated by averaging the two semester grades and then calculating a final grade according to the weight given the final exam. There are the following two exceptions to the above procedures:

1. A student failing a course in semester two and the final exam will receive a failing grade for the year regardless of the student's grade average.

2. A student achieving a C- or better on a cumulative final exam will automatically raise a failing average to a passing grade, except in laboratory science courses, where the teacher has the discretion to pass or fail the student.

In calculating letter grades, teachers use the following scale:

A	92.5-100%	B	82.5-86.4%	C	72.5-76.4%	D	62.5-66.4%
A-	89.5-92.4%	B-	79.5-82.4%	C-	69.5-72.4%	D-	59.5-62.4%
B+	86.5-89.4%	C+	76.5-79.4%	D+	66.5-69.4%	F	0 - 59.4%

Students are expected to complete all course work in a timely manner. Papers and projects submitted for a grade in one course may not be resubmitted for a grade in another course. Students may not be promoted to the next grade without achieving passing marks in all courses or completing a summer program as specified by the middle school director.

**Honors & High Honors** In calculating honors, the following numerical equivalents are used for our letter grades:  $A = 4.0$ ,  $A- = 3.7$ ,  $B+ = 3.3$ ,  $B = 3.0$ , etc. to  $D- = 0.7$  and  $F = 0$ . Honors is a grade point average of 3.00 or higher with no grade lower than a B-, and High Honors is an average of 3.65 or higher.

**Reports** Progress reports are provided for students and families online through a secure login at regular intervals during the school year.

In the Middle School, families receive reports at the end of our quarterly marking periods, and the content of each report varies depending on the time of year. If circumstances warrant it and/or if students are performing at a C- or below, families may receive Interim Progress Reports on or around the mid-point of each marking period. Additionally, individual student grades will be visible on PC Hub during the middle and end of marking periods. See the table below for more detail on our Formal Assessment Calendar.

Late Aug./Early Sept.	Get acquainted parent/advisor conferences
Mid-October	PC Hub open for parents to view student progress
Early/Mid November	1st Q reports; grades & narratives; PC Hub open
Mid/Late November	Parent and advisor conferences
Mid-December	PC Hub open for parents to view student progress
Late January	2nd Q reports; grades & narratives; PC Hub open
Mid-February	PC Hub open for parents to view student progress
Late March	Student-led parent/advisor conferences
Mid-April	3rd Q reports; narratives in special circumstances only; PC Hub open
Early May	PC Hub open for parents to view student progress
Mid-June	Final Reports - grades and advisor narratives; (teacher narratives in special circumstances only); PC Hub open

Because the home and school relationship is important to helping our students unlock their full potential, we schedule three formal parent and advisor conference times over the course of the school year. During these conferences, parents or guardians sign up using an online system and meet with their child's advisor for about 25 minutes. Our Get-Acquainted conferences in late August or early September are intended to provide parents and/or guardians time to share information about their child's passions and challenges, begin to establish a trusting relationship between home and school, and outline some goals and aspirations for the upcoming school year. In our November conferences, parents meet with their child's advisor to discuss progress on the goals established at the first conference as well as review the report card from the first marking period. Lastly, our spring conference in late March is entirely student led. During this conference, students present areas of learning, growth, and challenge to their advisor and parent (s) as well as reflect on their growth as a learner and person.

While the advisor is central to all the formal conferences, parents and/or guardians are welcome to schedule conferences with individual teachers or administrators at any time during the school year.

**Parent and  
Advisor  
Conferences**



**Advisory  
Curriculum**

In our effort to develop strong student and teacher relationships, help each of our students feel a sense of belonging, and build important non-cognitive skills, each of our students engage in our advisory curriculum. Advisories are grade-level groups of about nine to eleven students and one teacher and they meet once per week for 40 minutes. Each advisor navigates his/her group through our curriculum which consists of seven core themes through which we teach important skills like time management, conflict resolution, self-awareness, listening, healthy decision making, responsible use of technology, resilience, empathy, and much more. Advisors also serve as the primary contact for parents, and meet with parents during our scheduled parent teacher conferences.

**Academic  
Probation**

If a student's grade point average (GPA) in his/her core classes falls below a 2.0 at the end of any quarter, he/she may be placed on academic probation. The length of the probation is typically one full quarter and can be modified by the director of Middle School. Enrollment contracts are held for students on academic probation until consistent improvement is observed and their grades rise above a cumulative 2.0 average, without any failing marks. The school reserves an admission space for students on academic probation until the end of the school year, although students who remain on probation for multiple or consecutive quarters may not be offered an enrollment contract and may require an alternate educational setting better suited for their learning needs.

**Testing  
Policy**

Students may be tested during any period of the academic day. However, it is expected that a student will not have more than two tests per day. A test refers to a cumulative assessment which requires a full class period (40 minutes or longer) to complete. Teachers are required to list all tests on the testing sign-up calendar. It is expected that students be given given at least one week's notification for tests. If a student finds that a conflict arises related to testing, the student should speak to the subject teachers first to resolve the conflict. If it cannot be resolved, the student should speak with the director of the Middle School.

There is no limit to the number of quizzes a student may take in a given day. Quizzes are evaluations which take less than half a period (20 minutes or less) to complete. Additionally, major papers and projects are listed by teachers on the testing sign-up calendar for information only. Attempts will be made by teachers and the school director to coordinate other major assessments.

If a student is late to school on the day of a test and misses it, the student is responsible for seeing the teacher and making the test up that day. Tests missed due to excused absences should be made up upon the student's return to school. Teachers are not obligated to allow students to make up tests missed due to unex-

cused absences. Students should arrange make-up work before their unexcused absence.

Teachers will try to meet any student testing accommodations as recommended in an educational-psychological evaluation. Consistent with the guidelines set forth by Educational Testing Services, students recommended for “extended time” on tests are generally allowed the test period minutes plus one half of the test period minutes to complete their work. Extended time tests and other educational accommodations need to be approved by the school director. While teachers are notified of the learning accommodations of specific students, it is the responsibility of the individual student to make arrangements for specialized testing needs prior to the testing period.

Students take final exams or related alternate assessments at the end of the year in their core academic subjects. Exam/assessment length varies from 60-120 minutes depending on the student’s grade level (6th, 7th or 8th), and the course of study. Exam weight is usually between 10-15% of the final grade in a course. All other assessments are incorporated into the quarter course marks.

Exams

Any student who fails a required course is expected to make up the failure in one of two possible ways:

Failures

1. Pass a course in a summer school program that has been approved by the department and the school director.
2. Pass a re-examination after work done in the summer, either through tutoring or attending another summer school. No student will receive a failure in a course without prior parent notification through quarterly report cards, intermediate progress reports, or other means of communication.

Any student who receives an incomplete at the end of a course must complete all work within ten school days unless other arrangements are made with the school director and the course teacher.

Incompletes

Participation in band and chorus is required for sixth grade students. For seventh and eighth grade students, band and chorus may be taken as electives. Both band and chorus are graded classes for Middle School students.

Band and Chorus

Penn Charter’s math program strives to provide an appropriately challenging math experience for each and every student. Our offerings in 6th, 7th, and 8th grade are accelerated relative to most middle schools, as all of our students will have completed mathematics through at least Algebra 1 by the end of their 8th grade year. Rigor is present in every math course, regardless of its level.

Placement in Advanced Math Classes

For students who crave even greater mathematical challenges and who possess the ability and drive to succeed at a higher level, we offer advanced level courses in 7th and 8th grade (Advanced Pre-Algebra in 7th and Advanced Algebra 1 in 8th). Placement in these courses is based on a number of factors: grades earned in the current year, teacher recommendations, strength in executive functioning and self-regulation, and, most importantly, a student's demonstrated love and enthusiasm for math. Our advanced courses move at a faster pace, explore concepts more deeply, and demand a level of academic maturity above and beyond that of our Pre-Algebra and Algebra 1 courses, and, for all of these reasons, teachers will give a great deal of thought to their recommendations.

Ideally, our math teachers and advisors have multiple conversations with students in the spring in order to help the student and the family select the appropriate level of math for the following year. We encourage parents to engage in these conversations by speaking with their child, and/or contacting their child's math teacher or advisor. The final determination of course level will be made by the math department and the middle school administration at the end of the school year, after yearlong grades have been calculated, so that the entirety of a student's body of work can be considered. Most often, students moving into an advanced course have earned grades in the A range and have demonstrated all of the qualities cited above. Parents of all middle school students will be informed of their child's math placement by the end of June.

Students new to Penn Charter will be placed with the following considerations: the student's performance on the placement test (taken at Penn Charter, usually in May), their standardized test scores, previous grades, teacher recommendations, and conversations with the parents and the child. Likewise with returning students, we seek to complete math placement decisions for new students by the end of June, and parents can expect to be informed by then.

In rare instances, we have students for whom mathematics is a particularly intuitive and joyful experience. In these cases, we consider permitting students to "skip" a level mathematically. Our math department, middle school teachers, and administrators carefully consider each student's social, emotional, and intellectual readiness before approving math placement of this nature. Sometimes, a student's social and emotional readiness does not match

their cognitive readiness, and we may opt to keep the student with their current peer group.

Students who demonstrate the requisite ability and drive to pursue such an opportunity need to first discuss this issue with their math teacher in the spring. If the teacher feels that such a move might be appropriate, the student, parents, and the math department chair, Mrs. Menzie, will work together to devise a concrete plan of action for the summer. This plan should include tutoring or formal coursework approved by the math department, regular check-ins throughout the summer with Mrs. Menzie, and a placement test taken no later than the end of the second week of August. The plan needs to be in place by the close of the previous school year so that adequate summer work can be completed. Lastly, in order for the student to advance an extra level, summer tutoring and/or coursework needs to be satisfactorily completed and the student must demonstrate a strong mastery of the material included on the placement test administered in August.

# THE SCHOOL DAY

**Hours** The Middle School day runs from 8:10 am to 2:55 pm Monday through Thursday, and 8:10am to 2:35pm on Friday. On Fridays, activities and sports begin earlier and generally end by 4:00pm. Activities and sports begin at 3:05 pm and generally end by 4:30 pm, Monday through Thursday.

**Absence** Parent(s)/guardian(s) are expected to call the school by 9:00 am on any day that their child is absent. Parent(s)/guardian(s) should call the Middle School office at ext. 107.

If a student is absent due to illness for more than three days, the student is required to bring in a note from a parent/guardian or doctor on his or her return to school. If a student knows in advance that she or he will be absent for one or more days for reasons other than illness, a parent/guardian note explaining the reason for the absence, regardless of the length of the absence, must be brought to school. In this case, the student is responsible for acquiring, completing and returning a student absence form to the division office. Students are required to make up all missed work as needed.

All notes are to be handed in to the division office.

*Excused Absence* includes illness and special circumstances such as religious holidays, or a death in the family. In the case of absence due to lengthy illness, a student will meet with the school director and his/her teachers to set up a schedule for making up missed work.

*Unexcused Absence* is any absence that does not meet the above criteria. Absences due to extended family vacations or nonrelated school activities are considered unexcused. The faculty are not obligated to give make up work or exams for an unexcused absence, and all academic responsibilities must be fulfilled immediately upon return to school or before the unexcused absence. Repeated unexcused absences may result in more serious disciplinary action.

If absence continues, a student may be given an incomplete for the course and placed on academic probation. The student's advisor will set up a conference with the student and parent(s)/guardian(s) to determine an appropriate course of action.

**Absence From Physical Education Class** It is understood that illness often precludes physical education activity, and we will be as considerate as possible under these circumstances.

1. Any student absent from school one or more days is excused from physical education classes for the duration of the absence. (This applies to excused absences only.)

2. If a student is able to attend school, but because of illness

must be excused from physical education class, he or she must present a note from a parent/guardian or the attending physician to the school nurse. The nurse will then provide that student with an excuse slip which must be presented to the appropriate teacher.

3. If a student must be absent from physical education activity for an extended period of time due to illness (e.g., fractured bone, asthma, skin disorder, etc.), he or she must provide the school nurse with a note from the attending physician. The nurse will inform the appropriate teacher and, where possible, the student will be provided with an adaptive program.

4. If a student is excused from any physical education class because of illness or injury, he or she may not participate in after-school sports activities without special permission from the appropriate school director in consultation with the physical education teacher and the athletic directors.

When students with prolonged absences need assignments, they should telephone the school office between 9:00 am and 11:00 am. Students should call a friend to get homework, and check teachers' online materials for assignments.

Assignments

Early dismissals for medical or family emergencies require advance notification to the Middle School office. Students must bring in notes, or parent(s)/guardian(s) must call the division office to arrange for early dismissals. Please note that students are not allowed to call during the day to request an early dismissal from a parent/guardian.

Early  
Dismissal

If a student is injured or feels ill, he or she should report to the infirmary immediately. If a student misses class time due to illness, the nurse will provide the student with an excuse slip which is to be given to the appropriate teacher(s). A note from the nurse, presented to the appropriate school office, is required in order to leave school early due to illness or to leave after school commitments. The school nurse is on duty from 8:00 am to 4:00 pm.

Health  
Office

Being on time at Penn Charter means arriving to school by 8:00 AM and to first period class by 8:10. Any student not in class by 8:10 am will be marked absent. Students arriving after 8:10 am should report to the division office to sign in first before going to class. Failure to sign in at the division office after 8:10 am may result in disciplinary action.

Lateness

If a student is late to school or class three or more times in a quarter, the student may receive a consequence and a communication may be sent home alerting the family to the problem. A pattern of tardiness can adversely impact a student's connection with our learning community, his/her performance in class and on

assessments, and in some cases, on applications for another school, a summer job, etc.

Our learning community values timely morning arrival because it enables our students to get organized and prepared for their academic day, and it allows them to connect with friends before the school day gets underway. Students who are on time start the day in the classroom more balanced, centered, and ready to take on the challenges of the day. In addition, timely arrival helps establish a discipline in children that they carry with them into the future.

Students who arrive after 9:00 am are not eligible to participate in athletic competitions, plays or concerts scheduled for that day without prior permission of the school director.

Students arriving late are responsible for making up all academic obligations, including tests, on the day of the lateness.

**Leaving  
Grounds**

For safety reasons, all students are expected to remain on campus at all times unless they have permission from a parent/guardian and/or a school administrator to leave the grounds. In addition, all students must remain on campus until departure for home. Students may remain in the Richard B. Fisher Middle School building until 5:30 pm. Parent(s)/guardian(s) may pick students up at the Middle School entrance until that time. After 5:30 pm, students may be instructed to wait in the lobby of the main school building and to be picked up in the front circle. If a student must leave early and return again, she or he should turn in a note from a parent/guardian to the division office before the first period class, obtain permission from the school director and sign out at the division office.

**Messages  
for  
Students  
and  
Faculty**

Parent(s)/guardian(s) who need to leave a message for their child may telephone the division office (215-844-3460 Middle School ext. 107) during school hours, and it will be delivered to the student. Unless it is an emergency, we make every effort not to interrupt class time. Please be advised that messages received after 2:30pm may not be received by the student because dismissal times can vary due to the sport.

All faculty have voice mail extensions and e-mail addresses which are listed in the Community Directory. Parent(s)/guardian(s) and students may contact members of the faculty directly using either of these means. Messages taken for faculty by the division assistant or the receptionist will be placed in their mailboxes. Faculty should respond to messages within two school days regardless of the method of contact.

The School recognizes the modern convenience that cell phones provide. However, please remember that students are not permitted to use their cell phones (including text messaging and e-mailing) in the building during the school day. Attempting to contact your child via cell phone during the school day is potentially disruptive and should only be attempted in the case of an immediate emergency. Please contact the division office if you need to get a message to your child.

# 10-Day Academic Schedule

Our school philosophy clearly speaks to our mission of creating a learning environment which fosters intellectual curiosity, academic rigor and excellence. Most classes in 6th and 8th grades meet in periods of 40 and 60 minutes in length to accommodate a variety of learning styles among the students. Based on the five day week, the order of classes varies each day over a two week period. The weeks are designated “yellow week” and “blue week” in the handbook and school calendars. Most classes meet nine days out of ten. There is a five minute passing time between classes. This is ample time for students to get to a class anywhere on the campus. Classes begin promptly at the time indicated on the schedule.

In order to facilitate a greater sense of community, time has been built into the schedule for larger groups of students to gather. Central to the life of the school, Meeting for Worship continues to be held on Thursdays for Middle School. Middle School also has an assembly each Monday – a time to share announcements, to celebrate achievement, to enjoy individual talents, and to communicate important community concerns. Middle School students report to homerooms before Meeting for Worship but go directly to the Balderston Commons from their previous class for Monday assembly. Students are expected to be sitting quietly in homeroom sections by the time scheduled.

Attendance is taken and the *Daily Bulletin* read in a student’s first period class. *It is essential for students to report to class on time.* In Middle School, homerooms and advisories are used to indicate seating at Meeting for Worship and assemblies, taking attendance at fire drills, assigning lunchroom duty, and organizing registration day and other large group gatherings.

The school day ends at 2:55 pm for Middle School, except on Fridays, when dismissal is at 2:35. Students involved in after school sports will need to move quickly from the school building, get changed, and report to practice as required by coaches. Students who are not involved in sports or a scheduled afternoon activity during a trimester should **leave school after their last scheduled commitment.** Public school buses will depart at 3:30 pm while the Penn Charter buses will leave at 3:30 pm and 5:30 pm. The Middle School is closed at 5:30 pm; families must make arrangements for students to be picked up by then.



# MIDDLE SCHOOL SCHEDULES

## 6th Grade Schedule

<i>Blue Monday</i>		<i>Blue Tuesday</i>		<i>Blue Wednesday</i>		<i>Blue Thursday</i>		<i>Blue Friday</i>	
Block 3	8:10	Block 6	8:10	Block 5	8:10	Block 2	8:10	Block 4	8:10
PE									
Tech/Stsk									
VA									
PE	8:50	Block 1	8:50			Block 1	8:50		
Block 5	8:55	BL/SH		Flex	9:10	Band	8:55	Flex	9:10
		PE			9:15				9:15
		VA			9:40	Meeting for	9:35		
Assembly	9:40	MU		Recess		Worship	9:40	Block 3	9:40
								MU	9:45
Recess	10:00	Recess	9:55	Block 6	10:00	Recess	10:15	VA	
Block 1	10:20	Advisory	10:20			Block 4	10:30	PE	
Band								BL/SH	10:45
								Community Time	10:50
	11:00		11:00		11:00				
	11:05		11:05		11:05				
Foreign		Foreign		Chorus			11:10		
Language		Language					MU	11:15	
	11:45		11:45		11:45		Health		
Lunch	11:45	Lunch	11:45	Lunch	11:45	Lunch	11:45	VA	11:45
	12:25		12:25		12:25				12:25
Block 4	12:25	Block 4	12:25	Block 2	12:25	Block 5	12:25	Block 6	12:25
	1:05		1:05		1:05		1:05		1:05
Block 6	1:10	Block 2	1:10	Block 1	1:10	Block 3	1:10	Block 1	1:10
				VA		VA		PE	
				BL		Tech/Stsk		VA	
				Tech/Stsk		MU		BL	
	1:50			PE	1:50	Health	1:50	Tech/Stsk	1:50
Block 2	1:55			Block 3	1:55	Block 6	1:55	Block 5	1:55
				Tech/Stsk					
				PE					
		Block 5	2:10	VA	2:35				
	2:35		2:15	PE					
Homeroom	2:40			VA	2:40	Homeroom	2:40		2:35
				Homeroom	2:40	Homeroom	2:40	BLUE	
	2:55		2:55		2:55		2:55		

<i>Yellow Monday</i>		<i>Yellow Tuesday</i>		<i>Yellow Wednesday</i>		<i>Yellow Thursday</i>		<i>Yellow Friday</i>	
Block 1	8:10	Block 6	8:10	Block 2	8:10	Block 4	8:10	Block 3	8:10
PE									
PE									
Tech/Stsk									
VA	8:50	Block 4	8:50			Block 3	8:50	VA	
Block 2	8:55		8:55			VA	8:55	BL/SH	
				Flex	9:10	Tech/Stsk		MU	
				PE	9:15	PE		PE	9:10
	9:35				9:40	BL	9:35	Flex	9:15
Assembly	9:40			Recess		Meeting for	9:40	Recess	9:40
						Worship			
	10:00	Recess	9:55	Block 6	10:00			Block 1	10:00
Recess		Recess							
Block 3	10:20	Advisory	10:20				10:15		PE
Band									MU
									BL/SH
	11:00		11:00		11:00		10:30		VA
	11:05		11:05		11:05				11:00
Foreign		Foreign		Foreign			11:10		11:05
Language		Language		Language			Health		Tech/Stsk
	11:45		11:45		11:45		MU		VA
Lunch	11:45	Lunch	11:45	Lunch	11:45	Lunch	11:45	Lunch	11:45
	12:25		12:25		12:25		12:25		12:25
Block 4	12:25	Block 2	12:25	Block 1	12:25	Block 2	12:25	Block 5	12:25
				Tech/Stsk					
				Va					
	1:05		1:05	PE	1:05		1:05		1:05
Block 5	1:10	Block 5	1:10	mu	1:10	Block 6	1:10	Block 2	1:10
				Chorus					
	1:50				1:50		1:50		1:50
Block 6	1:55			Block 4	1:55	Block 1	1:55	Block 4	1:55
		Block 3	2:10						
	2:35		2:15						
Homeroom	2:40				2:35	Homeroom	2:40	Homeroom	2:40
					2:40	Homeroom	2:40	Homeroom	2:40
	2:55		2:55		2:55		2:55	YELLOW	

# MIDDLE SCHOOL SCHEDULES

## 7th and 8th Grade Schedule

<i>Blue Monday</i>		<i>Blue Tuesday</i>		<i>Blue Wednesday</i>		<i>Blue Thursday</i>		<i>Blue Friday</i>	
Block 3	8:10	Block 6	8:10	Block 5	8:10	Block 2	8:10	Block 4	8:10
	8:50		8:50				8:50		
Block 5	8:55	Block 1	8:55		9:10	Block 1	8:55		9:10
				Flex	9:15			Flex	9:15
	9:35						9:35		
Assembly	9:40				9:40	Meeting for Worship	9:40	Block 3	9:40
				Recess					9:45
	10:00	Recess	9:55						
				Block 6	10:00		10:15		
Block 1	10:20	Advisory	10:20						10:45
									10:50
	11:00		11:00		11:00				Community Time
	11:05		11:05		11:05				
Band/ Study	Chorus/ Hall	Chorus/ Study	Band/ Hall	Band/ Study	Chorus/ Hall	Chorus/ Study	Band/ Hall		
	11:45		11:45		11:45		11:45		11:45
Lunch	11:45	Lunch	11:45	Lunch	11:45	Lunch	11:45	Lunch	11:45
	12:25		12:25		12:25		12:25		12:25
Block 4	12:25	Block 4	12:25	Block 2	12:25	Block 5	12:25	Block 6	12:25
	1:05		1:05		1:05		1:05		1:05
Block 6	1:10	Block 2	1:10	Block 1	1:10	Block 3	1:10	Block 1	1:10
	1:50				1:50		1:50		1:50
Block 2	1:55			Block 3	1:55	Block 6	1:55	Block 5	1:55
			2:10						
			2:15						
	2:35				2:35		2:35		2:35
Homeroom	2:40			Homeroom	2:40	Homeroom	2:40		
									BLUE
	2:55		2:55		2:55		2:55		

<i>Yellow Monday</i>		<i>Yellow Tuesday</i>		<i>Yellow Wednesday</i>		<i>Yellow Thursday</i>		<i>Yellow Friday</i>	
Block 1	8:10	Block 6	8:10	Block 2	8:10	Block 4	8:10	Block 3	8:10
	8:50		8:50				8:50		
Block 2	8:55	Block 4	8:55		9:10		8:55		9:10
				Flex	9:15			Flex	9:15
	9:35						9:35		
Assembly	9:40				9:40	Meeting for Worship	9:40		9:40
				Recess				Recess	
	10:00	Recess	9:55						
				Block 6	10:00		10:15		Block 1
									10:00
Block 3	10:20	Advisory	10:20						
	11:00		11:00		11:00				11:00
	11:05		11:05		11:05				11:05
Chorus/ Study	Band/ Hall	Band/ Study	Chorus/ Hall	Chorus/ Study	Band/ Hall	Homeroom	Study/Hall	Band/ Study	Chorus/ Hall
	11:45		11:45		11:45		11:45		11:45
Lunch	11:45	Lunch	11:45	Lunch	11:45	Lunch	11:45	Lunch	11:45
	12:25		12:25		12:25		12:25		12:25
Block 4	12:25	Block 2	12:25	Block 1	12:25	Block 2	12:25	Block 5	12:25
	1:05		1:05		1:05		1:05		1:05
Block 5	1:10	Block 5	1:10	mu	1:10	Block 6	1:10	Block 2	1:10
	1:50				1:50		1:50		1:50
Block 6	1:55			Block 4	1:55	Block 1	1:55	Block 4	1:55
			2:10						
			2:15						
	2:35				2:35		2:35		2:35
Homeroom	2:40			Homeroom	2:40	Homeroom	2:40		
									YELLOW
	2:55		2:55		2:55		2:55		

# STUDENT SUPPORT SERVICES

We strive to provide our students with the academic, social, and emotional support to thrive in our Middle School. Because we understand the challenges of adolescence as well as our rigorous academic program, we encourage our students and families to utilize the resources available to them.

While the point person for each family is the advisor, we have many others who are available to guide and support our students.

Director  
of the  
Middle  
School

The Director of the Middle School is responsible for all programs and personnel within the division. Questions or concerns regarding the overall Middle School program, personnel, schedule, teacher placement, school calendar, Grace Funds, or any other aspect of the academic and social life in grades 6-8 should be discussed with the Director of the Middle School.

Assistant  
Director  
of the  
Middle  
School

The Assistant Director of the Middle School is responsible for supporting the Director and for overseeing many aspects of student life including but not limited to leadership, discipline, special schedules and events, morning assembly, attendance, social events, committees, and activities. Questions or concerns about these items or events should be directed to the Assistant Director.

Middle  
School  
Counselor

The Middle School counselor is responsible for providing our students, parents, and teachers with partnership, support, instruction, and education in meeting the social and emotional needs of our students. The counselor helps lead our community in proactive educational efforts that focus on healthy decision-making, self-advocacy, good communication, transitions, resiliency, and more. He/she is also available to address and resolve student needs through short-term individual appointments, groups, classroom observations and mental health education.

Learning  
Specialist

A trained learning specialist is available to assist students as they navigate the academic and organizational challenges of Middle School. The learning specialist can be available to any student who requests him/her for short term intervention and guidance, and sometimes, teachers, coaches, or administrators will refer students to the learning specialist. In addition to individual sessions, the learning specialist may implement group sessions for students as needs arise on topics like reading comprehension, study skills, organization, project planning, and more.

The Middle School Director, Assistant Director, Learning Specialist, School Counselor, Director of Diversity and Inclusion, and School Nurse comprise a wellness team that meets regularly to discuss students and their needs. Each member of this team is available to assist students and families as they navigate our school program and our goal is to help each student find success.

The  
Wellness  
Team

Each grade in the Middle School has a grade coordinator. Teachers serving as grade coordinators help to organize specific grade events and review academic progress of students with the school director. The grade coordinators should be consulted about grade level concerns, especially those things that will help foster spirit and cohesiveness.

Grade  
Coordinators

Each student in the Middle School has an advisor. Advisors play an integral role in teaching, guiding, and mentoring each student in their advisory, which usually numbers nine to eleven students. Advisor-led lessons, once per week, are designed to build skills, trusting relationships, and a sense of belonging in our Middle School community. Additionally, advisors meet with parents during all scheduled parent conference days and serve as the primary contact for parents.

Advisors

Each academic department has a leader who is responsible for a particular academic discipline. A department head oversees departmental curriculum and student placement in courses in grades 7 - 12.

Department  
Heads

The school's Writing Center, located in the basement of the main building near the infirmary, is available to assist 6th - 8th grade students with any writing assignments. Staffed by school personnel and peer tutors, the Writing Center offers one-on-one help for students. (see page 17)

Writing  
Center

The school's Math Center is available to assist 6<sup>th</sup> through 8<sup>th</sup> grade students with any concepts, operations, or procedures that may pose difficulty. Staffed by school personnel and upperclass students, the Math Center offers one-on-one help to Middle School students on both a drop-in basis and by appointment. The math center is located in the basement of the main building near the infirmary.

Math  
Center

Directory,  
2019 - 2020

*Director of Middle School*..... Wilson Felter  
*Assistant Director of the Middle School*..... Allen Vandegrift  
*Middle School Registrar* ..... Charlie Brown  
*Middle School Administrative Assistant*..... Diane Kane  
*Middle School Learning Specialist*..... Heather Larrabee  
*Middle School Counselor*..... Katie Martin

*Middle School Grade Coordinators*

Grade 6..... Jim Pilkington  
Grade 7 ..... Jim Fiorile  
Grade 8..... Jen Ketler

*Department Heads*

Athletics..... John Thiel, Colleen Magarity & Ed Foley  
Computer Science..... Michael Moulton  
English ..... Nora Landon  
Foreign Language ..... Sarah Aguilar-Francis  
Health & Physical Education..... John Estok  
Library..... Judith Hill  
Mathematics ..... Beth Menzie  
Performing Arts..... Brad Ford & Deborah Kaesshaefer  
Religious Studies & Philosophy (interim) ..... Tom Rickards  
Science (interim)..... Malcolm Ford & Jeff Humble  
Social Studies ..... Brooke Stratton  
Visual Arts & Design ..... Joy Lai

*Director of Center for Public Purpose*..... Alyson Goodner  
*Asst. Dir. of Center for Public Purpose* ..... Sharon Ahram  
*Director of Educational Technology*..... Michael Moulton  
*Dir. of Special Projects/Financial Aid*..... Allan B. Brown  
*Registrar*..... Sandra B. Portnoy  
*Coordinator of Health Services* ..... Debra Foley

## ATHLETICS & ACTIVITIES

Middle School students are required to participate in one sport per year. They must also commit to a second activity involving forty hours of participation per year, or take a second sport to fulfill Penn Charter's yearly requirement. All sports may be practiced or played only within their scheduled season. Serving as a team manager may qualify for athletic credit, but needs to be approved by the athletic director and director of the Middle School.

We have a variety of sports in which to participate. In all of our athletic endeavors we strive to develop discipline and proficiency, the ability to play hard and well, and the ability to win with humility and lose with grace. Penn Charter competes in the InterAcademic league.

### ATHLETIC OFFERINGS

Fall	Winter	Spring
Girls Tennis	Girls Basketball	Girls Lacrosse
Girls Field Hockey	Boys Basketball	Softball
Football	Wrestling	Track & Field
Boys Soccer	Girls Swimming	Boys Tennis
Girls Soccer	Boys Swimming	Boys Lacrosse
Boys Cross Country	Girls Squash	Baseball
Girls Cross Country	Boys Squash	
Water Polo		

Middle School team practices begin at the end of the school day (this may be before or after the homeroom period) and end no later than 4:30 pm (4:00pm on Fridays). On days with scheduled competitions, students are likely to be dismissed after 4:30 pm.

Practice  
Times

Students need to maintain good academic standing in order to participate in after school sports. If a student's grade drops significantly, or homework assignments are missing, a student may be assigned to homework club. The student may return to sports participation when the advisor has spoken to the teacher and the grade has improved.

Each year students must have a physical examination performed by a qualified physician and recorded on our official form. *This completed form must be returned to the school before a student will be permitted to participate in any sports practices or games.*

Physical  
Examination

**Equipment** Equipment for some sports is issued to students for use during that particular sports season. Some students will be required to purchase the equipment for their sport. This will be arranged by the coaches and the athletic department. Students are responsible for all equipment issued by the athletic department; if it is not returned at the end of the season in good condition, students will be expected to pay for it.

All students are assigned a gym locker in which equipment and clothing should be kept. Students are issued a lock by the school. It is each student's responsibility to ensure that his/her belongings are placed in an appropriate athletic locker and that the combination lock is functional and properly affixed to the locker. **The school is not responsible for lost or stolen items.**

**Cleated Shoes** Students are not permitted to wear cleated shoes in any of the school buildings at any time. Shoes should be cleaned off outside, and put on or taken off outside.

**Gyms** Even though the gym doors are open, the rooms are out-of-bounds unless a faculty member is present for supervision. Sneakers must be worn on gym floors: no stockings, bare feet or street shoes. On game days, only the scheduled teams may play on the floor. Unsupervised play in a gym may result in a morning detention.

**Participation on Varsity Teams** The Middle School athletics program is intended for Middle School students. However, consistent with the school's philosophy to engage students in the most rigorous educational program in academics, arts and athletics, exceptional athletes may request permission to play on an Upper School team. Permission is granted rarely, and the following conditions must be met:

A. If the sport is offered in the Middle School, the student must have the ability to be a starter on the Upper School varsity team.

B. If the sport is not offered in the Middle School, the student must have the ability to participate on the appropriate Upper School team.

If a Middle School student is interested in trying out for a varsity team in the Upper School, the parent(s)/guardian(s) need to follow these steps:

1. consult with the Middle School Director, the Middle School Coordinator of Athletics, and/or the Director of Athletics to determine the feasibility;
2. read through all the information in the *Student Handbook*; and
3. submit a formal request to the Middle School Director using the form on our website at least two weeks prior to the start of the season.

For approval to be granted the Director of Middle School, the Middle School Coordinator of Athletics, the Director of Athletics & Athletic Planning, and the Upper School coach must agree that it is best for the student's overall development, will not have an adverse effect on the social, emotional, academic, or physical well being of the student, and is appropriate given the composition of the team.

Any Middle School student participating on an Upper School athletic team is automatically placed on an academic and disciplinary watch list and may have his/her participation suspended at any time if it is deemed appropriate by the Director of Athletics & Athletic Planning or the Director of the Middle School.

The Director of Middle School will take into account the following when determining whether the student is eligible for Upper School participation:

- A. Academic performance of the student
- B. Social maturity of the student
- C. Emotional maturity of the student

The Director of Athletics & Athletic Planning will take into account the following:

- A. Composition of the Upper School team
- B. Athletic ability of the student
- C. The student's overall athletic development

The parent/guardian and student must be aware of InterAc and PIAA policies, which are ever changing. If a student participates on the varsity level in Middle School, they may lose a year of eligibility in that sport if they transfer to a PIAA or InterAc school.

## ACTIVITIES

The following activities may be used to fulfill the major activities requirement in lieu of a second sport. In order to qualify, students must log a minimum of forty hours, as determined by the faculty advisor and director of the Middle School. Other activities may be added based on student interest and faculty availability.

MIDDLE SCHOOL ART CLUB is open to 6<sup>th</sup> – 8<sup>th</sup> grade students who want to learn more about the basic principles of design and want additional experience in creating a variety of 2-D and 3-D art projects. The club meets on scheduled afternoons during the winter. Students involved in this activity may receive 40-hour credit.

MIDDLE SCHOOL JAZZ BAND is open to any 7<sup>th</sup> or 8<sup>th</sup> grade band member and includes piano, guitar, or bass guitar. (Sixth graders with prior musical experience may join with the permission of the band director.) The Middle School Jazz Band explores differ-



ent areas of jazz, including basic blues progressions, rhythms, and styles. The ensemble meets during a scheduled rehearsal time during the school day. All students involved in this activity throughout the year may receive the 40-hour credit.

THE NATURALS is a group of 7th and 8th grade students selected by audition from current members of the Penn Singers to sing more challenging choral music. The Naturals will meet on scheduled mornings at 7:30 am. All students involved in this activity throughout the year may receive the 40-hour credit.

MIDDLE SCHOOL WRITING CLUB is open to 6th-8th grade students who have a passion for writing. Projects and sessions may include creative writing as well as editing, designing, and publishing a publication for the Middle School.

MIDDLE SCHOOL STRING ENSEMBLE is for students in grades 6–8 who play an orchestral string instrument (violin, viola, cello or double bass). This ensemble meets during a scheduled rehearsal time during the school year.

MIDDLE SCHOOL PLAY and STAGE CREW are open to any 6<sup>th</sup> – 8<sup>th</sup> grade students who want to test their talents on (or behind) stage. When cast tryouts are announced, students are encouraged to sign up at the Middle School office. Rehearsal and stage crew both occur after school and on weekends. Schedules are posted during the production season. Students who wish to do both the play and a sport need prior permission from the director of the Middle School and the director of the play.

MIDDLE SCHOOL BOOK CLUB meets during lunch on Mondays in Gummere Library. All students in grades 6-8 are welcome to join in at any time. The students, with input from the librarian Ms. Hill, choose what the group will read and also share other books they've read on their own.

#### MIDDLE SCHOOL ROCK CLIMBING

If student interest supports it, we will offer a middle school rock climbing club. Students will get a chance to learn the techniques, skills, and safety procedures of climbing. We will be using the Penn Charter rock wall, Philadelphia Rock Gym (East Falls location), and some other outdoor climbing crags. We will be climbing twice a week for about two hours for each session, with some optional weekend outings. There will be some costs, but you need not come with any equipment or experience. Climb On!

#### MIDDLE SCHOOL ROBOTICS

The Middle School Robotics Club is open to all 6th – 8th grade students who want to learn more about the design, engineering and programming of robotics, no prior experience required. Students

will gain skills through a series of challenges each modeled on pressing real world issues that change each session. The club meets on scheduled afternoons during the fall, winter and spring. Club size will be limited. Students involved in this activity may receive 40-hour credit.

THE SIXTH NOTE is an extra-curricular choral ensemble for 6th grade students. Rehearsal times are scheduled during the school day and there is no audition requirement. This choir performs in various assemblies throughout the year and in the Small Ensemble Concert. Students involved in this activity throughout the year may receive 40-hour credit.

Other activity credit may be given to students who participate in activities relating to student leadership, religious life, and community service. Faculty contacts include Josh Oberfield and Jim Pilkington.

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Jazz Band	_____	>
Naturals	_____	>
Chamber Singers	_____	>
String Ensemble	_____	>
Book Club	_____	>
Robotics	_____	>
Sixth Note	_____	>
	Stage Crew	Rock Climbing
	Art Club	
	Writing Club	

The activity requirement underscores the belief that extensive involvement in the life of the school is an integral part of a student's Penn Charter education. In very rare circumstances, Penn Charter will waive all or part of the activity requirement for students who have demonstrated interests so specialized and talents so extraordinary that they cannot be developed or maintained within the context of our program. Students wishing to apply for an out of school activity exemption should follow the procedures outlined below. As exemptions are rare, the school will work with all students to help them find meaningful ways to continue with outside endeavors and stay involved at school.

**40-HOUR  
ACTIVITIES**

Out of  
School  
Activity  
Credit

*Procedures for Request for Out of School Activity Credit*

Proposals for exemption for the entire 2019-2020 school year are due by August 31, 2019. Proposals must include:

1. Letter from parent(s)/guardian(s) requesting exemption. Reason(s) for exemption should be stated.

2. Student essay explaining why student wishes to have an exemption from an activity.

3. Letter from supervisor or coach describing the activity, the current level of competition/participation of the applicant, and the number of hours per week that the child will be engaged in the activity. Be sure to include name and telephone number.

Once completed, the student essay, the parent/guardian letter and the supervisor's letter should be turned in to the school director. The activity committee will review the request. The request for out of school activity credit must be applied for each year.

## MEETING FOR WORSHIP

The Meeting for Worship is the heart of the Religious Society of Friends. Similarly, the Meeting at Penn Charter holds a pivotal and central place in school life. In this brief space we hope to give all members of our community a basic sense of the essence of Quaker Meeting. This overview derives both from *Faith and Practice*, the major Quaker document on the beliefs of Friends, and also from the many years of personal experience of Meeting by members of the Religious Life Committee, a group of students, faculty and administrators.

Although different from the religious observations to which many members of the Penn Charter community might be accustomed, Meeting for Worship is a religious service of worship and deserves the reverence, respect and decorum appropriate to such a gathering. Let the following “living” guidelines help you during Meeting for Worship:

- Meeting for Worship is a place of waiting upon God and searching for communion with God.
- It is a place to reflect upon what we feel to be of ultimate importance.
- Experience shows that there can be a renewal of spirit when we turn away from worldly matters to rediscover inward serenity.
- From the silence may come leadings and fresh insights.
- Communal worship is like a living organism whose individual but interdependent members are essential to one another and to the life of the greater whole. Thus the gifts of silent or spoken participation of each member are important in maintaining and enriching the spiritual life of the Meeting.
- Even when not a word is spoken, Meeting for Worship can be profoundly nurturing.

The leadings above speak to the depth, beauty and holiness of Meeting.

We have a second group of guidelines which address some “practical” concerns in helping individuals understand what is and is not appropriate to Meeting for Worship:

- Worship must be respected by keeping silence unless one is moved to share.

- When someone accepts the call of the spirit to speak, fellow worshipers are likewise called to listen with openness of minds and hearts. Therefore, it is a respected tradition that there should be a reflective pause between speakers to allow for time to absorb what has been said.

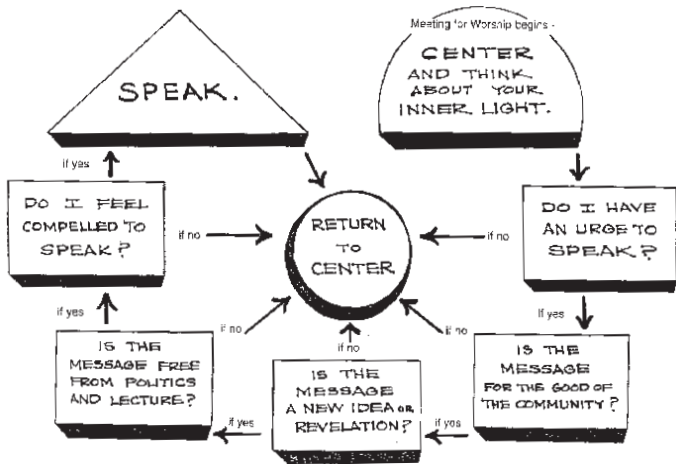
- Some insights are not meant to be shared. The individual is asked to consider if the insight would be helpful or useful to others.

- Lecturing, debate or rebuttal are rarely helpful and usually inappropriate.

- Worship may be in many forms such as silence, speech, music, or dance.

- Inappropriate behavior or words are responded to by a process called eldering. In this process an experienced member or leader of the school meets with the individual outside of Meeting to discuss the problem.

**" SHOULD I SPEAK IN MEETING FOR WORSHIP? "**  
*... A FLOW CHART OF 5 QUESTIONS TO ASK YOURSELF BEFORE SPEAKING.*



sketch by R. W. Granger

Many members of our community find Meeting a very special time each week, an oasis of quiet and peace in the midst of a very busy schedule. It is our hope and belief that these brief guidelines will be useful and helpful and might add to the richness of the experience of Meeting for each of us and for the whole community.

Middle School Meeting for Worship is each Thursday from 9:40 to 10:15 am. Visitors are welcome to attend.

# COMMUNITY GUIDELINES

The William Penn Charter School is grounded in the Quaker belief that there is “that of God” within us all. Because we value the unique worth of each person as an expression of that Divine Spark, we are committed to a school where everyone - students, teachers, and staff alike, young and old - treats one another with respect. We affirm, too, each person’s responsibility to the larger community. We recognize the need to reflect often upon the balance between what is best for the individual and what is best for the community. As guidelines for conduct in all our endeavors, we look to the deeply held concern of Friends for honesty, service, justice, compassion, simplicity, and the peaceful resolution of conflict.

## THE COMMUNITY CODE

We are a caring community whose words and actions consistently reflect the Quaker values of our School. Our faculty and staff, students, and families demonstrate empathy, personal responsibility, community-mindedness, and integrity. Our actions reflect understanding of the learning and community goals of our School. When we make mistakes, we learn from them and restore relationships and trust with those affected.

## Vision

The community of the William Penn Charter School believes in fostering the positive social and emotional development of the students under our care. We expect everyone to build positive relationships with all members of the community. For that reason, we have outlined behavior expectations for students and community members. As members of our community, we expect everyone to:

## Expectations for Behavior

- Respect the rights and feelings of all community members.
- Contribute to the preservation and enhancement of the community’s academic and social environment.
- Demonstrate a commitment to the school’s values.
- Show care for others in the community with our words and actions.
- Resolve conflicts in a peaceful manner.

We believe that students perform best in the classroom when they feel confident, supported, and affirmed. We seek to provide our students with direct and immediate positive feedback when they achieve a personal best, work hard, or make a significant improvement in the classroom. Similarly, we believe that our social environment is greatly enhanced when students feel affirmed for

## Positive Reinforcement

acting in accordance with our school's values, making a good decision, helping a friend in need, as well as other positive actions. Our teachers will formally recognize students academically, socially, or behaviorally through an "Applause" that is sent home. We feel that a concerted effort to notice our students performing well academically or socially is an important part of encouraging good decision making and promoting a positive school climate.

**Role of Teachers and Staff**

Teachers, administrators and staff share common goals for supporting the student behavior guidelines in daily practice. They strive to be:

- Clear; by making expectations easy to interpret and remember.
- Proactive; by communicating about behavior guidelines early and often.
- Timely; by following through promptly, without rushing processes.
- Community-minded; by consistently emphasizing the why behind the rules.
- Consistent; by working for unity in applications of the guidelines.
- Compassionate; by listening and demonstrating a spirit of understanding.

**Home and School Teamwork**

Open, honest and respectful communication between school and home is essential to promoting and supporting students' positive behavior. The school seeks to work with families as a team, to build on good behavior, and to swiftly identify inappropriate behavior, so that the student can make proper choices within the school community. To this end, advisors and classroom teachers communicate school expectations with families at the beginning of each year, through the *Student Handbook*, and often through additional communications.

Families are expected to carefully review the written student guidelines, and to submit a signed form acknowledging they have read the *Middle School Handbook*. If families have questions, we encourage them to contact their child's advisor, the Assistant Director of the Middle School, or the Director of the Middle School.

Get-Acquainted Conferences are another very important place to open conversations about the student behavior guidelines. Teachers will give extra care to helping new families understand

the community expectations for behavior, as well as the reasons behind them. New families are also strongly encouraged to reach out to teachers when they have questions, thoughts or concerns.

When administrators and teachers communicate with a family about a student's behavior, whether positive or negative, they will share in some detail about the conversations started with the student at school. Our expectation is that families will continue this conversation at home, adding their own wisdom and supporting the values that the school is working to help the student uphold. In addition, families should feel welcome to share with teachers and administrators any conversations about behavior that they have initiated at home, and ways those messages might be carried forward at school.

Role of  
Families

As noted previously in this *Handbook*, we have high expectations for our students and take care to be clear about the manner in which we expect students to interact with peers, adults, and our school environment. Ultimately, our vision of our learning community is one in which respect for others, personal responsibility, community mindedness, and integrity are practiced and reinforced on a daily basis. Students in our learning community play a key role in furthering the academic, artistic, and athletics goals of our school. To achieve our goals together, we believe our students' roles are to a.) take themselves and others toward the learning goals of the class or activity; b.) be safe and inclusive with their words and actions; c.) help the leader of the learning experience; d.) give earnest effort in all school endeavors; and e.) ask for help when needed. With earnest effort in all these areas, we are confident that our students will make progress toward becoming students who make a positive impact in the classroom and in the community.

Role of  
Students



# The “Should List” for Our Academic Community

## On Campus:

### *Students should:*

- Be courteous and respectful to all members of the community and to visitors.
- Use appropriate language at all times.
- Be in the appropriate location at all times during the school day.
- Be good stewards by taking care of personal belongings and the campus environment.
- Treat the personal property of all others and the school with respect.
- Carry and maintain a working ID card at all times.

## In Classroom Spaces:

### *Students should:*

- Arrive on time to class with the appropriate materials to work.
- Respect classroom rules, teacher directions, and materials used in class.
- Work towards the learning goals of the classroom by focusing on the current academic activity.
- Practice academic integrity.

## With Technology:

### *Students should:*

- Use computers to enhance their academic learning and only in a classroom.
- Use mobile phone or other electronic devices only with permission from a teacher.
- Store mobile phones in their lockers from arrival until 2:55pm.
- Follow the guidelines and policies outlined in the Acceptable-Use Policy, including arriving to school each day with a fully charged laptop.

## In Meeting for Worship:

### *Students should:*

- Arrive on time and enter the meeting room in silence.
- Respect the silence during the meeting and refrain from distracting peers.
- Sit up and refrain from wearing hoods.
- Take care of personal needs (ex. going to the bathroom) before entering the meeting room.

## In the Hallways and Locker Pods:

### *Students should:*

- Respect the property and lockers of others.

*Community Guidelines: The “Should List”*

- Avoid sharing locker combinations with or entering the lockers of others.
- Store all personal belongings in their designated locker.
- Keep the lockers organized and closed when not in use.
- Refrain from using loud voices and physical activity.
- Avoid using any form of technology outside of class time.
- Be efficient in order to arrive to class or school activity on time.
- Respect the work of peers by not defacing work that is on display.

**In Study Hall:**

*Students should:*

- Come prepared to work and with necessary materials for the entire period.
- Remain quiet and present in their study halls for the first five minutes.
- Get permission from the proctor to leave the room after the first five minutes.
- Remain in a supervised space at all times.
- Follow the expectations of the proctor.

**In the Lunchroom and With Food on Campus:**

*Students should:*

- Show respect and appreciation towards the cafeteria and cleaning staff.
- Keep voices at a respectful level.
- Use their lunch card and/or cash card to purchase lunch only for themselves.
- Consume food and drink only in the cafeteria unless given specific permission.
- Contribute to keeping the lunchroom clean by cleaning the tables, chairs, floors, and the area around their table before leaving for lunch recess.
- Be mindful of waste and trash by recycling, composting, and minimizing disposable bags or containers.
- Remain in the lunchroom until 12:05pm when lunch recess begins.

**At Recess:**

*Students should:*

- Be in the designated recess areas in view of the proctor(s).
- Use courteous and appropriate behavior at all times.
- Be inclusive by allowing all students to participate in games and activities.
- Respect all rules and safety guidelines of the recess proctor(s).
- Return all recess and sport equipment to the appropriate place.
- Be prepared and on time for the next class.

In Assemblies:

*Students should:*

- Arrive on time.
- Sit in assigned section by homeroom.
- Come to order and observe a moment of silence when asked.
- Listen quietly and respectfully to speakers and/or performers.

In Sanctuary:

*Students should:*

- Report to their sports practice/game, sign in to Sanctuary by 3:10pm, or go home.
- Keep in mind that school rules extend into before/after school activities.
- Respect classmates, teachers, supervisors and the environment.
- Follow all directions of the adult supervisors.
- Clean up spaces used and demonstrate respect of the physical space.
- Be sure the adult supervisors are aware of their location at all times.
- Sign in upon arrival and sign out when leaving or to attend a home game.

At Sports Practices and Games:

*Students should:*

- Treat practices and games as an extension of the school day.
- Be prepared with proper equipment.
- Respect the instruction and directions of the coaches.
- Represent the school in a positive manner and behave accordingly.
- Demonstrate good sportsmanship by winning and losing gracefully.
- Keep all comments and cheers to teammates, opponents, and officials positive.
- Clean up the locker area or bench area.

On School Buses:

*Students should:*

- Follow the bus expectations and rules as specified by the transportation department.

On Field Trips:

*Students should:*

- Represent the school in a positive manner and behave accordingly.
- Follow the directions of teachers, chaperones, guides, and bus drivers.
- Respect the environment in which the field trip takes place.
- Clean up the bus and the field trip site.

## Disciplinary Matters

As noted in the Community Guidelines section of this handbook, students are expected to behave appropriately throughout the school community. Respect for others, personal responsibility, community mindedness, and integrity are the essential elements of our community expectations. One of the goals of our program is to foster our students' ownership of their individual behavior and to create awareness of their roles within the classroom community.

In addition, our school believes that when students or community members behave hurtfully toward others it is important for the person behaving hurtfully to restore the relationship with the hurt person(s) and/or the school community. Therefore, we strive to create opportunities for our students to repair their relationships as part of the learning and restoration processes after a hurtful incident has occurred as well as serve meaningful and reasonable consequences for their actions. Students who repeatedly engage in hurtful behavior and who do not demonstrate the ability to change their behavior will have serious consequences and may be separated from the community temporarily or permanently.

In the spirit of creating clear boundaries and maintaining a safe and healthy school climate, we outline a list of behaviors/infractions that we feel need careful attention on the part of our community. This is not a sequential order of behaviors and consequences. In other words, a student's behavior could warrant a Level 3 response right away if necessary. Additionally, there may be a behavior not specifically listed in this document that may require a disciplinary response from the school.

Level 1 Behaviors / Infractions

Possible consequences:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Minor disruption of class, activity, or trip after redirection from a teacher</li> <li>• Chewing gum</li> <li>• Dress code violation</li> <li>• Lateness to class, homeroom, or activity</li> <li>• Eating without permission outside of the cafeteria</li> <li>• Skateboarding / rollerblading on campus without teacher permission</li> <li>• Repeated ID card problems</li> <li>• Possession of mobile phone without permission during school hours from arrival to 2:55 p.m.</li> <li>• Using mobile phone or other electronic device without permission from a teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Recess detention</li> <li>• Meeting with student (advisor is informed)</li> <li>• Meeting with student and assistant director</li> <li>• Email / call home</li> <li>• Loss of privilege</li> </ul> |
|---|---|

Level 2 Behaviors / Infractions

Possible Consequences

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Repeated level 1 behavior</li> <li>• Major disruption of class, activity, or trip</li> <li>• Mistreating school property</li> <li>• Inappropriate language</li> <li>• Lying to school personnel</li> <li>• Failure to report to scheduled activity</li> <li>• Not following the instructions of a faculty member</li> <li>• Leaving a supervised activity or campus without permission</li> <li>• Returning to campus after dismissal without permission</li> <li>• Purchasing/selling goods without permission, or gambling</li> <li>• Disrespectful treatment towards community member</li> </ul> | <ul style="list-style-type: none"> <li>• Morning or Saturday detention</li> <li>• Loss of privilege</li> <li>• Meeting with student and advisor</li> <li>• Restorative project</li> <li>• Meeting with student and assistant director, or director</li> <li>• Conflict resolution meeting between students</li> <li>• Parent/guardian conference</li> </ul> <p>*with instances of academic dishonesty students may receive a zero or reduced credit on the assignment</p> |
|--|---|

- Inappropriate use of technology
- First instance of bullying (repeated, hurtful, and intentional actions towards community member)
- First instance of academic dishonesty

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Level 3 Behaviors / Infractions	Possible Consequences
<ul style="list-style-type: none"><li>• Repeated level 1 or 2 behaviors</li><li>• Possession and/or use of prohibited substances including but not limited to illegal drugs, drug paraphernalia, alcohol, cigarettes, e-cigarettes, vapes, or Juul devices, or tobacco products</li><li>• Possession and/or use of weapons</li><li>• Possession and/or use of igniting materials</li><li>• Vandalism; destruction of or damage to the school property or environment</li><li>• Theft</li><li>• Use or threat of violence including deliberately harming a community member</li><li>• Egregious behavior toward, defiance or verbal abuse of a community member</li><li>• Inappropriate sexual behavior, including public or private sexual acts</li><li>• Repeated academic dishonesty</li><li>• Facilitating any of these acts</li></ul>	<ul style="list-style-type: none"><li>• Meeting with student and assistant director, or director</li><li>• Meeting between parent(s)/guardian(s) and MS Director or Assistant Director</li><li>• Parent/guardian conference</li><li>• Disciplinary probation</li><li>• Suspension</li><li>• Permanent separation from the community</li><li>• Counseling</li></ul>

**Disciplinary  
Probation**

Our school believes in the goodness of its community members. A student who has been placed on disciplinary probation may receive support from his/her advisor, the school counselor, the administration, and other faculty members. It is our hope that through this support the student will improve his/her behavior in a way that enables the student to be a productive learner and citizen in our community.

If a student accumulates a value of 5 or more in level forms (i.e. five level 1s, three level 1s and a level 2, a level 3 and two level 1s) during the school year, he/she may be placed on disciplinary probation or receive an official warning from the assistant director. It is also possible for a student to be placed on disciplinary probation or receive an official warning from the assistant director immediately after an infraction, at the discretion of the Director of the Middle School. If a student receives a warning from the assistant director the student will meet with the assistant director and the student's advisor and parents will be notified. An improvement plan will be agreed upon at the discretion of the assistant director that may include additional supports or consequences for the student. If the student's behavior improves, the warning will be removed. If the negative behaviors persist, the student may be placed on probation. If a student is placed on probation, the student, the assistant director, the Director of the Middle School, the student's advisor, and the student's parents or legal guardians will agree on a plan of action to help the student change his/her behavior. The school will send a communication that outlines the plan and consequences for subsequent misbehaviors.

At the end of the probationary period which is typically about nine weeks, the faculty team will make a recommendation to the Middle School Director to either remove the student from probation, keep the student on probation for a longer period of time, or consider more serious consequences like removal from the school community. The Middle School Director, in consultation with the Head of School and other lead administrators, will decide how to proceed. If a student has earned the privilege of being removed from probation through consistent and significant improvement, the school will inform the student and his/her parent(s)/guardian(s) of this accomplishment. If the student does not show the ability to change his/her behavior and/or does not honor the behavior guide or the behavior plan, the possible consequences include multiple-day suspension, holding of the contract for the following school

year, and/or expulsion. If the student has not made significant improvement but is making some progress, the probationary period may be extended for a longer period of time.

*Morning Detention* is held Tuesday and Thursday mornings from 7:30 to 8:05 am in the Overseers Room in the main building. If a student is more than five minutes late, the student must report to detention the following morning.

Detention

*Saturday Detentions* are held once a month during the school year from 9:00 am - 12 noon. During Saturday detention, students generally work on the school property.

When a student is given an in-school suspension, she or he may be required to report to the Timmons House or Middle School conference room for a supervised suspension from 8:10 am to 2:55 pm. The student should pack his or her own lunch. A parent/guardian must drop off and pick up the student. The student will be given a list of assignments which will be completed independently and turned in at the end of each day or other stipulated time period. These completed assignments should demonstrate satisfactory mastery of academic material. Any graded work will be counted to its full value.

Suspension

During the period of suspension, students may not participate in any community events, including dramatic productions, field trips, class meetings, social activities, or athletic competitions/practices. The student returns to full participatory status on the day *following* the last full day of suspension.

The parent(s)/guardian(s) of the suspended student may be asked to meet with the head of school and/or the school director to discuss the disciplinary action. Moreover, the student will meet with the school director on the day he or she returns to school.

In some circumstances, the school may exercise its right to separate a student from the community for a period of time, or expell a student entirely.



## SCHOOL POLICIES

### Policy on Academic Dishonesty

Academic Dishonesty is defined as any action intended to obtain credit for work that is not one's own. Students are required to rewrite in their own words any research that they do and to cite all outside images, ideas or text that they use in written or electronic assignments. Students may not use work that has been previously submitted (e.g., a sibling's paper). Students involved in academic dishonesty in any form may receive a zero on the assignment and be subject to further disciplinary actions consistent with the consequences outlined in the Disciplinary Matters section of this *Handbook*.

### Alcohol & Other Drugs: Policy and Consequences

Our policies affirm the belief that our primary concern is for the safety and well being of our students. The influence of alcohol or other drugs may alter the mental processes of individuals thus impeding their own health and learning, and also affect the welfare of the entire school community by presenting social and behavioral problems. Consistent with our mission we recognize that the use and abuse of drugs, including alcohol, is a serious and difficult problem for any community and particularly for a Quaker institution.

*Statement of Policy:* Using appropriate curriculum, activities, strong and consistent administration and faculty effort, community support and resources, and rehabilitative disciplinary actions, the William Penn Charter School will educate, prevent, and intervene in the use and abuse of all drug, alcohol, and mood-altering substances by students.

The following rules, regulations, and guidelines shall be used by all Penn Charter faculty and staff when responding to student involvement with drug, alcohol, and/or mood-altering substances.

*Rules and Regulations:* The Penn Charter policies in this crucial area are motivated by respect for the law as well as a genuine concern for the physical, psychological, and emotional well being of all its students. The possession, purchase, acceptance, and/or consumption (use and abuse), whether actual or attempted, of alcohol, drugs, drug paraphernalia, including tobacco, e-cigarettes, vaping, or Juuling devices, or other controlled substances ('Prohibited Substances') by students on the Penn Charter campus or at any school related activity/event at any time or at any place is prohibited. Except under the direct supervision of the school nurse or another school official, the possession, purchase, acceptance, and/or consumption (use and abuse) of prescription medications

is also prohibited. Any of the activities above will be treated as a major violation not only of school rules but also of state and federal laws. Therefore, students found in violation of this policy will be disciplined on the first offense and depending on the nature of the violation may be subject to separation or expulsion.

Generally, every student found in violation of this policy will:

1. Receive a minimum of three (3) days suspension from school and be placed on disciplinary probation;
2. Have a professional evaluation related to substance abuse issues and dependency by an agency or a person acceptable to the school. The cost thereof shall be paid by the parent(s)/guardian(s) and a written confidential report prepared and turned over to the school and the parent(s);
3. Meet with the head of school, the student's parent(s)/guardian(s), and director of the Middle School and/or the assistant director of the Middle School to determine that the student is ready and able to reenter school;

Any student discovered to be knowingly in the presence of Prohibited Substances on the Penn Charter campus or at any school related activity/event, but does not consume or use Prohibited Substances and does not violate the above rules and regulations in any way, will, at a minimum, be placed on disciplinary probation.

Students should know that any subsequent major disciplinary offense at any time during the student's remaining Penn Charter career will be dealt with severely and may result in expulsion.

Please see pages 35-39 of this handbook for a more detailed description of the School's policies on disciplinary probation and suspension.

*Definition of a School Activity/Event:* As stated above, Prohibited Substances are not permitted anywhere on the Penn Charter campus or at any school-related activity/event at any time or any place. Therefore, whether or not prohibited by law, no Prohibited Substances (as defined above) may be brought onto Penn Charter property, in any vehicle on Penn Charter property (whether that vehicle is owned by any member of the Penn Charter community or owned by a third party) or to any Penn Charter sponsored event or any event at which it would reasonably be assumed that the student is representing Penn Charter; in addition, the policy will

apply to students on the way to or from school whether or not on school property. All prescription medications must be registered with and administered by the school nurse or another school official. Specific examples of school related activities/events include, but are not limited to: sports events, school dances, band programs, school trips, school club functions, and other school social events which are identified in advance by the school (such as pre- and post-prom parties, cast parties, PC/GA Day, etc.). The school accepts its responsibility to support substance-free activities for the student body around these events.

### Bags & Belongings

All book bags, athletic bags, and band instrument cases must have a tag with a student's name and year of graduation clearly marked. Tags will be distributed during the first week of school.

Throughout the academic day, all book bags must be kept in a student's locker. Athletic bags should be stored in a gym locker or secured in a cubby in the basement. Band instruments must be stored in the band room.

When students arrive to school, they should unpack their books and store books, supplies and their bookbags in their assigned book locker. Bookbags are not permitted to be carried throughout the hallways between 8:10am and 2:55pm.

Fire codes prohibit leaving bags on stairs, landings, in stairways, near any door, or in obstruction of hallways. The school recognizes students' rights for privacy of personal belongings. However, it is possible that for security and safety reasons, it may become necessary to search bookbags, gym bags, and lockers.

All bags left in violation of fire codes or in violation of the school's bag policy will be confiscated. Violators will retrieve their bags from the nearest administrative office.

### Dress Code

Penn Charter's dress code is based on the following basic assumptions:

- Students and community members have a responsibility to set an appropriate aesthetic.
- The Quaker testimony of simplicity, as well as gender and socio-economic equality are guideposts for our decisions about dress code.
- The school has the responsibility to set reasonable standards of dress.
- The standards of dress should not attempt to be responsive to current changes in style.
- The dress code should be understandable, enforceable, and consistent.
- There are occasions within the school year that call for different standards, like special dress days (see below).

- Students and faculty are responsible for attending to people, not to bodies and clothes.
- The dress code is informal, but does not include athletic or workout clothes. However, teams may wear Penn Charter game-day jerseys or uniforms in honor of competition.

**Dress Code:**

Required:

- A shirt with fabric on the front, back, and sides (under the arms)
- Pants, skirts, or shorts (non-athletic)
- Shoes

Acceptable:

- Religious headwear
- Jackets and hoodies with hoods down
- Headwraps or headbands that do not cover the face (no bandanas)
- Non-athletic leggings (solid colors and fabric, ankle length, no stripes, patterns or holes)
- Skirts and shorts should be mid-thigh length

**Special Dress:**

On “special dress” days, students are required to dress more formally than usual, including:

- Collared shirts (tucked in), button down shirts, knit shirts, sweaters, blazers, suits
- Dresses, skirts, khaki pants, or dress pants
- Dress shoes (non-athletic footwear)
- Dress or shirt straps at least three fingers of width
- Closed-back shoes

**Prohibited**

- Flip flops or open back shoes
- Ripped jeans, skirts, or ripped shorts
- Leggings with stripes, patterns, holes, thin material, and/or length not reaching ankles
- Athletic clothes or sportswear, including sweatpants, athletic shorts, swimsuits
- Hats, hoods, or sunglasses inside
- Any item that obscures the face or ears including bandanas (except religious observance)
- Visible, conspicuous underwear or bras
- Camisoles (as a shirt or undershirts)
- Shirts that expose midriff
- Sleepwear or pajamas

- Clothing or accessories with hate speech, profanity, camouflage, violent language or images, drugs, alcohol, or any illegal item or activity
- Politically charged clothing, or other items
- Any item deemed inappropriate and/or offensive by faculty

To address students about any dress code violations, faculty should have knowledge of the current dress code, should reference the guideline that the student has violated, and should make every effort to speak to the student privately and without drawing unnecessary attention to the matter. The first time a student is out of dress code, they will receive a warning. The second time a student is out of dress code, they may receive a level one infraction with an appropriate consequence.

### **Concert Dress**

For all Band and Choral concerts, students are required to wear all black. Girls are to wear black pants or slacks with black dress shoes. Prohibited attire includes: black jeans, leggings, spandex pants, flip flops, boots, casual shoes, dresses and skirts. Girls may choose to wear a solid black polo shirt, blouse, or top that meets school dress code criteria (no sheer or lace fabrics). Tops may not be sleeveless or have capped sleeves. Boys are to wear a black button down shirt or polo shirt with black pants, shoes and socks. Boys will also need to tuck in their shirts. All shirts and tops need to be without logos, decoration, or other colors. Not being in appropriate concert dress may result in a lower course grade.

## **Policy on Harassment**

As a school community founded by William Penn on Quaker principles, we are committed to following those principles. Penn wrote, in an account of the rise and progress of the Quakers, “No envying, no bitterness, no strife can have place with us. We shall watch always for good, and not for evil, one over another...” As a school community we seek to affirm his words through respect and support of each member of our Penn Charter community. Any form of harassment is a violation of that affirmation.

William Penn Charter School is committed to maintaining an environment for all members of the school community which is free from all forms of personal harassment. The school does not tolerate harassment of individuals based on race, age, national origin, mental disability, physical disability, religion, gender, sexual orientation, or any other group protected by federal, state or local law. This policy applies to students, teachers, administrators, other school employees, independent contractors, and others working on school property or at school events. The school prohibits harassment in

the school, at work, assignments outside the school, through the use of school-provided systems such as electronic mail, voicemail, and the Internet, at school sponsored functions, or elsewhere. Conduct that has the purpose or effect of interfering with an individual's academic or work performance, or which creates an intimidating, hostile or offensive learning or working environment is prohibited. This commitment is in compliance with federal, state, and local law, and it is based on the principles of the Religious Society of Friends upon which the school is established.

The school's beliefs with regard to harassment include the prohibiting of sexual harassment. Sexual harassment includes unwanted or unwanted sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature when: 1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's academic performance or employment, 2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment. Sexual harassment is any unwanted sexual advance or demand, either verbal or physical, that is reasonably perceived by the recipient as demeaning, intimidating or coercive. Sexual harassment must be understood as an exploitation of a power relationship rather than as an exclusively sexual issue. Sexual harassment includes, but is not limited to, the creation of a hostile or abusive working environment resulting from discrimination on the basis of gender.

The school recognizes that, at times, consensual relationships between coworkers may occur. When such a relationship is between an employee who has supervisory authority, and one who does not, the school's ability to enforce its policy against sexual harassment can be affected. Therefore, if such relationships arise, they will be considered carefully by the school, and appropriate action will be taken. Such action may include a change in the responsibilities of the individuals involved in such relationships or transfer within the school. Any supervisory employee involved in such a relationship is required to report the relationship to the assistant head of school or chief financial officer. Under no circumstances may an employee of the school engage in a sexual relationship with a student.

The school also does not tolerate other forms of harassment, whether verbal, physical, or visual, that is based on a person's protected status, such as race, age, national origin, mental disability, physical disability, religion, gender, sexual orientation, or any other group protected by federal, state or local law; and which has the

effect of interfering unreasonably with another's performance; and/or has the purpose or effect of creating an intimidating, offensive, or hostile environment.

Any individual who believes that he or she has been harassed in violation of this policy has the responsibility to discuss it immediately with the appropriate school personnel. In the case of a student, such personnel could include the student's advisor, the dean of students, a school director or the assistant or head of the school. In the case of an employee, she or he should speak with the chief financial officer, the assistant head of school, or the head of the school. Every effort will be made to keep all such discussions confidential.

It is the school's policy that no person will be subject to retaliation for reporting an incident of harassment, for cooperating in the investigation of alleged harassment, or otherwise opposing harassment. Retaliation is a serious violation of this policy and any concern about retaliation should be reported immediately. The reporting and investigation of allegations of retaliation will follow the same procedures for the investigation of harassment. Any individual found to have retaliated against a person reporting harassment or for participating in an investigation of allegations of such conduct will be appropriately disciplined.

Allegations of harassment or retaliation brought to an administrator's attention will be reported immediately by that administrator to the assistant head or to the head of school. The school will take immediate action to thoroughly investigate any such complaints and take steps to stop harassment and prevent it from occurring. At least two senior administrators will conduct all investigations and hearings concerning harassment cases, and impose sanctions, where appropriate. Sanctions for students may include, but are not limited to, educational components and/or disciplinary action(s) such as detention, suspension, separation, or expulsion from school. Sanctions for employees may include discipline up to and including discharge.

**Anti-Hazing Policy**

**Policy Statement:** The William Penn Charter School (the "School") is dedicated to promoting a safe and healthy campus environment for its students, faculty, staff and visitors. In addition, the School is committed to promoting an environment that fosters respect for the dignity and rights of all its community members. As such, the School will not tolerate hazing activities by any individuals, groups, teams, or recognized student organizations.

**Enforcement:** The School will enforce this policy through

internal disciplinary procedures, the external prosecution of alleged offenders, or both. Individuals who participate in acts of hazing will be held accountable under this policy and the Student Handbook. For further details, see the Middle School or Upper School Handbook.

**Definition of Hazing:** Pennsylvania law (at 18 Pennsylvania Consolidated Statutes, Section 2802) provides as follows:

A person commits the offense of hazing if the person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a minor or student into or with an organization, or for the purpose of continuing or enhancing a minor or student's membership or status in an organization, causes, coerces or forces a minor or student to do any of the following:

- (1) Violate Federal or State criminal law.
- (2) Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the minor or student to a risk of emotional or physical harm.
- (3) Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
- (4) Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
- (5) Endure brutality of a sexual nature.
- (6) Endure any other activity that creates a reasonable likelihood of bodily injury to the minor or student.

In addition, Pennsylvania law (at Section 2803) defines “aggravated hazing” as any violation of section 2802 (as discussed above) that results in serious bodily injury or death to the minor or student and:

- (1) the person acts with reckless indifference to the health and safety of the minor or student; or
- (2) the person causes, coerces or forces the consumption of an alcoholic liquid or drug by the minor or student.

Both hazing and aggravated hazing are subject to criminal penalties, as set forth in Pennsylvania law. However, the term “hazing” does not include reasonable and customary athletic, law enforcement or military training, contests, competitions or events.

For purposes of this Policy, the School's definition of hazing shall incorporate by reference all elements of the Pennsylvania statutory definition of hazing or aggravated hazing, as it is amended from time to time. For purposes of this Policy, any activity as described in this Policy or under applicable law shall be presumed to



be "forced" activity covered by the policy, even if the individual involved is viewed to have consented to participate in such activity.

**Sanctions:** Hazing poses substantial risks to the safety and well-being of individual students and the School community. As such, violations of this policy will result in possible disciplinary action which may include, but not be limited to, any or all of the following: suspension or expulsion from the School, loss of School recognition and privileges, referral to law enforcement, participation in educational programs, and other educational or remedial action appropriate to the circumstances. Sanctions imposed under this policy do not diminish or replace the penalties available under generally applicable federal, state, and local laws.

**Reporting:** To make a report of hazing, or to determine whether a proposed activity constitutes or will constitute hazing, contact the Director of the Upper or Middle School (as applicable) (unless you feel uncomfortable doing so, in which case, contact the Assistant Head of School).

**Reservation of Rights:** The School reserves the right to update and amend this policy at any time.

Identification  
cards

Early in the school year every student in grades 6-12 is issued an identification card with their photograph from registration day. These cards may be used to charge lunches (if arrangements have been made through the business office), to check books out of the Gummere Library, and for access to school buildings. Returning students should use their previous year's ID card in September until the new card is available.

If a card is lost or misplaced, a student should report the missing card to the division office or school store right away, so it may be deactivated. Students should make every effort to look for the card before ordering a replacement, and use last year's card as a backup for the barcode. **New cards must be ordered only through the school store. A replacement fee must be paid before a new card will be ordered.**

Inclement  
Weather  
Policy

*Cancellation of Student Activities:*

If a game, practice or event is canceled due to weather conditions, a notice will be posted on the middle school message board by 1:30 pm. Students are responsible for checking the message board if they are involved in any after-school activities that could be affected by weather.

Parent(s)/guardian(s) may also visit [www.penncharter.com](http://www.penncharter.com), after 1:30 pm, to receive updates related to the status of after-school

games, practices and events or may call 215–844–3460 ext. 175 (for a recorded message on the Middle School hotline). The expectation is that practice will usually occur if a game is cancelled.

*Snow Policy:*

Penn Charter may, due to inclement weather, cancel school or open school two hours late. It is Penn Charter's policy that, once opened, the school will remain open for the entire academic day if possible. School personnel will supervise all children until appropriate transportation home is arranged, either by Penn Charter bus, public school bus, public transportation or private car.

If school is cancelled, opened two hours late, or closed early, parent(s)/guardian(s) will be notified by e-mail and/or text messages. Parents may also visit [www.penncharter.com](http://www.penncharter.com), listen to KYW 1060 AM (Penn Charter's number is 122), or watch ABC, NBC or CBS.

If snow is falling and school is in session, students are not to call home to request that parents pick them up from school. However, if parent(s)/guardian(s) feel it necessary to pick up their child because of weather conditions, they may do so.

If a student must leave school because of weather conditions, the following procedures must be followed:

1. A student will be dismissed to ride home with a parent/guardian or another PC student only if there has been direct contact between the division office and a parent or guardian by:

- a student's parent completing the Permission to Dismiss in Inclement Weather form and filing it in the Middle School office;
- the student's parent calling the division office and talking with the Middle School director or administrative assistant;
- a student's parent/guardian signing the student out at the division office.

2. Students who are driving or riding home with another student or parent/guardian must sign out in the divisional office. Students riding public school or Penn Charter buses do not need to sign out as their attendance is taken when boarding the bus.

3. Students may not drive or take other students away from school unless the latter have verbal or written permission to do so as indicated in no. 1 above.

Due to the volume of incoming and outgoing calls on these days, please be patient as you try to reach the division office. For students who use public school buses, please see the back cover of the *Handbook* for public school districts' snow closing numbers if Penn Charter is open.

**Off-Campus  
Behavior  
Policy  
(non-school  
activity/event)**

Penn Charter believes that upholding standards for off-campus behavior is primarily the responsibility of the students themselves and their parents. However, under certain circumstances, official school action may be necessary to protect the members of our community, maintain the integrity of the institution, and fulfill our mission as a Quaker school.

Therefore, the school reserves the right to take action – which may include warning, educating, taking away privileges, censuring, adding a letter to the in-school file, suspending, separating or expelling – any student of the Penn Charter community whose off-campus behavior at any time or any place does any of the following:

1. Diminishes the safety, physical welfare, or emotional well-being of others;
2. Is repeatedly unacceptable and/or suggests a clear or present danger to others;
3. Damages private or public property, or is illegal;
4. Undermines the integrity of the institution, or is detrimental to other communities, agencies, or endeavors connected to the school.

Penn Charter recognizes that making judgments about off-campus behavior is a complex and challenging task. At all times the school's judgments will be guided by our Quaker values and be motivated by a desire to protect members of the community and uphold the integrity of the institution.

(The drug and alcohol policy and the off-campus behavior policy are constructed from numerous sources, including the work of past drug and alcohol task forces here at Penn Charter and policies and guidelines at schools around the country. A task force comprised of students, faculty, administrators, parents and overseers wrote our policies, which will be periodically reviewed. Date of last review: Spring, 2008.)

**Out of  
Bounds**

Students may not enter:

1. boiler room, maintenance shops and closets;
2. parking lots (except when arriving at or leaving school);
3. locker rooms (except when arriving, when leaving, at the beginning and end of scheduled gym classes and/or athletics);
4. faculty mailroom (except for approved school business), nor may students walk through or be in the faculty room without an adult present;
5. all halls adjacent to classrooms during lunch;
6. the lower school building except for approved school business;
7. Chigwell Close and the front flagstone terraces may not be used for play. Use these areas only as thoroughfares or as places to gather quietly;

8. gymnasiums and classrooms when unsupervised;
9. the Studio Theatre, Meeting room, and adjacent areas when unsupervised;
10. the Balderston Commons without permission;
11. The Middle School basement without permission;
12. Art studios, band room, and adjacent areas when unsupervised.
13. Students may not use the copiers without faculty permission and supervision. Students needing to use the phone may use the phone in the small conference room with permission.
14. Located in the main building, the senior stairs (except during fire drills and other emergencies) and chairs at the top of the stairs are reserved solely for seniors; no other students may use them during the school day (7:30 am — 4:30 pm). Names of violators should be given to the director of the Middle School and the director of the Upper School or to the dean of students, who will assign a Saturday detention; under no circumstances should a senior punish, intimidate or harass another student over this or any other tradition.

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of the Attorney General. Penn Charter participates in the program which includes an anonymous tip system for students and parents. Tips can be submitted by phone at (844) 723-2729, online at [www.safe2saypa.org](http://www.safe2saypa.org), or using the app available in the Apple store or Google Play. After a tip is submitted, the crisis team in the PA Office of the Attorney General reviews the tip. All tips are triaged, categorized, and delivered to the PC Safe2Say Something school team. (director of safety & security, assistant head of school, CFO, MS assistant director, US assistant director) The school team assesses the tip and intervenes as needed. Depending on the category of the tip, local law enforcement may become involved.

Safe to  
Say  
Something

The safety of the members of the Penn Charter School community and the protection of our property are very important to us. Penn Charter security personnel are on duty 24 hours a day, seven days a week. The doors to the Middle School, gymnasiums, and the Kurtz Center for the Performing Arts are locked during the school day. Student ID cards will unlock these doors, as will a numerical code that will be shared with students and parents at the beginning of the school year. The Middle School building also has an intercom, which allows visitors to be granted access by administrative assistants.

Security

Our security personnel direct traffic during the morning drop period, make patrols of the campus with particular emphasis on the parking lots, and assist with all bus activity in the busway near the Timmons House. They also serve as crossing guards to and from the Strawbridge fields on School House Lane for fall and spring sports. Our security personnel carry radios and can be in touch with the receptionist or authorities immediately. In case of emergency after normal school hours security personnel can be reached by calling 215-341-7581.

We ask members of the Penn Charter School community to be part of our security effort by being vigilant and by reporting unusual or suspicious situations or incidents to the receptionist as soon as possible. Do not prop doors or force doors open.

## **Social Media**

Social media is a tool that allows people to connect and communicate in powerful ways; these can be both positive and negative. As a Quaker school, we believe that there is “that of God” in everyone, and we are committed to creating and nurturing a community - both in person and online - where we treat one another with respect, and where each person understands their responsibility to the larger community.

We trust that community members will be guided by these principles in their online conduct, respecting themselves and others. Social media is a wonderful tool for connecting members of the Penn Charter community, both near and far, and we expect each person to be mindful of their responsibility to this larger community.

We expect that students will use their best judgment in their online interactions, allowing their conscience to guide their actions and endeavors, and that they will use best practices in their use of online platforms. We encourage them to use social media as a tool for connecting with others, and as a means to extend and deepen their learning about the world. We welcome them to share and extend Penn Charter’s community where appropriate by connecting with the school through its various social media platforms.

Students need to be aware that they are responsible for the content of their electronic communications and all content posted on all their social media accounts -- regardless of specific reference to Penn Charter and regardless of location from which it is posted (i.e., home or other non-school locations do not render the post

not subject to these rules). You are a representative of the school at all times.

Students' online behavior is also subject to the expectations laid out in the harassment policy on pages 44-46 of the Middle School *Student Handbook*. If students' online behavior violates these expectations, they should expect the school to respond through the Community Guidelines.

We recommend that students follow the best practices outlined below:

- Online engagement with anyone should be selective. Your reputation is important to us and should be important to you. When making connections identify the person you plan to connect with and confirm with certainty who the individual is before sharing connections or posts with them. Remember that anything posted remains accessible virtually indefinitely.
- Use privacy settings but be aware that all things shared on a social network can become public.
- Avoid sharing personal/private information publicly on social media.
- Safeguard your online identity by not sharing passwords and by logging out of social media accounts when you are not using them.
- Where possible, get permission from individuals in a photo before posting to your account(s).
- Read the content of a post in its entirety before re-posting to your account.
- Correct mistakes in posts that are incorrect or inappropriate with a note that you have made corrections.
- Talk through grievances directly instead of using social media to air concerns with others. Do not criticize students, parents, the school or other institutions online.

Students may not connect ("friend", "follow", etc.) with current PC faculty or staff from social media accounts that they use for personal communication, with the exception of faculty and staff children who may be connected to their parents' accounts. Students may not post or repost information damaging to the PC community or to a member of the PC community. Under no circumstances may a student post any sort of obscene, suggestive, pornographic,

or sexually explicit material.

If a student's online conduct and/or electronic communication raises concerns for the school because it is inconsistent with the school's values and ideals, the school will take action to investigate any such concerns, and may determine that a formal response is warranted. Sanctions for students may include, but are not limited to, educational components and/ or disciplinary action(s) such as detention, suspension, separation, or expulsion from school. Sanctions for employees may include discipline up to and including discharge.

Remember that there is that of God in everyone. Be kind. Think before you post.

**Transportation  
Issues**

Limited parking is available for visitors in the lot adjacent to the Middle School (when entering from Coulter Street) and in the lot adjacent to the Kurtz Center (when entering from School House Lane). For special events such as assemblies, plays or conferences, additional parking may be provided in other school lots or on the front fields. Parking directions will be given to you as you enter the campus.

In the morning, parent(s)/guardian(s) may enter the campus to drop off students from Coulter Street or School House Lane. One way drop-off loops in each area facilitate movement through campus. The Coulter Street entrance is more convenient for Middle School students. If you have children in both Middle and Lower Schools, use the School House Lane entrance and the Lower School drop-off circle and let your Middle School student walk to the Middle School building. If you must come into one of the school buildings, park in visitor parking. If you need to drop off your child for a morning detention in the main building, use the School House Lane entrance.

Students should be picked up in the afternoon in the front circle or in the parking lot adjacent to lower school. We discourage picking up students at the field house, especially in the winter months. Students waiting to be picked up may not leave campus (to get ice cream, for example).

Both public and private buses serve Penn Charter students. While specific questions concerning bus transportation should be addressed to the business office, the following rules apply to all students on all buses. The conduct of students to and from school is important to ensure the safety of all persons riding the bus. Maintaining good order on school buses requires the cooperation

of students, parents, teachers and bus drivers.

**The following behaviors will not be tolerated:**

- Violation of safety procedures, such as standing, leaving seats, hanging out of windows, walking in aisles, throwing objects, fighting, smoking, eating, drinking, littering, excessive noise, or use of unacceptable language.
- Students found to be responsible for damage will be required to pay for repairs and will be sanctioned.
- Students who have violated the above rules and regulations will be reported to the school director. Riding privileges may be suspended by the school director or bus company if the violation warrants it; transportation charges will not be refunded for the period of suspension.

*Please remember:*

- When waiting for the bus, be at the stop five minutes ahead of time. Stay a safe distance from the curb. The bus driver has a schedule to keep; if students are not at the bus stop, the driver cannot wait.
- When boarding the bus, go directly to your seat. The bus will not move until all passengers are seated. Regulations do not permit passengers to stand in a moving school bus.
- Students must bring a note from parent(s)/guardian(s) for the appropriate school director anytime they are to get off the bus at a stop other than their own, or any time they plan to ride a bus as a visitor or guest of another student.
- **If a student riding a Penn Charter bus is accompanied by a visiting student, permission must be obtained from the appropriate divisional assistant at least 24 hours in advance.**

As a Friends school committed to the nonviolent tradition of the Society of Friends, Penn Charter has a “zero tolerance” policy with respect to weapons of any sort on its campus or at events sponsored by the School. More specifically, this means for all members of the Penn Charter community (students, parents, faculty members, staff, administration, guests, alumni, volunteers, and contractors):

**Weapons  
Policy**

1. Applicable requirements of federal, state and city law must be met at all times; and

2. In addition, whether or not prohibited by law, no weapon (as defined immediately below) may be brought onto Penn Charter property, in any vehicle on Penn Charter property (whether that vehicle is owned by any member of the Penn Charter community



or owned by a third party) or to any Penn Charter sponsored event or any event at which it would reasonably be assumed that the community member is representing Penn Charter; in addition, the policy will apply to community members on the way to or from school whether or not on school property.

For these purposes, the term “weapon” includes, but is not limited to, any object that can reasonably be considered a dangerous weapon: including but not limited to knives, swords, blades, firearms, pellet guns, BB guns, air guns, explosives, incendiary devices, martial arts devices, look-alike weapons, toy guns, or any other instrument which can be utilized in such a manner so as to threaten, intimidate or produce bodily harm or the fear of harm, or inflict self-injury. A dangerous weapon is further identified to include an actual weapon, whether loaded or unloaded, or whether in working or non-working order. If weapon/prop is to be used in a production, the item must be registered and held by the teacher until the class or production.

Violation of this policy will be viewed as a serious breach of the violator’s obligations to the Penn Charter community, and, accordingly, will be dealt with in a correspondingly serious manner. Consequences of violation of the policy may include, but are not limited to:

- immediate removal of the community member from the school premises;
- police contact and, as appropriate, prosecution;
- school or police confiscation of the weapon;
- parent /guardian notification; and
- expulsion from the school or termination of employment or other relationship with the school.

Because the possession or use of a weapon runs counter to Penn Charter policies that are central to the school’s core values, there will be few, if any, exceptions to the above “no tolerance” policy; however, the Head of School may grant exceptions on a case-by-case basis. It is of course not intended that this policy apply to law enforcement officials on Penn Charter property on official business.

## GENERAL INFORMATION

Located in the main building, the store is open daily from 8:00 am to 3:15 pm. Here students may purchase school supplies, athletic clothing, and gifts. The store is staffed by Community volunteers.

Book  
Store

Attendance is required. Each student will be assigned to a color team, Blue or Yellow. On Color Day, the color teams in each grade compete in relay races, culminating in the senior class' "Final Pull".

Color  
Day

The Middle School hosts up to two dances a year. The fall dance is for 7th and 8th grade students. Middle School dances are held from 7:00 to 9:00 pm. Middle School dances offer the opportunity for students from Penn Charter and other independent schools to meet and socialize. Because the dances are a school event, student behavior and dress need to be consistent with school rules and expectations. Please observe the following:

Dances

Dress may be casual and comfortable but needs to be appropriate. Girls may not expose their shoulders, back, or midriff. Boys may not wear tank shirts and boxer shorts should not be visible above the waistline nor worn as outerwear. Students who arrive improperly dressed will be asked to change clothes and/or provided with a T-shirt to wear for the duration of the dance.

*Dining Room Hours:* Dining Hall Hours: The dining hall is open and serving breakfast each morning from 7:00 am until 10:30 am for those Upper School students who do not have a scheduled class or study hall. The dining hall reopens at 11:25 am. Breakfast or snacks are to be eaten in the small side of the dining hall. As stated above, students are expected to clean up after themselves and not to disturb study hall in the large side of the dining hall.

Dining  
Hall

*Eating Food:* With the exception of the dining hall, there is no carrying of opened food or drink nor consumption of any food or beverage in any school building, including the hallways, without teacher permission. Any student who takes packaged food and/or drinks outdoors is expected to dispose of any trash in the appropriate receptacles. Trays, dishes and utensils may not be taken outside. Eating in unauthorized areas will result in a morning detention.

It is important to be aware of the fire drill instructions for leaving the building posted in each room. **Walk quietly.** If first in line, hold or hook the doors open. If last, close the door. At all times, the law requires quiet and order. Students who talk during fire drills may receive a morning detention.

Fire Drill

**Fire Equipment** Tampering with fire equipment is a serious matter and, under certain conditions, could result in a student's suspension or expulsion from school.

**Gifts for Faculty and Staff** Gifts from Penn Charter families to faculty or staff are neither required nor expected. While we appreciate that students and families may want to honor the effort and caring of teachers and staff, we request that our families do so in line with the Quaker testimony of Simplicity. Gifts to teachers and staff should be homemade and simple: for example, a personal note card, or perhaps baked goods. Donations may also be made in a teacher's or staff member's name to a charity of one's choice, or a donation of a book to one of the school's libraries would be welcome. If families have questions or want other suggestions, please contact the Middle School office.

**Health Services** The school nurse is available during the school day, 8:00 am- 4:00 pm, to provide nursing services and personal health assessments at various grade levels.

#### *Illness or Injury*

School nurses are only permitted to administer emergency first aid and to assess and treat those illnesses that occur during the school day. Parent(s)/guardian(s) are notified by the school nurse if the illness or injury requires medical evaluation. Students are not permitted to excuse themselves from school when ill, but must see the nurse for evaluation.

#### *Elective Medical Procedures*

All elective procedures need to have the approval of the head school nurse and the division director in order to be an excused absence. Parent(s)/guardian(s) must contact the head school nurse (x142) and the division director of any elective procedures.

#### *Medication in School*

If a child has any condition which requires a specific medication to be given in school, a written order from the physician or parent/guardian along with the properly labeled medication (name, medication, dosage and time to be given) is required. Students must submit written documentation to the health office for notification and approval of self-administered medications while on campus. Only the following self-administered medications will be permitted: asthmatic meter dose inhalers, insulin for diabetic students, and emergency anaphylactic medications (epi-pens).

The following medications will be dispensed by the school nurse if a signed emergency card is on file in the health office:

Tylenol	Chlorseptic Spray	Cepacol Lozenges
Ibuprofen	Tums	Children's Tylenol
Halls Lozenges		Children's Motrin

### *Communicable Disease*

Parent(s)/guardian(s) are required to immediately notify the school upon diagnosis of a communicable disease, such as chicken pox, impetigo, conjunctivitis, strep throat, or pediculosis.

Parent(s)/guardian(s) are responsible for checking their children weekly and notifying the school nurse immediately if head lice is found. Nits (lice eggs) must be removed before students can return to school to prevent reinfestation and spread to other students.

### *Health Forms*

Penn Charter requires a complete medical examination by your family physician for grades 6 - 12 and all new students to the school. Health forms for all students must be on file with the school nurse prior to the start of school. Students participating in fall sports must return the forms before practice begins.

The following school policy shall apply to all students in grades 6 - 12: **Students will not be allowed to attend classes or participate in any school or athletic activity until all medical, health and emergency forms are on file in the health office.**

The John F. Gummere Library plays a central role in the life of the school. Just as Meeting for Worship brings us together to foster the life of the spirit, the library is a gathering place for intellectual growth. As a community we must respect the people and the materials in the library. Students come to the library to do research, study, meet with teachers, use computers for coursework, or work quietly in groups. Classes often come to the library for library instruction and to use the library's print and electronic resources. It is important, with so many activities occurring in the library, that all people in the library speak and work quietly at all times, even when participating in a class. Students must place their book bags in the library area cubbyholes and remember that the library is a place for quiet study. The library is open Mondays through Thursdays from 7:30 am to 5:00 pm, and on Fridays from 7:30 am to 4:00 pm, barring special circumstances.

Library

Students assigned to a study hall may sign a roster and come to the library for quiet study, but they must stay in the library for the entire period. In other words, students who come to the library from study hall may not leave the library to see another teacher, to go to the technology center, or to return to study hall. Failure to comply may result in a morning detention.

**Lost and Found** Lost items (clothing, books, sports equipment, etc.) collected in the Middle School building are stored in the Middle School office. Lost items collected in the main building are stored in the hallway outside of the school store. Items of value, such as wallets, keys, calculators, eyewear or musical instruments, are turned in to the receptionist in the main lobby or to the Middle School office. Notices regarding valuable items will be posted in the *Daily Bulletin*. When items are lost, it is imperative that students check the lost and found promptly, taking only what belongs to them. Over time as items accumulate, the lost and found is cleaned out and items are donated to local charities.

**Penn Charter Parent Community** The PC Community is similar to parent-teacher groups in other schools. Our parents, the school's Overseers, faculty and staff are members. The objectives and by-laws are set forth in the *Directory* published by the Community in the fall.

**Publications** Almost all of our school communication is done via the web and email. Please inform the Middle School receptionist if you would like to have paper copies.

This *Handbook* is primarily concerned with general information and regulations applicable to the daily school program. Additional sources of information for students, parents and faculty are:

- *Daily Bulletin* – Each morning announcements are read after attendance is taken in the first block class beginning at 8:10 am; it is also posted daily on the school's website. The Bulletin includes information about meetings, special schedule arrangements, changes in class meetings, as well as special events for the day and in the days to come. Athletic contests and team dismissal times, club meetings, and other necessary gatherings are made public. Students must pay attention to these announcements and are responsible for all relevant obligations;

- *Community Directory* – published by the PC Community; contains calendar, faculty list, faculty voice mail extensions and e-mail addresses, and current student enrollment with addresses and telephone numbers, plus Community committee members and by-laws;

- *Admissions Viewbook*– general information concerning school philosophy, history, facilities, program, cost and admissions process;

- *Penn Charter*– The magazine of the William Penn Charter School, published twice a year; contains information about the broader school community, e.g. students, faculty, parents and alumni;
- *Middle School Newsletter* – a newsletter published five times per year with current or updated information, reminders of key dates and curriculum reports;
- *Class Record* – the school’s yearbook.

When a family hosts a party of any kind for their child, please remember that if you invite more than half of the entire grade, Penn Charter asks that you invite the entire grade. This guideline is to prevent situations of exclusion where only a few children in a grade are not invited to a social event. Of course, families are encouraged to have smaller parties in which fewer classmates are invited, too.

Student Parties

Students who remain on campus after school but do not participate in a school activity must sign into our supervised after school program, called sanctuary, at 3:10 pm. Middle School students are not permitted to play unsupervised sports, to wander the campus, or to hang out in other campus locations, such as the field house or old gym. Students who participate in a sport or other after-school activity must sign into sanctuary immediately at the end of their activity (usually by 4:30 pm). Sanctuary usually meets in the Balderston Commons of the Middle School and runs until 5:30 pm. Students still on campus at 5:30 pm must go to the Upper School lobby to wait for their rides. While in sanctuary, students may have a snack, work on homework, and may earn the privilege to sign out to attend a school event like a sports game. At no time during the school day – before, during or after sanctuary time – should students ever leave campus without their parent/guardian or a designated adult with them. Students who fail to attend or follow regular school expectations, as well as the rules of sanctuary, may receive disciplinary action.

Sanctuary and After School Time

Snowball making or throwing is not permitted on school property. This applies as well in the community near the school to the extent that it endangers cars, buses, property, or persons.

Snowballs

## Prepare, Engage, Relate: Norms for minding relationships with technology & each other

We use technology as a powerful tool for inquiry, research, collaboration, and presentation to provide all students with authentic and powerful learning experiences. Without the right care, however, technology can also be used to draw us away from schoolwork and each other. To help us maximize the benefits and minimize the drawbacks, we have developed the following set of norms --patterns of behavior regarded as typical in classrooms-- for laptop use.

### **Prepare for laptop use in your classes.**

- Install the software and printer connections you need before they are needed for class. Students may load appropriate software on school-loaned laptops.
- Come to school with your computer fully charged and with the charging cable for use during the school day to recharge as needed.
- Make reasonable efforts to keep your laptop safe from theft or damage (especially from liquids) and store your laptop in a locked locker and not in unattended spaces when not on your person so you'll have it to use in class.
- Place your laptop squarely on desks to use them. Don't stretch cords across spaces where people move to keep your computer and others safe from harm.
- Ask for technical support when you are having trouble with your laptop.
- Save files in more than one place. Google Drive is a good place for one copy of your files since you can get to it from any networked computer.
- Follow teacher direction on the format and delivery method for assignments. Your teacher may want you to email Word documents to them, share documents via Google Docs, print out documents, submit them to an online class system like Haiku, or use some other method.

### **Engage in your learning.**

- Work only on class work on your laptop when you are in class. Laptop use in class is restricted to class work assigned by your teachers. Other non-assigned use, including online shopping and playing games, takes your focus away from class.

- Attend to direction from teachers for acceptable laptop use at school and from parents/ guardians at home. Don't assume that it is okay to have your laptop open to be engaged in class. There will be times when it should be closed.
- Show what you are doing on your computer when asked by teachers or parents/ guardians.
- Follow teacher direction on the format and content of the notes you take on your computer for class. Trying to type everything said in class can keep you from thinking about the ideas being presented.

**Relate to others in the community.**

- Start with in-person, face-to-face communication with your teachers and classmates during the school day instead of electronic communication.
- Look away from your screen and make eye contact when talking to the people around you.
- Resist diverting attention to look at an incoming text, email, or answer your cell phone when communicating with others in the room.

## 1:1 Laptop Program Details and Norms for Use

### **Fee and Billing Timing**

Parents opting for the school laptop loan program pay an annual fee of \$225 for use of a MacBook Air charged on the November 1st book bill.

### **Receiving and Returning Laptops**

Students with completed agreement forms will receive their school MacBook Air during registration week. Each school-loaned computer will be labeled with a Penn Charter inventory number linked to the student to whom it is loaned. School-loaned laptops are to be returned to school before summer vacation after their last final exam. Students may or may not get back the same computer if they continue with the loaner program in future school years. Students will be given instruction on how to backup their files and applications to help with switching computers. A fee may be charged for school-loaned computers that were defaced and/or need cleaning at the end of the school year.

### **Lost or Stolen Laptops**

Families participating in the school loan program will be



responsible for paying a replacement fee (Fair Market Value replacement fee minus \$225 loaner fee previously paid) for a school-loaned laptop that is lost or stolen.

### **Laptop Cleaning Fee**

Students are not to write on or apply anything directly to school-loaned computers. Families will be charged a \$40 fee for laptops returned requiring cleaning to re-issue.

### **Tech Support**

First-level support (assistance with school software installs; connecting to school network; using school online accounts; simple, as in 20 minutes or less, troubleshooting) will be provided by the PC Technology Department for both school-loaned and family-purchased laptops.

Second-level support (hardware repair; laptop re-imaging; more in-depth, as in more than 20 minutes, troubleshooting) will require support from the manufacturer/warranty issuer. The PC Technology Department will facilitate second-level support needs for school-loaned laptops only.

### **Repairs**

In-warranty repairs will incur no charge to families. (In-warranty repairs can include bad hard drives, keyboard replacements, and OS reinstallation). Out-of-warranty repairs will incur a \$100 fee. (Out-of-warranty repairs can include liquid spills, cracked screens, and cracked cases).

## **Web Publishing Guidelines for Safe, Legal and Effective Content**

### **Safe**

**Safe** When writing about individual students in Lower and Middle School, use only first names with a last initial. For Upper School students and adults, you may use both first and last names. A stranger should never be able to connect a student's face with a student's name. In group photographs of students, photo captions should list student names alphabetically. In situations where a reader could use a caption or accompanying text to deduce who the students are – for example, with a photo of three boys and a girl – do not

use the photograph. Do not use a photograph of a single student to illustrate a Web page about the student and his or her work. Do not include information for directly contacting students. This would include student email addresses, phone numbers and addresses, as well as links to students' personal Web pages. You may include a suggestion for contacting a faculty member to relay messages to a student. When including a link to an outside Web site, check three levels deep to ensure we are leading students to safe material. It is not necessary to check three levels deep on a Web site with the extensions .edu or .gov.

### **Legal**

Whenever possible, use original material (text, pictures, etc.), material marked as public domain, or links to original material (rather than bringing the material onto your page.) Work considered to be in the public domain includes work for which the creator specifically disclaims copyright, work created by the federal government, and some work that is very old. More about fair use is available at <http://www.copyright.gov/fls/fl102.html> For other material, obtain and post the permission of the original author to use, or use it in a way that complies with the fair use portion of the Copyright Law. In very general terms, use of a work is fair if it involves a relatively small portion of the work, is for educational/ noncommercial purposes, and is unlikely to interfere with the copyright owner's ability to market the original work. Acknowledging the source of the copyrighted material does not substitute for obtaining permission or following the fair use guidelines. The absence of a copyright notice does not indicate that the material is in the public domain. Text, images or other material posted behind a password must still comply with copyright law. The material can only be used if you have obtained and posted the permission of the copyright holder or complied with all stipulations of the fair use doctrine. (Posting copyrighted work behind a password restricts its use to a particular group of people, but that is only one of the stipulations of fair use.)

Legal

### **Effective**

All material published on the Web should support the Effective school's mission. Delete all dead links; the Web is a very dynamic resource and we recommend regularly checking links to external sites to verify that they still work. Update or remove from public view outdated material, for example material for a course no longer offered. Consider deactivating links no longer in use. (If you deac-

Effective

tivate links that you are not currently using, place a disclaimer on your page that indicates: some of these links have been deactivated and will be restored when the course resumes.)

## Policy on Acceptable Use of Technology for Students, Faculty, Staff and Subcontractors

The use of information and communications technologies at the William Penn Charter School (WPCS) whether using the WPCS network or personally owned devices, is a privilege, not a right. Penn Charter regulates access to and use of technology by principles consistent with the Quaker values expressed in the school's philosophy: values that include honesty, the individual's responsibility to the community, and the respectful treatment of every person.

The purpose of this policy is to outline the guidelines and responsibilities of students, faculty, staff, and subcontractors using technology at Penn Charter. The use of technology at school is expected to be for school and academic purposes first. Academic use has the highest priority.

Penn Charter technology users are expected to be responsible and respectful of others and to avoid actions that are dishonest, unkind (such as personal attacks and invasion of privacy), invasive, illegal (such as libel, slander, vandalism, sexual harassment, theft, unauthorized access, copyright and intellectual property), or in other ways inappropriate. In addition, use of technology in negative or derogatory ways may be in violation of other Penn Charter policies and rules of conduct including, but not limited to, the Harassment, Off-Campus Behavior, and/or Alcohol and Other Drug policies found in the *Student Handbook*.

### Permitted Use of Technology

#### **Permitted Use of Technology**

Faculty, staff, Middle and Upper School students may bring their own personal laptops and other technology devices on campus. In-class use of these devices is at the discretion of the classroom teacher. In the Upper School, technology devices may be used by students as long as they are engaged in quiet study (in the library, study hall, computer lab, hallways, or the lounges) and are not dis-

turbing others. Students are responsible for knowing and following individual division guidelines.

Operating system updates and viable virus protection software must be installed on personally-owned laptops and may be spot-checked at the discretion of the Education Technology Department. The Fisher wifi network is for PC owned and managed faculty and staff devices. Students will be restricted to using one device on the Friends wifi network. This one device should be the students' laptop used for school work. Cell phones, wearables and other wifi connecting devices should use the Open network. Students should not use the Fisher wifi network.

Personal information of current and/or former students, administrators, faculty or staff members, or parents must be safeguarded and not revealed over the Internet, in any form for any reason. For specific web publishing guidelines, see the "Web Publishing Guidelines for Safe, Legal and Effective Content" (on page 59) and available online in the *Student Handbooks*.

Network and email passwords may not be shared. Students should not access files other than their own unless given permission by either the teacher or administrator. Great care must be taken when using the network to communicate since every message sent via PCNet represents you and the school.

Personal issues or interpersonal conflicts should not be handled via email or social media. Assume that email is not confidential, since email you send can be sent to others. E-mail communications, especially unsolicited email communications to groups of people, should be academic or school-related. Students MUST receive permission from a faculty member or administrator before sending unsolicited email to a group of more than 20 people.

**Prohibited Actions**

- Slander and Libel: Harmful and false statements will not be tolerated.
- Vandalism: Deliberate attempts to damage or alter the hardware, software, or information residing in the school or on the school network or any other computer system attached through the Internet will violate this policy.

Prohibited  
Actions

Vandalism includes, but is not limited to: attempting to violate the integrity of private accounts, files or programs; the deliberate infecting of the network with a computer “virus;” attempts at “hacking” into any of the computers using any method; or other such actions will not be tolerated.

- Theft/Plagiarism: Users should treat information found electronically the same way they do information found in printed sources. Rules against plagiarism will be enforced. It is the responsibility of each user to comply with the requirements of the owners of the software regarding its acquisition and use. Students, faculty, staff, or sub-contractors may not use any Penn Charter technology resource for the illegal copying, storing, or disseminating of illegally acquired software/intellectual property. Theft includes identity theft whereby a person unscrupulously impersonates another person online.
- Harassment: All forms of harassment in cyberspace, often called cyberbullying, are unacceptable. Cyberbullying includes but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, website postings (including “blogs”), or social media. Community members who feel that they have been the victim of such misuses of technology should not erase the offending material from the system. They should print a copy of the material and report the incident immediately to the appropriate division director, Upper School assistant director, Middle School assistant director, or the director of educational technology. All reports of harassment in cyberspace will be investigated fully and sanctions may include, but are not limited to, the loss of computer privileges, detention, suspension, separation, or expulsion from school.
- Inappropriate Access: Users may not use the PCNet to access inappropriate or “adult” materials found on the Internet. Users not exercising responsibility by accessing such materials will lose all Penn Charter technology access. Students who inadvertently access inappropriate material are responsible for immediately notifying a faculty or

an Educational Technology staff member. In addition, users may not use the Penn Charter network (PCNet) to interact with any social media service. Access to social networking websites required for school-related projects must be requested by the assigning teacher and approved by the Educational Technology Department. Chain Letters and Other “Spreading” Schemes: Chain letters, pyramid schemes, forwarding or replying to “contests,” “fast cash” schemes, mass cross-postings, and uninvited mass mailings are all highly wasteful of network resources and totally forbidden on the Internet and on the Penn Charter network. Users participating in such activities may have their email addresses permanently revoked in accordance with the Internet standards on this matter.

- Access Controls and Firewalls: Attempts to subvert or avoid access controls or firewalls is prohibited. Attempting to access blocked sites by other means is also prohibited. Questions about blocked sites should be directed to the Educational Technology department.

### **School Responsibilities**

A system administrator or school administrator may assume access rights to a user’s private files and electronic devices when required for the maintenance of the school’s technology resources, in emergencies, or in the course of investigating possible policy infractions. As with school-owned computers, Internet and network use is monitored. Lower School students should check the *LS Student Handbook* for policies regarding electronic devices. Users found in violation of these guidelines risk disciplinary action, including having network privileges revoked.

School  
Responsi-  
bilities

*On the next page you will find a sample of the statement of acceptance for the Acceptable Use Policy. This form must be completed with and signed by a parent/guardian before a student may attend classes. Students will not be allowed to attend classes unless the signed statement has been received by the school.*

# Network/Computing Acceptable Use Policy

To the student: Please sign and return this form to your homeroom teacher. The use of technology, including the WPC network (PCNet), is a privilege, not a right. Penn Charter regulates access to and use of technology and the network by principles consistent with the Quaker values expressed in the school's philosophy: values that include honesty, the individual's responsibility to the community, and the respectful treatment of every person. Thus, technology users are expected and required to avoid actions that are dishonest, unkind (such as personal attacks and invasion of privacy), invasive, illegal (such as libel, slander, vandalism, sexual harassment, theft, unauthorized access), or in other ways inappropriate.

I, \_\_\_\_\_ (please print name) in grade \_\_\_\_\_, have read the AUP policy of the William Penn Charter School computer network and the Laptop Policy, dated 2019-2020, and understand and agree to abide by those policies.

\_\_\_\_\_  
(student's signature)

To the parent/guardian: If the student is under 18 years of age, then you must sign below:

I, \_\_\_\_\_ (please print name), have read the AUP policy statement of the William Penn Charter School computer network and the Laptop Policy, dated 2019-2020. I understand that the information and materials available to my child through this system are not under the full control of the William Penn Charter School and agree that access to this resource be made available to the above student.

\_\_\_\_\_  
(parent/guardian signature)

**This form is to be handed in to your homeroom teacher on Registration Day.  
Students will not be permitted to use school computers  
until this form is signed and submitted.**

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## Acknowledgement of the Handbook

I, \_\_\_\_\_ (print your name), have read the Student Handbook, and I understand what is expected of me as a member of the Penn Charter community.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date