



Lehigh Valley Dual Language Charter School

Policies and Procedures Manual

2023-2024

675 E Broad Street
Bethlehem, PA 18018

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CEO/COO

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Principal



Lehigh Valley Dual Language Charter School

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Administration



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Adoption of Administrative Procedures

From time to time, it is necessary to develop written administrative procedures to guide staff members in carrying out a particular responsibility or to provide specific information to guide staff members in implementing Board policy.

The Board may adopt, revise or abolish administrative procedures at any established, advertised monthly public meeting of the Board.

The only exception to this, will be in those cases where time restraints imposed by local, state or federal law, or a decision by the Secretary of Education, necessitates prompt and formal action by the Board.



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Establishing A Position

1. The Principal shall be responsible for recommending new or additional positions and whether these positions are permanent or temporary assignments.
2. Recommendations for new or additional positions will include position description of the duties for which the positions were established, a title that conforms with the appropriate state certification is required, and supporting data and other rationale essential to the recommendations for such a position.
3. The initial salary or salary range for new positions shall be determined by the Board at the time of establishing such positions based upon the recommendation of the Principal and supporting documentation.
4. In the exercise of its authority to establish new or additional positions, the Board shall give primary consideration to the most effective management of the affairs of the school, the number of students enrolled, the special needs of students, the financial resources, and, above all, the educational goals of the school.
5. To maintain an effective school, the Board shall continually evaluate its staff and establish positions essential to the fulfillment of educational goals.



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Hiring Faculty and Staff

Individuals must meet the following requirements to be hired in any capacity at Lehigh Valley Dual Language Charter School:

- Submit an up-to-date resume
- Pass required background checks
- Provide a minimum of two (2) satisfactory and in-depth references
- Provide proof of citizenship, or authorization to work in the United States within 72 hours of commencing employment; (non-compliance will result in termination of employment)
- Complete appropriate state and federal employee withholding allowance certificates
- Complete appropriate state retirement forms

HIRING FULL-TIME FACULTY AND STAFF

1. It is the responsibility of the CEO/COO to explain specifically to the Board why a position is needed (e.g. increased workload or enrollment, the impending departure of a current staff member, etc.), and how the position relates to the school's current staff structure (e.g. replacing a departing employee, adding a new position due to increased enrollment, etc.).
2. Once the CEO/COO has received Board approval to proceed with a new hire, the position may be advertised. The position must be posted publicly for 7 days. Every effort should be made to reach out to, identify, and recruit candidates that ensure diversity of gender, race, ethnicity, national origin, age and disability.
3. Qualified candidates for instructional positions should always be interviewed by the CEO/COO and/or Principal. Other employees may participate in the interview process as directed by the CEO/COO and/or Principal. Candidates for non-instructional positions may be interviewed by the CEO/COO, Principal or his/her designee.
4. Once a candidate has been selected, a minimum of two (2) reference checks must be completed by the school. An offer of employment letter may be prepared by the CEO/COO that includes a salary within the approved range. Each candidate must also pass the required background checks.
5. The candidate's application, resume, interview notes and forms, reference notes and forms, and a copy of the offer letter should be placed in a file that will become that person's personnel file if hired.

HIRING LONG-TERM TEMPORARY EMPLOYEES



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“Long-term temporary staff” is defined as working more than five (5) and less than twenty (20) school days. To hire someone for a longer period, follow the process for full-time employees, described above.

1. In obtaining Board approval to hire temporary staff, the CEO/COO must estimate the length of employment time needed and the approximate number of hours to be worked per week. Additionally the CEO/COO should include an estimate of the hourly wage for the position and any salary quotations from placement agencies that may be available.
2. All steps outlined under “HIRING OF FULL-TIME FACULTY AND STAFF” must be followed for a temporary employee who will be on the payroll.

HIRING SHORT-TERM TEMPORARY EMPLOYEES

“Short-term temporary employee” is defined as working for five (5) days or less.

1. The CEO/COO/designee may hire a short-term temporary employee through a local placement firm approved by the Board.
2. Any short-term temporary staff not hired through an agency must complete the same paperwork as a long-term temp including a background check.

This process applies to all temporary positions EXCEPT substitute instructional staff.

TEACHER AIDES/SUBSTITUTE TEACHERS

The LVDLCS employs teacher assistants that possess bachelor degrees and therefore they serve as substitutes and are reimbursed \$25.00 for the day they substitute.

The Principal and Assistant Principal should organize a two-day training session for instructional assistants as needed throughout the year. This training should focus on the school’s behavior management techniques, and other unique and important aspects of the school.

The Principal and Assistant Principal should assess all candidates following the training, and determine who should be included in the substitute teacher pool.

If a teacher assistant holds a valid teaching certificate and is called upon to serve as a long-term substitute classroom teacher for six weeks or more they will be paid the starting teacher position salary for the time period serving as long term substitute teacher.

Long Term Substitute Teacher is defined as six weeks or more, assuming full teaching schedule, and assuming all teaching duties including but not limited to lesson planning, assessing, grading, classroom management, and parent communication.

TEACHER RESPONSIBILITY FOR SUBSTITUTE TEACHERS



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1. It is the responsibility of the Principal to arrange for substitute teacher coverage. Upon receiving approval for leave time, the teacher should contact the Principal who will call a substitute from the approved list.
2. In the event a teacher must arrange for a substitute on the same day as the absence (because of illness or an emergency situation), the teacher should call the Principal at 610-419-3120 by 6:00 a.m. with an explanation for the absence. The Principal will arrange for substitute coverage.
3. Teachers should maintain three (3) days of non-direct instruction materials in the event that a substitute teacher without DI training must be called. These materials should include lesson plans, the class roster, seating chart, group lists, schedules, independent projects, etc.

As indicated in the Board Policy regarding lesson plans, a one-day emergency lesson plan must be filed in the school office for use by a substitute teacher.

*Changes approved by LVDLCS Board of Trustees as of October 20, 2020.



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Long-range Facilities Planning

The Board recognizes that sound planning based on accurate information is essential to the effective operation of the Lehigh Valley Dual Language Charter School. In order to ensure that future construction/alterations/remodeling is planned on the basis of need, the Board will prepare a long-range facilities plan and will update that plan as necessary. The plan shall include a thorough description and analysis of local and regional demographic factors which influence general population growth and school enrollments.

In order to appraise the Board of the continuing relevance of the capital construction plan, the CEO/COO shall annually report to the Board:

- A. Monthly enrollment by grades during the school year; and
- B. Annual pupil enrollment registration and comparison of actual enrollment figures to the previously projected figures to detect early any changes in enrollment trends, for the benefit of the Board.

In planning for the enlargement or modification of its facilities, the Board shall consider not only the number of children whose educational needs must be met, but also the physical requirements of the program it deems best suited to meet those needs. The school building and site shall require accommodations to carry out the educational program of the school, including provision for the handicapped, pursuant to law and regulations.

Planning for major rehabilitation and remodeling will be incorporated into the school master plan on a scheduled basis.

Substandard Facilities

All existing school facilities will be evaluated annually for their suitability to current needs. Any facility found to be substandard shall be corrected as quickly as possible.



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Bonding

Prudent trusteeship of the resources of the Lehigh Valley Dual Language Charter School dictates that employees and Trustees responsible for the safekeeping of school funds be bonded. Enumeration and valuations of such bonds shall be determined annually.

The school shall be indemnified against loss of money by bonding of employees including Trustee members holding the following positions:

- Board President
- Board Vice President
- Board Secretary
- Board Treasurer
- CEO/COO

All other employees shall be covered under a blanket bond in the amount of \$250,000.

The Board shall bear the cost of bonding each employee required to be bonded by this policy or by statute.

The custodian of funds for any student organization shall be bonded in the amount of \$250,000 by the Board.



Lehigh Valley Dual Language Charter School

Policy Adoption

In order to provide the public with greater opportunity to assess and react to proposed policies or policy changes, it shall be the policy of the Lehigh Valley Dual Language Charter School Board to formally adopt, revise or abolish policies only after such proposed policies have been given two (2) formal readings at the established, advertised monthly public meeting of the Board.

An interval of four (4) weeks will be required between the first presentation of a policy and the adoption, revision or abolishment of that policy by the Board at a public action meeting.

The only exception to this will be in those cases where time restraints imposed by the local, state or federal law, a court ruling or a decision by the Secretary of Education, necessitates prompt and formal action by the Board.

In the interest of efficient administration, the CEO/COO shall have the power to decide all matters of detail that may arise for which no specific provision is made in the policies adopted by the Board, but no emergency action shall constitute official Board policy. The CEO/COO shall present the matter at the next Board meeting, so the Board may consider policy to deal with that situation in the future.



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Bank Accounts

The Board shall designate one or more banks or bank and trust companies as depository for the safeguarding of school funds by a majority vote of the entire Board.

Each designated depository shall furnish proper collateral for such deposits in the amount designated by the Board and in accordance with law.

Each designated depository shall be advised not to cash checks payable to the school but to deposit said checks in the school accounts.

Each designated depository shall be required to report to the Board monthly on the status of such funds in the manner required by law.



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Investments

All investments made on behalf of the Lehigh Valley Dual Language Charter School by an employee of this school require Board approval in accordance with the following:

The Board shall authorize the CEO/COO to invest such portion of monies as is determined to be available for investment in certificates of deposit issued by a full service bank, savings bank, savings and loan association or other institutions insured by the F.D.I.C., U.S. Treasury bills or notes, other investments permitted by the Public School Code or, upon satisfactory research and upon Board approval, other investments that will provide a favorable return on the school's investment in comparison to the risk. All investments should be made at the most favorable rate after soliciting quotations from at least three (3) institutions and analyzing the risk as compared to the return being achieved. All securities shall be purchased in the name of the Lehigh Valley Dual Language Charter School.

Investments shall be reported to the Board monthly and acceptance of this report will ratify action.

Borrowing, investing and fund depositories shall be authorized by the Board. All accounts and monies shall be handled as authorized by the Board. Accounting systems and procedures shall conform to sound business practices and the State Accounting Manual.

The Board shall authorize a safe deposit box for safekeeping of negotiable securities. Two (2) of the following five (5) persons are required to approve access to the box:

Board President
Board Vice
President Board
Treasurer Board
Secretary CEO/COO

Policy revision approved at the February 25, 2020 Board of Trustees Meeting



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Payment of Claims

It is the purpose of the Board to effect the prompt payment of bills, but at the same time to ensure that due care has been taken in the review of such bills.

Each bill or obligation of this Board must be fully itemized, verified and passed upon by a Board Officer before a check can be drawn for its payment, except that the CEO/COO/designee is permitted to draw payment orders for:

Items the prompt payment of which will accrue to the advantage of the Board;

Progress payments to contractors as specified in a contract approved by the Board; or

Orders to cover approved payrolls and agency account deposits.

It shall be the responsibility of the CEO/COO upon the receipt of an invoice to verify that the purchase invoice is in order, the goods were received in acceptable condition or services were satisfactorily rendered, funds are available to cover payment, the item is one for which the Board budgeted, and the invoice is for the amount contracted.

Should the invoice vary from the purchase order, the CEO/COO shall document on the invoice the reason for such variance.

All claims for payment shall be submitted to the Board in the form of a listing including check number, check date, to whom paid, amount of remittance and account(s) charged.

The bill list shall be placed in the official minutes of the Board.

All checks approved by the Board shall be signed by two of the authorized individuals. Authorized persons are two of the following five individuals: CEO/COO, Board President, Board Vice-President, Board Treasurer, or Board Secretary.



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No check shall be made out to cash.



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Purchasing Procedures

The steps outlined below are to be followed in purchasing and ordering:

PURCHASE ORDER

A PO should be submitted prior to the purchase of any item not covered by petty cash in excess of \$500.00.

1. The Accountant shall establish a PO numbering system using a PO log.
2. Once the PO form has been completed, a hard copy should be printed, proper approval obtained and the document filed in the Open PO File.
3. Upon receipt of goods the items should be reconciled with the packing slip and with the PO. If there are any discrepancies between what was ordered and what was received, the vendor should be contacted immediately (except for back orders).

PURCHASE ORDER RECEIPT RECORD

On the bottom of the PO form is a section marked "Receipt Record." When a shipment is received, you should note on the Receipt Record the line number of the item that arrived, the quantity and date received, and any problems or issues with the item(s). If there are problems with the shipment, the vendor should be contacted immediately for resolution.

As items on a Purchase Order are received, the package slip(s) should be attached to the appropriate PO and forwarded to the CEO/COO for payment. If the PO is still open, i.e. all items have not been shipped in their full quantity, a copy of the PO should remain in the Open PO File.

EMERGENCY PURCHASE ORDERS

This process should be used only for unanticipated, necessary expenses such as building repairs, equipment failure, or a situation involving student safety.

1. The appropriate employee completes the PO, noting in the memo field on the PO "EMERGENCY PO by _____ on _____ DATE."
2. The Principal must sign the PO before forwarding to the vendor.
3. The procedure outlined above for standard Purchase Orders should be followed from this point on.



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TRAVEL GUIDELINES

Travel guidelines and request forms should be completed prior to any travel on behalf of the school. The form provides space for a brief description of the travel plans and the appropriate approval from the Principal.

REIMBURSEMENT

To request reimbursement for travel and other expenses incurred on behalf of the school, the employee should complete the Travel/Expense Reimbursement Form, obtain approval from the CEO/COO (or Board President in the event the employee is the CEO/COO) and submit to the CEO/COO for payment.

*Policy updated at January, 2019 Board of Trustees Meeting



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Purchases Budgeted

The Board of Trustees (Board) directs the Chief Executive Officer (CEO/COO) to establish procedures for the purchase of budgeted goods and services that will make prudent use of school resources and yield the maximum value for the school. The CEO/COO shall authorize all purchases that are within a budget line item and are consistent with the purpose for which the funds were appropriated. No purchase order may be placed until the CEO/COO has determined whether sufficient funds exist in the line item. The CEO/COO will establish a revolving checking account from which he/she will be authorized to spend up to \$500 on any single transaction for the purchase of supplies, materials, instructional aids, educational software, books, transportation and/or tickets for special events. Such a checking account will be established with the signature of the Treasurer and the Board President. The CEO/COO's signature indicates that the expenditure is consistent with the instructional needs of the school and consistent with the guidelines established by the Board. Approval of the expenditure by the CEO/COO indicates that the funds are available in the budget of the school. The CEO/COO is authorized to reimburse the account at appropriate times to reestablish the \$5,000 limit out of the General Account of the charter school with receipts documenting each expenditure.

Expenditures in excess of \$500 up to \$10,000 will only be permitted when sufficient funds remain in the budget and when three quotations from independent vendors have been obtained. Such expenditures are authorized by the Board and will require that a summary of such expenditures, the name of the vendor, the amount of the purchase and the purpose of the purchase be submitted to the Board at each monthly meeting for ratification. Expenditures in excess of \$10,000 will require prior approval of the Board and a minimum of three bids to ensure competition and advertising where appropriate. The Board will develop additional procedures as the need arises.

All quotations received must be placed in writing by an employee and will be attached to and retained with a copy of the resulting purchase order or contract. The purchase or contract shall be awarded on the basis of the lowest responsible quotation received, which quotation is most advantageous to the Board, price and other factors considered; provided, however, that if the contracting agent deems it impractical to solicit competitive quotations in the case of extraordinary unspecifiable service, or, in the case of such or any other purchase, contract or agreement awarded hereunder, having sought such quotations determines that it should not be awarded on the basis of the lowest quotation received, the contracting agent shall file a statement of explanation of the reason or reasons therefore, which shall be placed on file with said purchase, contract or agreement.



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When a purchase order is placed or a contract entered, The CEO/COO shall commit the expenditure against a specific budget line item or project category in order to guard against the creation of liabilities in excess of appropriations.

The Board shall refrain from doing business with any vendor who does not adhere to the principles of nondiscriminatory employment practices.



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Purchases Not Budgeted

The laws of the state and the interests of the community demand fiscal responsibility by the Board in the operation of the school. The Board directs the CEO/COO to implement such fiscal controls as will ensure that monies are not dispersed in amounts in excess of the funds provided to this school and that expenditures do not exceed the amount budgeted for each line item account subject to transfers as stated below.

A line item account is defined as the lowest (most specific) level of detail in the appropriation or expenditure classification.

TRANSFER OF FUNDS

When funds allocated to or remaining in a line item account are insufficient for a proposed expenditure, the CEO/COO or authorized designee shall request Board approval for the transfer of sufficient funds to meet the expenditure.

EMERGENCY PURCHASES

In the event of emergency, a purchase order may be authorized by the CEO/COO. An emergency occurs only when the time required for the Board to convene and take action would endanger life, cause the destruction of property, or seriously disrupt the educational program; it is not intended by this policy that emergencies shall be permitted to occur as the result of inadequate planning or delay. Any such emergency authorization shall be reported to the Board at its next meeting.



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Petty Cash

Petty cash may be used for designated purposes so long as such funds are subject to adequate controls and safeguards. The petty cash account is intended primarily for use in emergency situations. Petty cash may also be used to acquire office supplies or other necessary items that were previously unaccounted for and are needed immediately, i.e. before a Purchase Order and Check Request can be processed.

The Board authorizes the establishment of petty cash funds in the care of the Principal or administrator charged with the responsibility for the management and administration of budgetary allocations/appropriations.

Each responsible person shall ensure that petty cash funds are spent only for designated purposes for which the fund was established, each request for funds is made in writing with any confirming papers attached and is signed by the requestor, funds are not used to circumvent the regular purchasing procedure, and the petty cash box is secured daily.

If the request for petty cash is approved, the Principal /designee should note the transaction in the Petty Cash Log. Any change from the purchase should be returned along with a receipt; the receipt should be attached to the appropriate page in the log book.

The petty cash amount shall be established to permit reimbursement for expenditures of this nature. At the end of each month the Accountant shall reimburse the petty cash account so that the starting balance for each month is \$300.00.

PROHIBITED PURCHASES

No item should be handled as a petty cash item that can be readily secured through normal procurement channels. An item that would not ordinarily be purchased through the operating account as an acceptable item for the school is also prohibited from being purchased with petty cash funds. The fund custodian and the CEO/COO must carefully monitor purchases with petty cash funds since these purchases bypass the normal purchasing policy and procedures.

The following items will **not be reimbursed** from petty cash:

(Note: *List is not all-inclusive*)

- Single purchases in excess of \$100.00
- Equipment of any kind
- Payment to an individual for services rendered
- Software
- Gasoline
- Honorariums
- Alcoholic beverages
- No IOUs for cashing personal checks
- Items purchased more than 30 days prior to request for reimbursement
- Custodians should not use *personal* funds in-lieu of petty cash.



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Violation of this policy may result in the cancellation of the petty cash fund.



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Credit Card Policies and Procedures

Objectives

1. To allow school personnel access to efficient and alternative means of payment for approved expenses, especially expenses related to business travel and office supplies.
2. To improve managerial reporting related to credit card purchases.
3. To improve efficiency and reduce costs of payables processing.

Policies

1. All school credit card purchases will be issued to the CEO/COO and Principal, only with approval of the Board of Directors.
2. Credit card will only be used for business purposes. Personal purchases of any type are not allowed.
3. The following purchases are not allowed:
 - Alcoholic beverages/tobacco products
 - Capital equipment and upgrades over \$5,000
 - Construction, renovations / installations
 - Controlled substances
 - Items or services on term contracts
 - Maintenance agreements
 - Personal items or loans
 - Purchases involving trade-in of school property
 - Rentals
 - Telephones, related equipment, or services
 - Any other items deemed inconsistent with the policies of the school
4. Cash advances on credit cards are *not* permitted.
5. CEO/COO will be required to sign an agreement, indicating acceptance of these terms. Individuals who do not adhere to these policies and procedures risk revocation of their credit card privileges and/or disciplinary action.



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Procedures

1. Credit card may be requested by written request (Credit Card Request Form) to the CEO/COO.
2. Detailed receipts must be retained and attached to the credit card statements. In the case of meals and entertainment, each receipt must include the names of all persons involved in the purchase, and a brief description of the business purpose of the purchase, in accordance with Internal Revenue Service regulations.
3. Monthly statements, with attached detailed receipts, must be submitted to the Business Manager within ten days of receipt of the statement to enable timely payment of amounts due.
4. All monthly statements submitted for payment must include the initials of the user, the signature of the CEO/COO approving the expenditure and the date of approval. Each statement must have the approval of the CEO/COO in addition to the approval of the user, unless the cardholder is the CEO/COO.
5. All monthly statements submitted for payment must have the appropriate account number(s) and the associated amounts clearly written on the statement. Multiple purchases charged to the same account number must be subtotaled.

Every effort is to be used to ensure that purchases do not include sales tax. Tax-exempt certificates are available through the Business Manager. Tangible personal property is property that can be touched and retained in one's possession (excludes food, entertainment, and other consumables.) Services are works or activities performed by another for a fee (includes normal services such as personal services performed by professionals and/or non-professionals, but excludes lodging.) Sales tax may be paid for minimal expenditures from one-time vendors who refuse the exemption, but sales taxes should not be paid (select another vendor) where the purchases are for more substantial expenditures or are repetitively incurred.



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School/Business/University Partnerships and Receipt of Gifts

Partnerships

The LVDLCS Board of Trustees seeks to establish partnerships with local businesses, industries, universities, other organizations, or individuals who are qualified because of training, expertise, or interest as a means of assisting the School to achieve its educational goals and objectives. We recognize that there are many talented and civic-minded individuals dedicated to education. We believe that much can be gained by the School as well as the community through these cooperative endeavors. It is also our belief that school/business/university partnerships will impact the lives of students by shaping better-informed consumers and by transferring skills and knowledge that may allow them to become effective employees in the future.

The Board of Trustees encourages businesses, industries and civic organizations that have interest in LVDLCS to participate in School/Business Partnerships. The School/Business Partnership is a formal cooperative effort between LVDLCS and a specific business, industry or organization which is designed to enhance, improve or support an educational program. The Board will formally recognize the School/Business Partnership participants at a public meeting.

Gifts

Gifts or grants in the form of funds, equipment, human resources, use of facilities or supplies and other materials which may serve to enhance and extend the work of the School may be accepted. It shall be understood that the final determination of the acceptability of any gift or grant shall be made by the School.

Contributions of equipment or services that may involve costs for installation or maintenance or initial or continuing financial commitments for School funds shall be presented by the Principal for Board consideration and approval. Such gifts may be accepted even though they may bear the name of a commercial business firm which provided the gift. Equipment contributed to the School becomes the property of the School and is subject to the same controls and regulations that govern the use of other School-owned property.

The safety of students and employees shall be of primary concern in determining the appropriateness of any piece of equipment offered to the School or when individuals or organizations offer their physical facilities or services for use by the School.



Lehigh Valley Dual Language Charter School

School/Parent Organizations

The Board believes that the involvement of parents, in a collaborative effort with the staff of the Lehigh Valley Dual Language Charter School, will lead to enhanced school life for all students. The Board encourages this kind of involvement from recognized parent organizations and welcomes their support in the following areas:

- Fund raising
- Recruitment of parent volunteers to assist staff and students
- Planning special programs and events around the school
- Providing workshops, which are designed to enhance the ability of parents, who in turn, will share their time and expertise with the school
- Organizing community outreach programs for students

The Principal will be the contact person for the school in working with all such parent groups.



Lehigh Valley Dual Language Charter School

Public Participation in Board Meetings

In order to permit fair and orderly expression of public comment, the Board will provide a period for public comment at business meetings of the Board.

The presiding officer at each advertised action meeting of the Board shall conduct a period of public comment in accordance with the following guidelines:

1. Public participation shall be permitted only as indicated on the order of business in the Procedures of this Board.
2. Participants must be recognized by the presiding officer and must preface their comments by an announcement of their name, address, and group affiliation, if appropriate.
3. All statements shall be directed to the presiding officer; no participant may address or question Board members individually.
4. The presiding officer may interrupt or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant; request any individual to leave the meeting when the person does not observe reasonable decorum; request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting; call a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
5. Electronic recording devices and cameras other than those used as official recording devices will not be permitted at meetings under the rules provided by the Board.
6. No placards or banners will be permitted within the meeting room or on school grounds without prior approval from the CEO/COO or Principal.

Prior to any period of public comment, the Board may limit the time for each individual speaker.



Lehigh Valley Dual Language Charter School

Public Relations

Clear, effective communication is important to advance the goals of the Lehigh Valley Dual Language Charter School. The CEO/COO and Principal should cultivate an environment where parents are made to feel welcome and valued at all times. Faculty and staff should communicate frequently with parents/guardians via e-mail, notes, phone calls, and other appropriate means including formal parent/teacher conferences to facilitate open communication between parents and teachers regarding students' progress and a monthly school newsletter which may be used as a key tool in highlighting students' success, advertising upcoming events, alerting parents/guardians to changes in policies and procedures, and generally involving parents/guardians in the life of the school. Parental visits to the classroom should be encouraged.

The Board shall provide parents/guardians and other community members opportunities for information and orientation regarding the school and will use appropriate means to achieve the following objectives:

1. To explain the programs, achievements and needs of the school to parents/guardians, community members, local and state officials, community leaders in business and industry, and special interest groups;
2. To determine what parents/guardians and other community members expect from the school, and which particular areas of the programs, policies, or operations need further clarification or explanation;
3. To routinely assess, both formally and informally, the reactions and concerns of parents/guardians, and to use this information to improve school programs and operations.
4. To keep parents/guardians informed regarding school events and activities and to provide opportunities for them to actively participate in the life of the school community;
5. To recognize students and their accomplishments, to listen to their concerns, to provide them with reasons for policies and practices which relate to them, to impress upon them that their attitudes and actions will affect community opinion and support of the Lehigh Valley Dual Language Charter School; and
6. To recognize staff and their accomplishments and to keep them fully informed of school policies and procedures, school-wide activities, their own responsibilities, and their rights within the school policy and under the law.



Lehigh Valley Dual Language Charter School

Public Records – Right to Know Policy

Purpose

The Board recognizes the importance of public records as the record of the school's actions and the repository of information about this school. The public has the right under law to inspect and to procure copies of public records, with certain exceptions, subject to Board policy. The Board also recognizes its obligation to maintain the confidentiality of student records and personnel records.

Definition

The **public records** of this school shall mean any account, voucher or contract dealing with the receipt or disbursement of funds; acquisition, use or disposal of services, supplies, materials, equipment or other property; or any minutes, orders or decisions fixing the personal or property rights, privileges, immunities, duties or obligations of any person or group.

Public records shall **not** include the following:

1. Any report, communication or other paper whose publication would disclose the institution, progress or result of an investigation undertaken in the performance of official duties.
2. Any record, document, material, exhibit, pleading, report, memorandum, or other paper to which access or publication is prohibited, restricted or forbidden by law, regulation, court order or decree of court; would operate to the prejudice or impairment of a person's reputation or personal security; or would result in the loss of federal funds, except the record of a conviction for any criminal act.
3. Education records concerning individual students, in accordance with federal and state laws.
4. Personnel files, in compliance with applicable laws.

Authority

The Board shall make the school's public records available for inspection and duplication to any state resident, in accordance with Board policy and school procedures, with the exception of records exempted by law.

The Board exempts from public inspection any material whose disclosure would constitute an invasion of privacy, unless the individual concerned, or the parent/ guardian of a minor student, consents in writing to public disclosure of the materials.



Lehigh Valley Dual Language Charter School

Guidelines

The public may inspect and procure copies of the public records of the school during the regular business hours of the school offices.

A public record shall be provided to the requester in the medium requested if it exists in that form; otherwise, it shall be provided in its existing medium.

The school is not required to create a public record that does not exist nor to compile, maintain, format or organize a public record in a manner different from that currently maintained by the school. If a public record is maintained only in an electronic format, the school shall duplicate the record on paper, upon request.

Information shall be made available to individuals with disabilities in an appropriate format, upon request and with sufficient advance notice.

No public record shall be removed from the control or supervision of the designated official.

Request for Access

A request for access to a public record shall be submitted to the office of the Board Secretary.

Requests may be submitted verbally, in writing, in person, by mail, by facsimile, or by e-mail.

Each request must include the following information:

1. Identification of the requested record, in sufficient detail.
2. Medium in which the record is requested.
3. Name and address of the person to receive the school's response.

Response to Request

The CEO/COO or designee shall review the request and respond promptly, within five (5) business days of receiving the request.

If the school fails to respond to a request within five (5) business days, the request for access shall be deemed denied.



Lehigh Valley Dual Language Charter School

If the school determines that the request will be granted, a response shall be sent within five (5) business days. The response shall include the regular business hours of the school office, the medium in which the record is provided, and the assessed fees.

If the school determines that more than five (5) business days are required to respond to the request, in accordance with the exceptions stated in law, notice shall be sent indicating that the request is being reviewed, the reason for the review, and a date when the response will be provided.

Denial of Request

If the school denies a request for access to a public record, a response shall be sent within five (5) business days of receiving the request. The response denying the request shall include the following:

1. Description of the record requested.
2. Specific reasons for denial, including a citation of supporting authority.
3. Name, title, business address and telephone number, and signature of the employee who denied the request.
4. Date of the response.
5. Procedure to appeal denial of access

The school shall not deny access to a public record based on the intended use by the requester.

Appeal of Denial

If a request for access to a public record is denied or deemed denied, the requester may file a written exception within fifteen (15) business days of the mailing date of the response or a deemed denial.

Upon receipt of the exception, the CEO/COO or designee shall make a final determination of the request within thirty (30) days of the mailing date. If denied, a written explanation shall be provided.

The final determination shall be the final order of the school school.

The requester may appeal the school's final order, in accordance with the provisions of law.

Fees

Duplicates of public records shall be provided by the school upon payment of applicable fees.



Lehigh Valley Dual Language Charter School

A list of fees that may apply shall be provided to each requester.

The school shall not assess any fees for staff time or resources used to evaluate a request for access to public records.

The school may require prepayment of estimated fees when the fees required to fulfill the request are expected to exceed \$100.

Delegation of Responsibility

The CEO/COO or designee shall implement the Board policy governing access to public records.

The CEO/COO or designee shall develop procedures to implement this policy, which include:

1. Preparation of a retention schedule that: conforms to law; requires permanent safeguarding of Board minutes, annual audit reports and permanent student records; and mandates retention of all fiscal records required for audit until the audit has been received and approved.
2. Calculating and communicating reasonable fees applicable to all requests for inspection and duplication of public records.
3. Provisions to guard the confidentiality of records exempted from the availability of public records.
4. Training of appropriate staff regarding public access to public records.

Policy approved at the February 28, 2020 Board of Trustees Meeting



Lehigh Valley Dual Language Charter School

Public Complaints

Any parent, resident or community group shall have the right to present a request, suggestion or complaint concerning school personnel, the program, or the operations of the school. At the same time, the Board has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide a fair and impartial manner for seeking appropriate remedies.

Any misunderstandings between the public and the school shall be resolved by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences that more formal procedures will be employed.

The CEO/COO shall prepare formal procedures for the resolution of public complaints. These procedures shall be included in the Student/Parent Handbook and also made known to residents and community members.



Lehigh Valley Dual Language Charter School

Use of Facilities

By Staff

School equipment and facilities may not be used by School staff for personal reasons, either on or off School property, without explicit authorization or administrative permission.

By Community

LVDLCS shall make full use of its facilities for the education of its student and, where legally and economically possible, for community advancement.

Within the guidelines of this policy, the CEO/COO shall have the authority to grant permission for use of School facilities and to develop regulations and assign responsibilities for such use.

In the event of a situation considered by the CEO/COO to be a serious involvement of School and/or community welfare, the CEO/COO shall have the authority to provide use of School facilities without cost to the participants.

A. Persons, Groups or Organizations Who May Use School Facilities

1. Any non-profit group or organization may use available School facilities, provided that the group or organization does not illegally restrict its membership, attendance, or leadership by reason of race, color, religion, creed, ancestry, age, sex, sexual orientation, physical handicap or national origin.
 - A. Non-profit organization shall mean any community, civic, cultural, charitable, athletic, educational, parent, youth, service or school organization, or any governing authority, corporate or politic, or any governmental body or any alumni association, which desires to use School facilities for social, recreational or other purposes.
 - B. Non-profit shall be defined as 1) the sponsor is not charging for participation in the activity or 2) any profit is donated to LVDLCS
 - c. Persons and non-profit groups or organizations are permitted to use School facilities for fund raising activities. Fund raising activities shall mean sales of goods or services, campaigns, events or performances conducted to request money, property or other thing of any kind or value which will



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benefit in whole or in part a particular group of persons, group or organization. Persons and non-profit groups or organization may retain any profits resulting from the use of school facilities for fund raising activities.

- d. Persons, groups or organizations which donate some or all of their profits resulting from fund raising activities to the School will be given first preference for approval for use of a particular school facility.
2. Non-school related applicants shall be required to make payment in advance of all charges.
3. Charges (set forth in section F1) shall be waived for the following:
 - a. Home and School Council or its affiliated associations.
 - b. A meeting by the officially recognized alumni or alumnae organization.
 - c. Fund raising activities approved by the School if the profits are assigned to the School.
 - d. Non-public school sponsored activities charging admission if the profits are returned to LVDLCS.
 - e. Scouting organizations provided that an evening meeting is held when the School is open for another activity. If any other arrangement is made with the CEO/COO, the scouts will be charged for personnel costs plus utilities.
 - f. In the event of an extreme emergency in the community as declared by the Mayor or Governor, the School shall be made available as emergency shelter.
4. Non-public school sponsored activities charging admission and/or operating concessions may use facilities only if all the profits are returned to LVDLCS. Profits shall mean any monies from the admission or concessions proceeds after expenses are paid. Verification of the profits earned shall be submitted to the School on forms, and in content, satisfactory to the School.

B. Persons, Groups or Organizations Who May Not Use School Facilities

1. No person, group or organizations shall be permitted to use a School facility (including School buildings, offices, athletic fields, schoolyard, etc.) If participation or attendance restricted on the basis of race, color, religion, creed, ancestry, age, sex, sexual orientation, physical handicap or natural origin. (Not distinctions in participation based upon legitimate health, safety or welfare



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concerns so long as separate but equivalent programs or events are available for all who wish to participate.)

Each group or organizations shall submit with its application, a copy of its charter or by-laws, if any, or any other document evidencing the non-discriminatory nature of the group or organization shall sign a statement of non-discrimination in regard to membership or leadership in the group or organization and/or participation or attendance at the program or event.

2. No person, group or organization not officially recognized by the CEO/COO as having a direct connection with LVDLCS shall be permitted to use School facilities for profit-making purposes.

Profit-making purpose shall mean engaging in activities for the purpose of raising funds for the benefit of a specific group or organization, rather than for the benefit of the School, regardless of whether LVDLCS children are otherwise part of the general membership of the specific group or organization.

3. Use of school facilities for any illegal activity, including but not limited to gambling, and for any activity at which alcoholic beverages will be served is prohibited, as is the use of tobacco or illicit drugs.
4. Activities involving the use of equipment or material which may be unsafe or may pose a danger to the use or the premises shall not be permitted in School buildings or School grounds.
5. Commission of, or failure to control or prevent, acts of vandalism, disorderly conduct, violation of local ordinances, or violations of fire, liquor or criminal laws of the United States of the Commonwealth of Pennsylvania shall disqualify a person, group or organization from future use of a School facility.
6. Parking will be permitted on School property only in conjunction with a program for which approval has been granted.
7. Activities without appropriate supervision or security as determined by the CEO/COO shall not be permitted in School buildings or on School grounds.
8. Applicants who do not adhere to the pre-approved time schedules shall not be permitted to use school facilities.



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C. Permission and Notice

No School facility (including School building, offices, athletic fields, schoolyard, etc.) shall be used for any activity which is not part of the School program without prior approval of the CEO/COO. Prior approval, in writing, must be obtained whether the activity is to take place either during school hours or before or after school hours, or non-school days.

D. Procedures

1. Any organization applying for the use of a School facility shall submit a School form (Request to Use School Facilities) to the CEO/COO explaining the purpose from which the use of the facility is being requested.
2. The CEO/COO will:
 - a. Review each request with the applicant before submission of the request for final approval for the use of the building.
 - b. Expect that the applicant must accept responsibility for additional costs if the activity involves overtime, creates more than normal cleaning costs, misuses or vandalizes property and/or requires extra services
 - c. Not sign the request if not approving, but forward it to the Board of Trustees with the reasons for not approving.
 - d. Notify the organization of the reasons (s) for the disapproval
 - e. Notify applicant if approved.
 - f. Collect money in advance, when applicable, in advance of use in all cases except for School sponsored activities and immediately deposit with the School District Treasurer.
3. The CEO/COO/designee will:
 - a. Insure that the building is opened and closed on time.
 - b. Assign additional staff when and if s/he is informed in advance of the need for same.
 - c. Immediately prepare invoices for any amounts owed to the School including additional charges if applicant exceeded the time of usage listed in the original application.
 - d. Submit a list of all monies collected along with all outstanding, uncollectible invoices monthly to the Board of Trustees.



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E. Enforcement

Enforcement of the charges, policy, regulations, and procedures rests with the CEO/COO.

F. Charges

1. There will be charges in all cases where groups or organizations insist on using a facility that is not already open for activities or where the use is beyond the limits of the policy.
 - a. All charges shall consist of the personnel cost plus utilities.
 - b. In instances where more than one community group is using a facility at the same time (if scheduled activity is not combined), each group must share the established costs.
 - c. The CEO/COO has the right to waive charges or other requirements where circumstances warrant such action.

G. Use for Voting Purposes

1. The City of Bethlehem acting through the City Commissioners shall be permitted to use School facilities for voting, but the School shall be reimbursed for the cost of custodial and maintenance services as permitted by law. The School City Commissioners with regard to the placement of the voting booths to minimize disruption to the instructional programs and to ensure that the safety of the children is not jeopardized by the presence of the voting public at the school on election day.
2. The School shall also endeavor to reach an agreement with the City Commissioners for indemnification against damage to premises or the theft of School property which occurs as a result of the use of School facilities for voting.

H. Responsibilities of User of School Facilities

1. The user must inspect the School facilities prior to the commencement of the period of their use and must inform the School in writing of any defects which a visual inspection would reveal. If any defects are found, the School has the right to withdraw its prior authorization to the user to use the School facilities.



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2. The user assumes the care, custody and control of the School facilities during the period of use. The user is responsible for the monitoring and supervision of all its events at the School facilities during the period of use. Upon expiration of the period of use, the user must return the School facilities in as good order, condition and state of repair as they were prior to their use by the user.
3. The School has the right to terminate the use of School facilities by the user due to the user's non-compliance with the requirements of the policy. Abuse, misuse or vandalism of the School facilities by the user will result in the suspension of the user's future privileges to use available School facilities.
4. The user is responsible for any personal injuries or property damages occurring at the School facilities during the period of use. The user must defend, indemnify and hold the School harmless from and against any losses or damages due to the user's non-compliance with the requirements of this policy and any losses, damages, claims and expenses arising out of any personal injuries or property damages caused by the user or which occur during the period of use.
5. The School is not responsible for any losses or damages occurring to the user's property at the school facilities during the period of use. The user must define, indemnify and hold the School harmless from any claims against any losses, damages, claims and expenses arising out of the property belonging to the user or the installation, erection or use of any structures, machinery or equipment belonging to the user which occur during the period of use.

I. Insurance and indemnification Requirements

1. An occurrence policy of Comprehensive Public Liability Insurance in the amount of not less than One Million Dollars(\$1,000,000) combined single limit per occurrence, or in such amount as the School may from time to time require, shall be required for all activities. The policy shall specifically cover any damage to the School's premises and property as well as contractual liability, independent contractor liability, personal injury perils, broad form property damage, completed operations and products liability exposure.
2. Such policy shall (I) be evidenced by a Certificate of Insurance identifying "The LVDLCS" as a NAMED insured, and (II) bear a restrictive endorsement which provides that the policy applies only to the particular premises to be used by applicant and for claims arising out of injuries or damages occurring on the specific dates of the intended use.



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3. Such policy shall be endorsed to state that coverage shall not be suspended, voided, canceled or reduced unless ten (10) days' prior written notice by certified mail has been given to the School.
4. The user shall furnish the School with a satisfactory Certificate of Insurance reflecting the required insurance and cancellation notice endorsement prior to the use of the School facility.
5. The insurance shall be placed with insurers lawfully authorized to do business in Pennsylvania. The user is responsible for informing the School of any exception. Approval must be obtained from the School for the use of foreign insurers.
6. The company or agency which issues the Certificate of Insurance must provide a complete street address where it can be served with notice (no Post Office box addresses will be accepted) and a telephone number. The company or agency must certify that it is an agent of the insurance company issuing the policy and that its statement is subject to the penalties of 18 PA C.S. 4904 relating to unsworn falsification to authorities.
7. The School shall not accept any policy (1) written on a claims made basis or (2) which only names of the School as an additional insured or (3) which is written only on an "excess or umbrella" basis or which carries any deductible or self-insured retention over \$500.00. However, deductibles or self-insured retentions may be declared to and approved by the School, if the deductibles or self-insured procure a bond guaranteeing payment of losses, investigation, claims administration and defense expenses up to the amount of the deductibles or self-insured retentions.
8. The user shall execute an indemnification Agreement in form and content satisfactory to the Board Of Trustees. The School shall provide the required Indemnification Agreement to the user. The user shall submit the Indemnification Agreement to the School prior to the use of the School facility.



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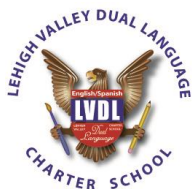
Use of Community (Non-Staff) Resource Person/Guest Speaker

The Board believes that freedom to learn is no less a desirable freedom than freedom of speech, press and assembly. One goal of education is to prepare our students to participate constructively in a democratic, pluralistic society in which many differing opinions are held and different causes are espoused. It is important that the student develop an understanding of ideas and of people who may seem alien to him/her. It is also important for students to develop judgment, a capacity to discern the difference between fact and opinion and to weigh arguments, slogans and appeals. Books, films and other media are valuable for giving the student exposure to many different ideas, but for effective learning it is also useful to invite appropriate persons not on the Lehigh Valley Dual Language Charter School educational staff to speak to or meet with groups of students as part of the educational process.

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the educational process or endanger the health and safety of students or staff. However, the Board, in an effort to uphold the student's freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following guidelines:

1. The teacher/sponsor and the school CEO/COO/Principal are expected to exercise judgment and to investigate fully those proposed resource persons about whom questions may arise.
2. Teachers/sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic, and to afford the students a more comprehensive understanding of it.
3. An appropriate record shall be made of each resource person utilized and of his/her presentation.
4. The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular activity in which the participating students are involved.
5. Prior to his/her appearance or participation, the resource person shall be given a copy of this policy.

The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings, if the conduct of



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the resource person is judged to be in poor taste or endangering to the health and safety of students and staff.

When a staff member wishes to invite an outside speaker to Lehigh Valley Dual Language Charter School, the following steps are to be taken:

1. Request an Outside Speaker Card (see sample below) from the CEO/COO. Complete and return the card to the Principal.
2. The Principal will approve or disapprove said speaker. Once approved, the card will be kept on file in the school office.
3. Upon approval, the staff member requesting an outside speaker is expected to follow the guidelines listed in Board Policy – Use of Community (Non-Staff) Resource Person/Guest Speaker.

REQUEST FOR OUTSIDE SPEAKER

Teacher's/Sponsor's Name _____

Guest Speaker's Name _____

Guest Speaker's Address _____

Speaker's Qualifications (List occupation, background, and group or organization the speaker represents, etc.)

Topic or Title of Presentation _____

Date of Presentation _____

Class or Activity Which Speaker Will Address (Indicate time, location, periods, etc.)



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On the other side of this card indicate how the topic relates to the curricular or co-curricular activity in which the participating students are involved.



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Use of Copier/Fax/Other School Equipment

School equipment, including the copier and fax machines, is to be used for school business only.

The school copier requires a user code. When it is necessary for a staff member to use the copier for school business, the access code will be provided by a member of the office staff.

The copier is equipped to monitor the number of copies a staff member runs at any given time. If, in the opinion of the Principal, a staff member appears to be using the copier excessively (either a single run or the number of copies run over a period of time) the Principal may meet with that staff member to discuss the matter.

Staff should call main office prior to starting print jobs, so as to not interrupt office printing.



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Advertising, Promotion, Distribution of Flyers

Students must be protected from possible exploitation in considering requests that they be involved in advertising, promoting or distributing flyers of any non-school agency or organization.

The school may cooperate in furthering the work of any non-profit community-wide social service agency provided that it does not interfere with the educational program of the school.

Community-wide social service agencies that wish to distribute flyers to students using school facilities must have the material reviewed by the Principal and receive his/her approval before any materials are distributed to students.

Printed material, such as handbills, pamphlets, brochures or posters may be distributed and/or posted in the school when such materials are in accordance with the following criteria:

1. are not inflammatory and/or designed to incite acts of violence;
2. do not attack or seek to generate hostility towards any ethnic or religious group;
3. are not obscene or pornographic;
4. do not libel or defame the character of any person or persons;
5. do not advocate interference with the normal operation of public schools;
6. are not (non-school) profit-oriented commercial business advertisements;
7. do not favor or oppose candidates for the Board or other public office, or the defeat or adoption of Board budgets or other public questions submitted to the electorate at any general municipal or school election.

It shall be the responsibility of the Principal to review materials intended for distribution or posting and to determine where the materials shall be placed in the school.



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Lending of School Owned Equipment and Books

School owned equipment or books shall not be lent for non-school use off school property. If equipment/books is required by those granted permission to use school facilities, it may be lent in accordance with Board policy on the use of school facilities.

Use of specific items of equipment may be granted on the written request of the intended user and approval by the CEO/COO or by the Board.

The user of school owned equipment shall be fully liable for any damage or loss occurring to the equipment during its use, and shall be responsible for its safe return.

School equipment may be removed from school property by students or staff members only when such equipment is necessary to accomplish tasks arising from their school or job responsibilities. The prior approval of the Principal or other administrator directly responsible for the equipment must be obtained before removing equipment from school property.



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Property Records

The Board directs that adequate property records and inventory records be maintained on all land, buildings and physical property under the control of the school.

The Board directs that a complete inventory be maintained by physical count of all school-owned equipment. It further directs that property records be maintained of all buildings and grounds under control of the school. Such records shall be updated annually.

For the purposes of this policy, “equipment” shall mean a unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles that retains its shape and appearance with use, is nonexpendable, and does not lose its identity when incorporated into a more complex unit.

It shall be the duty of the CEO/COO of the school to ensure that inventories of equipment are systematically and accurately recorded and are updated and adjusted annually by reference to purchase orders and withdrawal reports. Property records of facilities shall be maintained on an ongoing basis.

Property records of consumable supplies shall be maintained on a continuous inventory basis.

No equipment shall be removed for personal or non-school use, except in accordance with Board policy.

The CEO/COO shall maintain a system of property records which shall show, as appropriate to the item recorded:

- Description and identification
- Manufacturer
- Year of purchase
- Initial cost
- Location
- Condition, depreciation and current valuation in conformity with insurance requirements



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Care of School Property

The Board believes that the school should help students learn to respect property and develop feelings of pride in community institutions. The Board also recognizes the relationship between effective use of property and school financial solvency.

The Board charges each student with responsibility for the proper care of school property and the school textbooks, supplies and equipment entrusted to his/her use.

Students who willfully cause damage to school property shall be subject to disciplinary measures. Students and others who damage or deface school property may be prosecuted and punished under law. Parents and guardians of students shall be held accountable for student actions. The Board may report to the appropriate authorities any student whose damage of school property has been serious or chronic in nature.

The CEO/COO and Principal shall develop procedures to implement this policy that include rules for safekeeping and accounting of property, preparation of a schedule of fines or repayment for lost or damaged property, and a report to the Board on the nature and incidence of vandalism. This report shall include the number and kind of incident, the cost of vandalism to the school, and such related facts and comments as the CEO/COO may wish to make.

The procedures shall include distribution of a printed statement of legal responsibility of parents/guardians along with the expectations that the school has for students to take responsibility for the proper care of school property, supplies, and equipment, and periodic checking by the teacher of books, supplies, and equipment lent to the student.



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School Register

The school register serves as a source document for the enrollment certifications of all students. It shall be the responsibility of the Principal to ensure the attendance of those students enrolled in the school in accordance with state law.

Following are the specific instructions for the maintenance of the school register:

1. Each student's attendance should be monitored so that a student is not absent for three (3) or more school days without an investigation of the reason. The school must make a good faith effort to determine the reasons for the absence.
2. A student who has been absent ten (10) days for an unknown reason must be reported as a dropout. If a student is reported as a dropout, the school must immediately notify the school district of residence in writing of this condition on the tenth day.
3. The school may, for average daily enrollment purposes, keep the student on the school register for another five (5) days after the ten (10) day period.
4. If the parent(s)/guardian(s) of the student have requested that the student transfer back to the district of residence or attend a nonpublic school, the school must immediately notify the school district of residence of this situation.
5. Transfer cards and records of the student must be sent back to the district of residence to correctly report the school status of the student in the district of residence's school register.



Lehigh Valley Dual Language Charter School

Admission of Students

The Board shall establish age requirements for the admission of students that are consistent with statutory requirements, sound educational practice and that ensure equitable treatment of all eligible children.

1. The Board shall be responsible for establishing a program of registration of students.
2. If the pool of eligible students exceeds the available seats for a given grade, a lottery will be conducted according to the conditions outlined in the lottery process.
3. No student shall be admitted for the first time to any Lehigh Valley Dual Language Charter School class or program who has not been immunized against such diseases as are enumerated by the State of Pennsylvania Advisory Health Board and in a manner directed by the State Secretary of Health and duly constituted state and municipal health authority.
4. A student may whose parent/guardian objects in writing to such immunization for religious reasons or whose physician certifies that the student's physical condition counter-indicates immunization, be exempt from the requirements for immunization.
5. A student entering Lehigh Valley Dual Language Charter School from another school shall enter in the grade level they would have been had they remained in their previous school.
6. Any waiver to this policy shall be approved by the Board.



Lehigh Valley Dual Language Charter School

Student Enrollment

Every student admitted to Lehigh Valley Dual Language Charter School is required to complete the Registration Packet. The appropriate language translation of all forms should be provided for non-English speaking families. This packet should include the following:

Registration Form

This form is used to record all basic information about the student and the family, including home, work, and emergency telephone numbers. It is extremely important that a parent or guardian sign this form.

Free and Reduced Price Meals Application

This form allows families to apply for federally funded meals, and it must be completed for all students. Student name, address, signature, and proof of income or federal assistance number must be included; all such information must reflect the student's status no more than 30 days prior to the school's opening. Some families will already know that they qualify for such programs and will have their federal assistance number or a letter from the government available, which will automatically qualify them for government-funded meals. It is important to photocopy such materials and attach them to the application.

Medical Forms

This set of forms, which must be submitted for all students within the first 30 days of attendance, includes immunization schedules; family medical information; the child's medical history, including allergies; and all of the necessary forms to authorize the administration of medication to a student.

Record Release

This form gives the school permission to obtain all records pertaining to a given student from his/her previous school. This form must be completed and must include the telephone number and address of the previous school, as well as the signature of a parent/guardian.

Home Language Survey

This form is used to gather information about the primary language spoken in the student's home.

Uniform Order Forms

This form must be given to all families along with a reminder that uniforms are required by the school. Families should be encouraged to purchase their child's uniform as soon as possible to ensure compliance with the school dress code.



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Application data should be entered into the enrollment database as the forms are submitted.



Lehigh Valley Dual Language Charter School

RE-ENROLLMENT

In March, a Blackboard call should be sent from the Principal to all parents/guardians informing them of the need to re-enroll their children to secure their places at the school the following year.

In April, re-enrollment packets should be sent home and notifying parents of the date by which all re-enrollment forms must be returned to the school (at the end of the month). Parents whose re-enrollment packets are received after the deadline will be added to the waitlist and admitted on a space-available basis.

ATTRACTING NEW STUDENTS FOR A NEW SCHOOL YEAR

After the deadline for re-enrollment, the Principal should determine how many openings will be available for new students in each grade level. Appropriate recruitment efforts should be implemented.

REQUEST TO ATTEND/REGISTER FOR LOTTERY

Parents/guardians who wish for their children to attend the school should complete the Request to Attend/Register for Lottery Form. A specific area of the school should be designated for this purpose. A staff member should ensure that the forms are filled out accurately and in full before the parents/guardians leave.

STUDENT LOTTERY

If the number of Requests to Attend exceeds the number of available slots at a given grade level, a lottery will be conducted to distribute the spaces among all eligible applicants in a fair and impartial manner. Preference should be given to siblings of students currently enrolled at the school. In the initial year of operation, if a lottery is necessary, preference should be given to children of members of the founding group. Students will be admitted as their names are drawn. Names should continue to be drawn even after all spaces are filled to establish a waitlist, with students being placed on the waitlist in the order in which their names are drawn.



Lehigh Valley Dual Language Charter School

Enrollment Criteria

A child may be enrolled in the Lehigh Valley Dual Language Charter School based on one of the following criteria:

- A. Student is promoted from the previous year;
- B. Receipt of a transfer card from the previous school within the state; or
- C. Documentation from another state that the student is transferring

In order, to enroll a new student in the Lehigh Valley Dual Language Charter School it is essential that the parent (s) or guardian (s) complete an enrollment packet and submit the following documents:

Birth Certificate,
Immunization Records,
Last Report Card,
Proof of Residency (Lease and a Bill)
Photo ID of Parent/Guardian
Or other approved substitute documents as allowed by Law.

1. Once the Lehigh Valley Dual Language Charter School enrolls a new student all enrollment forms are faxed to the district of residence, in which the student resides.
2. The Enrollment Officer shall then notify the district of how many students are being enrolled into the Lehigh Valley Dual Language Charter School. This allows the district office to be able to track the flow of students from the public school to the charter school for purposes of payment.
3. On a monthly basis, Lehigh Valley Dual Language Charter School generates a report for the district of new and transferred out students. This report ensures that students are properly entered and withdrawn in the PowerSchool system for state reporting.



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Enrollment Count Process

The steps for completing the enrollment count process are:

1. Teachers record the absent students in PowerTeacher by 10:00am each day.
2. Lateness is recorded in PowerSchool from information on the “Sign-In Log” kept in the Main Office by the Attendance Monitor.
3. Daily attendance reports are emailed to the classroom teachers and returned to the Attendance Monitor with any corrections.
4. Teachers submit all absentee notes, early dismissal requests, “Educational Trip Request” forms, and doctor’s excuses to the Attendance Office the day they are received.
5. The Attendance Monitor makes necessary corrections to the attendance data throughout the day.
6. Any questionable excuses are to be reviewed and approved by the Assistant Principal, Principal, and/or CEO/COO.
7. The Attendance Monitor is responsible for reporting truant attendance and excessive tardiness to the student’s school district of residency.
8. Letters are sent to the student’s parent(s)/guardian(s) to notify them of truant attendance, excessive tardiness, and violation of the Compulsory School Attendance Law of PA by the Attendance Monitor upon review of the Assistant Principal and Principal.
9. Citation information, court appointments, and recording the information of court decisions are maintained by the Attendance Monitor. A LVDLCS Administrator is present for court appointments concerning the student’s truant attendance.
10. All attendance data will be compiled by the Attendance Monitor when requested by the State of Pennsylvania, school districts, LVDLCS’s accountant, and Administration.
11. The original papers, original supporting documentation, and internal procedures shall be maintained on file for a period of seven (7) years.



Lehigh Valley Dual Language Charter School

Recording School Attendance

Daily Student Attendance Process

1. Homeroom teacher records the absentee for each student assigned to their class by 9:30am.
2. Parents/Guardians are required to escort their child into the building and report to the Main Office where they sign the child in on the “Sign-In Log”.
3. Phone calls from parents/guardians are recorded on a phone call log by the Main Office and Attendance Office.
4. Entries on the “Sign-In Log” are entered in PowerSchool by the Attendance Officer.
5. After all attendance has been reported by homeroom teachers and the adjustments of tardy students have been entered in PowerSchool, an email is sent to the staff informing them of the attendance and the daily bulletin by the Attendance Officer.
6. When the AM attendance has been reconciled an attendance phone call is distributed to the parents/guardians of absent students who have not previously called the school. This is done by using the Blackboard Connect System.
7. Teachers send all parent/guardian excuses, doctor’s notes, and early dismissal notes to the Attendance Office. This information is entered into PowerSchool by the Attendance Officer.
8. All attendance codes are recorded in PowerSchool according to the “Attendance Policy” found in the Parent/Student Handbook.
9. Educational Trip Request forms are to be submitted by the parent(s)/guardian(s) to the Attendance Office. This form is given to the Principal for approval along with a previous attendance report. Changes to attendance are made for an approved form and a copy is sent home. Requests that are denied are considered unexcused and a copy of the form is sent home.
10. The following letters are sent to the parents when truancy has occurred on the student’s attendance:
 - a. Accumulative Minutes Absent Letter is sent to the parent when the student has accumulated 405 minutes of unexcused tardies and unexcused leaving early. An additional unexcused absence is charged against the student’s attendance records.



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- b. 1st Offense Letter is sent when the student's attendance record has accumulated 3 unlawful absences. This information is also forwarded to the appropriate school district of residency according to their required forms.
- c. Repeated Offenses Letter is sent to the parent when the student's attendance has accumulated 4 unlawful absences and for each additional unlawful absence thereafter. This information is also forwarded to the appropriate school district of residency according to their required forms.
- d. 10 Excused Absences Letter is sent to the parent when the student has accumulated 10 full day absences on their attendance record. These absences do not include: doctor's notes, funerals, approved educational trips, out of school suspension, and excused per Administration.

End of Year

- 1. End of year reports requirements are supplied by IU20 /PowerSchool and are in accordance to PA State reporting.
- 2. Attendance Reports will be stored in the office records room for future reference and kept on file for seven (7) years.



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Student Withdrawal Form

A Student Withdrawal Form must be completed by the Enrollment Officer when it has been established that a student will no longer be attending the school:

1. Fill out the entire form, making certain a Withdrawal Code, located on the front of the form, has been entered. The Withdrawal Code must be determined by LVDLCS district of residence.
2. The Enrollment Officer will enter this information into the PowerSchool database management system.
3. The completed withdrawal form will be placed in the students' hanging file.

Student Withdrawal Monthly/Yearly Tracking in PowerSchool system

1. A monthly report is generated from the PowerSchool system identifying transferred out students. This report is submitted to the CEO/COO to be presented to the board at monthly board meetings as requested.



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Pregnant Students

No student, whether married or unmarried, who is otherwise eligible to attend school shall be denied an educational program solely because of pregnancy, childbirth, pregnancy related disabilities, or actual or potential parenthood; nor shall a pregnant student under the age of eighteen (18) be excused from the requirements of the Compulsory Attendance Statute solely for reasons of her pregnancy or maternity.

A student who appears to the teacher, nurse, physician, dentist or dental hygienist to deviate from her normal growth and development pattern shall be reported to the parents/guardians who shall be requested to have the student examined by her family physician. The results of these examinations shall be reported to the school. If a student is not examined within a reasonable time, and her growth and development pattern continues to deviate from normal, the school nurse, school physician, school dentist or dental hygienist shall arrange special school examinations for the student.

The board reserves the right to require attendance in the regular classes of the school and the extra-curricular or athletic program of the school, that each pregnant student present to the school Principal her physician's written statement that such activity will not be injurious to her health nor jeopardize her pregnancy.

A student who requests that she not participate in a regular or extra-curricular program of the school because of her pregnancy shall be excused from such program, and the parent/guardian shall seek to have the student examined by her family physician. If the student is not examined within a reasonable time, the school nurse or the school physician shall arrange a special school examination for the student.

If a parent/guardian requests on behalf of a student that she not participate in a regular or extra-curricular program of the school because of her pregnancy, the student shall be excused from such program, and the parent/guardian shall seek to have the student examined by her family physician. If the student is not examined within a reasonable time, the school nurse or school physician shall arrange a special school examination for the student.

In the event of any of the above, the school shall follow the recommendation of the examining physician in admitting a student to, or excusing a student from, participation in an extracurricular or regular program of the school.



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A pregnant student whose mental or physical condition prevents her from attending regular classes, when such conditions are certified in writing by a physician, may be assigned to an alternate educational program of homebound instruction which may be provided for a period not to exceed six (6) weeks prior to and six (6) weeks after date of delivery. Exceptions must be recommended by the attending physician and approved by the Principal.

A student who received an alternate educational program for reasons associated with her pregnancy shall be readmitted to the regular school program upon her request and the written statement of her physician that she is physically able to do so.

The Principal shall develop procedures for the implementation of this policy which shall include proffering of additional counseling services to help the pregnant student plan her future wisely; referral to special programs or services to which the student may be assigned on her request; referral to alternative programs, if appropriate; cooperation with community resources to assist the pregnant student; and designation of a qualified staff member to act upon the physician's statement regarding the examination and health of the pregnant student.



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Economically Disadvantaged Students

Lehigh Valley Dual Language Charter School may be eligible for federal funding under Title I of the Improving America's Schools Act (IASA). Such funding is based on the number of students identified as economically disadvantaged (those who qualify for the federal free and reduced price lunch program).

The Special Education Teacher will serve as the Title I Coordinator. This individual will identify those students who meet the federal criteria for Title I funding and who are performing one or more grades below grade level. Title I funding will be used to provide small group instruction that will meet the special needs of these students and accelerate their learning.

A list of eligible students shall be compiled. The Special Education Teacher will monitor the progress of Title I students throughout the year to ensure that they are meeting targets for learning.



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Volunteers in School

The Board encourages volunteers to participate in school-related activities, including those pertaining to curriculum and instruction. The CEO/COO may recruit an interested parent to serve as a Volunteer Coordinator or Parent Liaison. Working in conjunction with such an individual and/or with the school's Home and School Association the Principal will assign and oversee volunteer activities in the classroom. Such activities may include tutoring, clerical/office assistance, monitoring students, etc. Volunteers will not have access to any confidential materials.

The Board also encourages volunteers to contribute their time and talent to organizing extracurricular activities and assisting classroom teachers with such activities as field trips and community outreach projects.

Volunteers shall receive at least three hours of training, and follow all policies and procedures associated with and defined by the Board and the school. If an activity occurs that is not in keeping with the policies and procedures of the Board and the school, the CEO/COO has the right to relieve the volunteer of his/her responsibilities.

Volunteers who participate in regular and recurring activities must complete the LVDLCS Volunteer Packet which includes completing all required clearances.



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School Visitors

The school welcomes and encourages visits by parents and others who desire to become informed regarding the school and its educational programs.

Acceptable reasons for such visits include observation of significant programs, participation in special events and conferring with staff. The visit should have legitimate purpose and not interfere with the continuity of instruction.

Classroom observation is encouraged to assist the visitor in developing understanding of the school program; observation of a staff member to determine his/her competency is reserved for the administrator.

The scope of authority of this procedure and of school personnel who are responsible for enforcing it is limited to buildings and grounds under the jurisdiction or control of the Lehigh Valley Dual Language Charter School.

The CEO/COO or Principal has the right to refuse admission to the school for any excessive number of visitors or to any who disregard the following:

1. Those wishing to visit the school shall make arrangements in advance with the school office by stating reason, date and time of the proposed visit. In all cases where permission is not obtained in advance it must be obtained promptly upon entering the school. No visitor may remain in the school without the permission of the CEO/COO or Principal.
2. Prior to approval of the request, the CEO/COO or Principal shall discuss the request with the staff member involved. Should there be disagreement, the CEO/COO's or Principal's decision shall prevail but the basis for that decision shall first be discussed with the staff member.
3. Upon arrival at the school, the visitor must report directly to the school office and sign the Visitor's Register. The visitor will be given instructions as well as a Visitor's Pass or identification badge and, if necessary, provided with an escort.
4. The staff member being visited shall require that the visitor present the Visitor's Pass or identification badge as evidence that the visitor has registered in the school office.
5. Upon completion of the visit, the visitor shall report back to the school office to return materials and enter the departure time in the Visitor's Register.
6. The CEO/COO or Principal shall have the right to adapt or set aside the above procedures in the event of special activities such as assembly programs, athletic events or musical performances.



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7. No visitor shall be permitted to interrupt a staff member in the performance of duties whether that interruption be for conversation or observation.
8. To minimize interruption to the instructional program and to ensure safety, no visitor may confer with a teacher or student without the approval of the CEO/COO or Principal.
9. No visitor shall go directly to a classroom to deliver or “pick-up” students or speak to teachers unless such visits have been approved previously by the CEO/COO or Principal. Approval for taking a student from school shall be granted only to a parent/guardian having custody unless that parent/guardian gives explicit permission writing to release the student to a designated family member or adult.
10. Should an emergency require that a student be called to a school office to meet a visitor the CEO/COO or Principal shall be present throughout the meeting.
11. The CEO/COO or Principal has the authority to exclude any visitor who is considered to be disruptive or will cause disruption to the educational program, disruptive to students or staff, or intent on committing an illegal act. In such cases the CEO/COO or Principal shall specifically indicate the circumstances under which a parent may return.
12. There shall be posted at all entrances to the school, and at other appropriate places, a copy of the city anti-trespass ordinance and a notice that all visitors must report to the school office upon entering the school.
13. School staff who observe visitors without proper identification are to report that information immediately to the school office.
14. The photographic reproduction of school programs, students or physical plant by non-school personnel is generally prohibited. Exceptions may be made for:
 - A. the news media with approval of the CEO/COO or Principal;
 - B. educational purposes with the approval of the CEO/COO or Principal
 - C. commercial purposes only with the approval of the parents/guardians of any students to be involved, the CEO/COO or Principal and the Board; and
 - D. other purposes not listed above only with the approval of the CEO/COO or Principal and the Board.

All approvals are to be directly verified by the CEO/COO or Principal.

The CEO/COO or Principal shall place appropriate portions of this procedure in the Parent Handbook.



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Technology

The Board believes that all children must become proficient in the use of technology to succeed in the 21st century and that technology can be used to support and enhance classroom instruction. Further, the Board believes that educators should have the same technological tools used by other professionals. Such tools are essential to minimize the amount of time teachers spend on non-instructional tasks and ensure maximum efficiency in the use of school resources. In addition to electronic mail and the Internet, staff will be able to use the school's computer network for administrative purposes.

The Board recognizes that the Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Access to the Internet provides students with the opportunity to reach out to many other people and to share and exchange information with Internet users throughout the world. The Board's goal in providing this resource to students is to promote educational excellence and to prepare students for life in the 21st century.

The Board believes that the valuable information and interaction available on the Internet far outweighs the possibility that students may procure information that is not consistent with the educational goals of the school. To guard against such a possibility, students shall have filtered access to the Internet; while they have access to many educational and information-related sites, they are denied access to sites containing inappropriate material.

As required by the Children's Internet Protection Act (CIPA) and the Neighborhood Protection Act, the LVDLCS has installed filtering software to restrict and monitor the use of the Internet, e-mail, newsgroups, FTP and chat. The filtering software is designed to block or filter Internet access to pictures that are obscene, pornographic, or harmful to minors. However, no filtering software is 100 percent effective. LVDLCS reserves the right to disable the filtering software to facilitate specific educational purposes from time to time. Requests to block or unblock a site should be referred to the building Technology Integration Specialist.

Staff members are responsible for good behavior on computer networks just as they are in an office setting. Communications on the network are often public in nature. General rules for behavior and communications apply. Access to Lehigh Valley Dual Language Charter School's computer network is provided for staff members to conduct research and communicate with others in a considerate and responsible manner. Access is a privilege, not a right.

Students and staff of LVDLCS will have access to the School's computer resources for instructional purposes. Use of the computer network is solely for the purpose of facilitating the exchange of information in furtherance of education and research. Student usage of any kind,



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including under a teacher's username, is only permitted after student and parent/guardian sign-off on the Acceptable Use Policy adopted by the school. All staff members must sign a similar Acceptable Use Form before being granted access to these resources. In addition to electronic mail and the Internet, staff will be able to use the school's computer network for administrative purposes.

To enforce general ethical principles, each student and staff member will adhere to the following guidelines for responsible computer use:

Respect for Privacy

Each individual using the school's computing resources will respect the privacy rights of others by accessing and/or using information belonging to another only after obtaining the permission of the owner(s) of the information.

Respect for Property

No individual using the school's computing resources will make changes to or delete computer programs, files, or information that belongs to another unless permission to do so has been granted by the owner(s) of the program, file, or information.

Respect for Intellectual Labor and Creativity

Each individual using the school's computing resources will respect the rights of all authors and publishers to determine the form, manner, and terms of publication and distribution of their work, and to get properly compensated for their labor when required. This includes the work of student authors produced in the course of completing assignments.

Respect for Ownership

Students and staff may use software owned by the school on the school's computers, but may not make copies for personal use. If a staff member wishes to use a shareware program, payment must be made to the developer or publisher of the shareware. Backup copies of computer programs will be used only in the event that the original program is damaged. Copies of computer files will be made only by the owner of the files unless permission to do so has been granted by the owner.

Respect for Others and the Law

Each student and staff member will only use computers, software, and related technologies for purposes that are beneficial to others, that are not harmful (emotionally, financially, or otherwise) to others or to the property of others, and that are within the law.

The use of the school's network is intended to extend learning and teaching. Network users are encouraged to develop uses which meet their individual learning and teaching needs and to take



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advantage of the network's many useful functions including World Wide Web, electronic mail, and bulletin boards.

The inappropriate use of electronic information resources can be a violation of local, state, and federal laws. Violations may result in a loss of access as well as other disciplinary or legal action. Violations can also lead to prosecution.

The use of the School's network is intended to extend learning and teaching. Network users are encouraged to develop uses which meet their individual learning and teaching needs and to take advantage of the network's many useful functions, including World Wide Web, electronic mail and bulletin Board resources.

The following uses of the network and associated activities are unacceptable and may result in suspension or revocation of network privileges:

1. Sending or displaying offensive messages or pictures
2. Using obscene or inflammatory language
3. Sending harassing or insulting messages
4. Damaging computers, computer system, or computer networks
5. Violating copyright laws
6. Using another's password
7. Trespassing in another's folder, work, or files
8. Intentionally wasting limited resources
9. Employing the network for commercial purposes or financial gain
10. Employing the network to provide addresses or other personal information that may be used inappropriately by someone else
11. Employing the network for unethical or illegal solicitation
12. Placing a computer virus on the network
13. Employing the network to send/receive messages that are inconsistent with the School's code of conduct
14. Downloading unauthorized material from the Internet
15. Accessing e-mail, instant messaging, or chat rooms

The inappropriate use of electronic information resources can be a violation of local, state, and federal laws. Violations may result in a loss of access as well as other disciplinary or legal action. Violations can also lead to prosecution.



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Computer Software Copyright

LVDLCS licenses the use of computer software from a variety of third parties. Such software is normally copyrighted by the software developer. Unless expressly authorized to do so, LVDLCS has no right of make copies of the software except for backup or archival purposes. The purpose of this policy is to prevent copyright infringement and to protect the integrity of LVDLCS computer environment from viruses.

LVDLCS understands that unless a software package has been declared by its author or publisher to be in the “public domain,” any unauthorized reproduction of software is in violation of the copyright laws and is strictly prohibited. This ruling applies to the copying of programs for any reasons other than for archival purposes. It should be noted that this includes the use of a single diskette to “download” programs into a networked cluster of microcomputers and also the use of a single diskette to service more than one computer at a time by passing it from computer to computer for the purpose of loading a program.

LVDLCS’s computers are school assets and must be kept both legal and virus free. Only software purchased by the school may be used on the school’s equipment. Thus, employees are not permitted to bring software from home to use on school computers. School owned software cannot be taken home and loaded on an employee’s personal home computer.

In an effort to discourage violation of copyright laws and to prevent illegal activities the following policy guidelines have be established:

Employees may:

1. Use software provided by the school for use by faculty, staff, and students on computing equipment only as specified in the various software licenses.
2. Make a copy of an original software program for archival purposes. Only one copy of the program, either the original or the copy, may be used at any one time.
3. Make a new copy of the archival program in the event the original is damaged or destroyed.

Employees may not:

1. Load a program onto multiple hard drives for simultaneous use absent a license agreement that allows such usage.
2. Load a program onto a local area network or disk-sharing system absent a license agreement that allows such usage.
3. Make or use unauthorized copies of copyrighted software programs or allow students to make or use unauthorized copies of software programs on school computer equipment.

Employees will:

Report any suspected misuse of software or violation of the copyright laws to the Principal. Unauthorized or illegal use of software is regarded as a serious matter, and any



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such use is without the consent of LVDLCS. If abuse of computer software occurs, those responsible for such abuse will be held legally accountable.



Lehigh Valley Dual Language Charter School

Copyright Material

The Board recognizes that the United States Code makes it illegal for anyone to duplicate copyrighted materials without permission. The Board further realizes that severe penalties are provided for unauthorized copying of audio, visual or printed materials unless the copying falls within the bounds of the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized copying of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of the fair use, these four standards must be met for any of the foregoing purposes:

1. **THE PURPOSE AND CHARACTER OF THE USE.** The use must be for such purposes as teaching or scholarship and must be nonprofit.
2. **THE NATURE OF THE COPYRIGHTED WORK.** Staff may make single copies of: book chapters for use in research, instruction or preparation for teaching; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals or newspapers in accordance with these guidelines.
3. **THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED.** Copying the whole of a work cannot be considered fair use; copying a small portion may be if the guidelines are followed.
4. **THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK.** If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

Staff members who fail to follow this policy may be held personally liable for copyright infringement.

THIS DOES NOT APPLY TO THOSE PRODUCTS PURCHASES WITH THE PERMISSION AND INTENT TO COPY.

A. Permitted Copies

1. Multiple copies, not exceeding more than one per pupil, may be made for classroom use or discussion if the copying meets the tests of “brevity, spontaneity, and



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cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

a. Brevity

- A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
- Complete articles, stories or essays of less than 250 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event the minimum is 500 words;
- Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph; and
- One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose.

b. Spontaneity

Should be at the “instance and inspiration” of the individual teacher.

b. Cumulative Effect

Teachers are limited to using copied materials for only one course in the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical volume during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

2. A library or archive may reproduce one copy or recording of a copyrighted work and distribute it if: the reproduction or distribution is made without any purpose of direct or indirect commercial advantage; the collection of the library or archives is open to the public, or available not only to researchers affiliated with the library or archives or with the institution of which it is a part, but also to other persons doing research in a specialized field; and if the reproduction or distribution of a work includes a notice of copyright. Libraries and their employees are not liable for unsupervised use.

B. Prohibited Copies



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1. The Act prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers’ reprints or periodicals, nor can they repeatedly copy the same item from term to term. Copying cannot be directed by a “higher authority” and students cannot be charged more than actual costs for photocopying.

2. Schools must be licensed to play copyrighted music where the performer is paid or an admission is charged, even if the admission is used to cover refreshment costs.

The law makes the term of the copyright the life of the author plus 50 years. The law also applies to photocopying, cable TV and public broadcasting.



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Media

Every effort shall be made to assist all communications media in the community to gain complete and adequate coverage of the programs, problems, planning and activities of Lehigh Valley Dual Language Charter School.

General releases of interest to the school shall be made available to all the media simultaneously. There shall be no exclusive releases, news conferences or interviews except as the media representatives request information on particular programs, plans or problems.

In general, the CEO/COO shall be responsible for establishing relations with the news media, and providing information to each through the means found most suitable. Only the Board President and/or the CEO/COO shall serve as the spokesperson for the school in dealing with the media. If a member of the media requests information from an employee of the Roberto Clemente Charter School, that request is to be referred to the CEO/COO.

The Board encourages public presentation of the programs, policies and progress of the school through the press, radio and television. The CEO/COO shall clear proposed presentations with the Board President. The CEO/COO shall ensure that the parents/guardians of students who participate in such presentations are informed.



Lehigh Valley Dual Language Charter School

Disposal of School Equipment and Technology

Purpose

The Board recognizes that adequate property and inventory records must be maintained on all buildings, equipment, and physical property under district control.

The Board of Trustees requires all equipment and supplies that are obsolete, outdated or no longer required and are not anticipated to be required in the future by the school district as part of the educational programs to be disposed of in an equitable manner and to maximize any revenue that may be realized in the disposition of the asset.

Guidelines

Major items of equipment shall be subject to annual physical spot check inventory to determine loss, mislocation or depreciation; major losses shall be reported to the Board.

The Superintendent and/or designee shall promptly report losses to the Board, law enforcement, insurance and/or any other relevant bodies.

Records of consumable supplies shall be maintained on a continuous inventory basis.

Equipment shall be identified with a permanent tag that provides appropriate school district identification.[1][2]

Disposal of Obsolete/Surplus Materials

As appropriate, the Superintendent shall recommend to the Board the sale of unused, unnecessary, surplus, or obsolete books, furniture, supplies, technology, or equipment. While the policy is intended to properly account for the disposal of equipment, it is not the intent to make the procedure so cumbersome as to cost the district more for the disposal of said equipment than what may be recovered from its sale. The Board shall, by resolution, declare the same to be disposed of by any one (1) or more of the following methods:

1. Public auction after Board notice and approval.



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2. Solicitation of bids or quotations from companies or persons engaged in a business related to the nature of the items to be disposed of.
3. Negotiated sale, if no bids received (Board approval).
4. Offer to the general public at prices set by the Board, by resolution, upon recommendation by the school administration.
5. Offer to suppliers of similar books, furniture, supplies, or equipment, who shall be required to state their bid for the same as a dollar discount against items they may be proposed to sell to the school district.
6. Use of Internet sales (i.e. e-Bay, Craigslist, etc.)
7. Gift. Obsolete equipment may be donated as is to Intermediate Units, vocational schools, municipal townships, governments, and non-profit organizations. The receiving organization agrees to bear all costs to transport equipment from the district.
8. If the item has no material value, the item will be scrapped after any usable parts are salvaged.
9. When the technology administrator has identified a district-owned computer as obsolete equipment, the computer will be sold according to the following guidelines:
 - a. Staff members will be permitted to purchase their assigned computer at the fair market value as determined by [usedprice.com](https://www.usedprice.com) or its successor site.
 - b. Payments by check will be made payable to the Lehigh Valley Dual Language Charter School prior to the release of the equipment.
 - c. Staff members who purchase their own computers will also receive the charger/power cord.
 - d. Purchases will be “as is” and the school district will have no responsibility for defects of any kind. No warranty or guarantee is offered. The school district Information Technology Department will no longer support the equipment.
 - e. Software that is licensed to the district will be removed prior to the completion of the sale.



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- f. If a staff member chooses not to purchase his/her assigned computer, it will be offered for sale by lottery to other staff members. Any remaining computers not purchased through the lottery will be disposed of according to the method identified via 1 through 5 above.

Notice of such disposal of property shall be advertised in accordance with bidding requirements. There shall be no disposal of personal property owned by the school district except by this policy.[3]



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Property Insurance

The Board recognizes its responsibility under law to insure the real or personal property of the school, and has adopted this policy to ensure for Actual Cost Value and Replacement Cost.

The Board has the authority and responsibility to provide adequate insurance coverage to protect the School's interest in its buildings and properties. Such coverage shall be in accordance with the following guidelines:

Basic Fire Coverage shall include damage as a result of fire and lightning, windstorm and hail, explosion, sonic boom, vandalism and malicious mischief, riot and civil commotion, direct aircraft and vehicle damage, smoke, debris removal and sprinkler leakage.

Broad Perils Coverage shall include, in addition to the above, damage as a result of falling objects, weight of ice, snow and sleet, collapse of building, freezing of pipes, water damages, sprinkler leakage, glass breakage, theft of part of building, and debris removal.

All Risk Coverage shall include, in addition to the above, all risk of direct physical damage of loss, debris removal and boiler and machinery insurance.

In placing insurance the Board shall be guided by service of the insurance agent, scope of coverage provided by policy, price of desired coverage and recommendations of PSBA Insurance Trust.

Administration shall:

1. Review the insurance program of the district, consider alternatives, and report recommendations to the Board
2. Recommend specific insurance placement and prepare specifications for same
3. Assist the Board in the establishment and maintenance of property valuation and insurance records
4. Provide annual safety and fire inspections
5. Assist in processing all claims

Recommend such measures as may reduce the cost of insurance premiums including assumption of risk, loss prevention, transfer of risk and self-insurance.



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Student Accident Insurance

The Board recognizes the need for insurance coverage for unforeseen accidents that may occur to students in the course of attendance at school or student participation in athletic and extra-curricular programs of the school.

The school will provide each student with accident insurance for medical expenses resulting from injuries sustained during school time or school-organized trips.

The CEO/COO shall prepare specifications and secure suitable coverage from qualified insurance carriers for recommendation and board consideration and notify all students and/or parents/guardians of students who may be eligible for insurance.



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Other Insurance

Proper school operation requires that adequate basic insurance programs be provided for the protection of the school and employees of the school.

The Board has the authority and responsibility to provide adequate insurance coverage to protect the school's interest. Such coverage shall be in accordance with the guidelines listed below.

Liability insurance for the school shall include coverage for liability as a result of general liability, acts of employees, corporal punishment, disputes with contractors, landlord and tenant difficulties, and errors and omissions of Board members and administrators.

Travel accident insurance shall include coverage for Board members while in the performance of their duties.

Health care insurance will be provided for full time employees and their dependents. Dental and Vision coverage will be made available to those who choose to have it.

In placing insurance the Board may be guided by the service of the insurance agent and carrier, scope of coverage provided by policy, price of desired coverage, recommendations by the Pennsylvania School Boards Association, and assurance of coverage.

The Board shall delegate to the CEO/COO the responsibility to:

1. Review the insurance program of the school, consider alternatives, and report recommendations to the Board;
2. Recommend specific insurance placement and prepare specifications for same;
3. Assist the Board in the establishment and maintenance of property valuation and insurance records
4. Provide annual safety and fire inspections
5. Oversee claims processing
6. Recommend such measures as may reduce the cost of insurance premiums including assumption of risk, loss prevention, transfer of risk and self-insurance.



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Allowability of Cost – Title I Policy (Board Approval – September 27, 2016)

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the state.

When determining how the School will spend its grant funds, the Business Office / CEO/COO will review the proposed cost to determine whether it is an allowable use of federal grant funds *before* obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 C.F.R. Part 3474 and 2 C.F.R. Part 200, Subpart E, which are provided in the bulleted list below. Business Office / CEO/COO must consider these factors when making an allowability determination.

- **Be Necessary and Reasonable for the performance of the federal award.** School staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.

When determining reasonableness of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the federal award.
- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the public at large, and the federal government.
- Whether the School significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. 2 C.F.R. §200.404

While 2 C.F.R. §200.404 does not provide specific descriptions of what satisfies the “necessary” element beyond its inclusion in the reasonableness analysis above, necessary



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is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the School can demonstrate that the cost addresses an existing need, and can prove it. For example, the School may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program.
 - Whether the cost is identified in the approved budget or application.
 - Whether there is an educational benefit associated with the cost.
 - Whether the cost aligns with identified needs based on results and findings from a needs assessment.
 - Whether the cost addresses program goals and objectives and is based on program data.
- **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 C.F.R. §200.405. For example, if 50% of a teacher's salary is paid with grant funds, then that teacher must spend at least 50% of his or her time on the grant program.
 - **Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the School.**
 - **Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.**
 - **Consistent treatment.** A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
 - **Adequately documented.** All expenditures must be properly documented.
 - **Be determined in accordance with general accepted accounting principles (GAAP), unless provided otherwise in Part 200.**



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- **Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.** Some federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the federal program.
- **Be the net of all applicable credits.** The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2 C.F.R. §200.406.

Part 200’s cost guidelines must be considered when federal grant funds are expended. As provided above, federal rules require state- and School-level requirements and policies regarding expenditures to be followed as well. For example, state and/or School policies relating to travel or equipment may be narrower than the federal rules, and the stricter State and/or School policies must be followed. Further, certain types of incentives are allowable under federal law, but are not allowable under State law.

Selected Items of Cost

Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. §§ 200.420-200.475. These cost items are listed in the chart below along with the citation where it is discussed whether the item is allowable. Please do not assume that an item is allowable because it is specifically listed in the regulation as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including: the express language of the regulation states the item is unallowable; the terms and conditions of the grant deem the item unallowable; or State/local restrictions dictate that the item is unallowable. The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

School personnel responsible for spending federal grant funds and for determining allowability must be familiar with the Part 200 selected items of cost section. The School must follow these



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rules when charging these specific expenditures to a federal grant. When applicable, School staff must check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, School and program-specific rules may deem a cost as unallowable and School personnel must follow those non-federal rules as well.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

Item of Cost	Citation of Allowability Rule
Advertising and public relations costs	2 CFR § 200.421
Advisory councils	2 CFR § 200.422
Alcoholic beverages	2 CFR § 200.423
Alumni/ae activities	2 CFR § 200.424
Audit services	2 CFR § 200.425
Bad debts	2 CFR § 200.426
Bonding costs	2 CFR § 200.427
Collection of improper payments	2 CFR § 200.428
Commencement and convocation costs	2 CFR § 200.429
Compensation – personal services	2 CFR § 200.430
Compensation – fringe benefits	2 CFR § 200.431
Conferences	2 CFR § 200.432
Contingency provisions	2 CFR § 200.433
Contributions and donations	2 CFR § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals and patent infringements	2 CFR § 200.435
Depreciation	2 CFR § 200.436
Employee health and welfare costs	2 CFR § 200.437
Entertainment costs	2 CFR § 200.438
Equipment and other capital expenditures	2 CFR § 200.439
Exchange rates	2 CFR § 200.440
Fines, penalties, damages and other settlements	2 CFR § 200.441
Fund raising and investment management costs	2 CFR § 200.442
Gains and losses on disposition of depreciable assets	2 CFR § 200.443
General costs of government	2 CFR § 200.444
Goods and services for personal use	2 CFR § 200.445
Idle facilities and idle capacity	2 CFR § 200.446
Insurance and indemnification	2 CFR § 200.447
Intellectual property	2 CFR § 200.448



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Interest	2 CFR § 200.449
Lobbying	2 CFR § 200.450
Losses on other awards or contracts	2 CFR § 200.451
Maintenance and repair costs	2 CFR § 200.452
Materials and supplies costs, including costs of computing devices	2 CFR § 200.453
Memberships, subscriptions, and professional activity costs	2 CFR § 200.454
Organization costs	2 CFR § 200.455
Participant support costs	2 CFR § 200.456
Plant and security costs	2 CFR § 200.457
Pre-award costs	2 CFR § 200.458
Professional services costs	2 CFR § 200.459
Proposal costs	2 CFR § 200.460
Publication and printing costs	2 CFR § 200.461
Rearrangement and reconversion costs	2 CFR § 200.462
Recruiting costs	2 CFR § 200.463
Relocation costs of employees	2 CFR § 200.464
Rental costs of real property and equipment	2 CFR § 200.465
Scholarships and student aid costs	2 CFR § 200.466
Selling and marketing costs	2 CFR § 200.467
Specialized service facilities	2 CFR § 200.468
Student activity costs	2 CFR § 200.469
Taxes (including Value Added Tax)	2 CFR § 200.470
Termination costs	2 CFR § 200.471
Training and education costs	2 CFR § 200.472
Transportation costs	2 CFR § 200.473
Travel costs	2 CFR § 200.474
Trustees	2 CFR § 200.475

Likewise, it is possible for the State and/or School to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, employees must consult federal, State and School requirements when spending federal funds. For example, often the State's travel rules are more restrictive than federal rules, which means the State's policies must be followed.

In order for a cost to be allowable, the expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the



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Carl D. Perkins Career and Technical Education Act (Perkins)), along with accompanying program regulations, non-regulatory guidance and grant award notifications.

The state and/or School rules related to some specific cost items are discussed below. School employees must be aware of these State and School rules and ensure they are complying with these requirements.

Helpful Questions for Determining Whether a Cost is Allowable

In addition to the cost principles and standards described above the Business Office / CEO/COO can refer to this section for a useful framework when performing an allowability analysis. In order to determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

- Is the proposed cost allowable under the relevant program?
- Is the proposed cost consistent with an approved program plan and budget?
- Is the proposed cost consistent with program specific fiscal rules?
 - For example, the School may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources.
- Is the proposed cost consistent with EDGAR?
- Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical matter, Business Office / CEO/COO should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for limited English proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students. Further, under most major elementary and secondary education programs, recipients

Also, funds should be targeted to address areas of weakness, as necessary. To make this determination, Business Office / CEO/COO should review data when making purchases to ensure that federal funds to meet these areas of concern.



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Cash Management – Title I Policy (Board Approval – September 27, 2016)

The School will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the School, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the School receives payment from the Pennsylvania Department of Education on a reimbursement basis. 2 C.F.R. § 200.305. However, if the School receives an advance in federal grant funds, the School will remit interest earned on the advanced payment quarterly to the federal agency consistent with 2 C.F.R. § 200.305(b)(9).

According to guidance from the U.S. Department of Education (ED), when calculating the interest earned on ED grant funds, regardless of the date of obligation, interest is calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the LEA.

Interest would not accrue if the LEA uses nonfederal funds to pay the vendor and/or employees prior to the funds being drawn down from the G5 system, commonly known as a reimbursement.

Payment Methods

Reimbursements: The School will initially charge federal grant expenditures to nonfederal funds. The School Business Office / CEO/COO will request reimbursement for actual expenditures incurred under the federal grants monthly. All reimbursement requests are signed. The requests are tied to approved budget line items. Documentation must be submitted with the reimbursement request. Reimbursement requests will be submitted on State forms to the Pennsylvania Department of Education portal. All reimbursements are based on actual disbursements, not on obligations.

The Pennsylvania Department of Education will process reimbursement requests within required time frames for reimbursement.

Consistent with state and federal requirements, the School will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Pennsylvania Department of Education review upon request.

Reimbursements of actual expenditures do not require interest calculations.

Advances: To the extent the School receives advance payments of federal grant funds, the School will strive to expend the federal funds on allowable expenditures as expeditiously as possible. Specifically, the School attempts to expend all drawn downs of federal funds within 72 hours of receipt.

The School will hold federal advance payments in interest-bearing accounts, unless an allowable exception applies. The School will begin to calculate interest earned on cash balances once funds are deposited into the School's account.



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Interest will be calculated consistent with requested state form. Total federal grant cash balances will be calculated on cash balances per grant and applying the School's actual interest rate. The School will remit interest earned on grant funds annually to the U.S. Department of Health and Human Services Payment Management System (regardless of the federal awarding agency for the grant) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. 2 C.F.R. § 200.305(b)(9). The process to remit interest, as required is completed with our Business Office / CEO/COO. The School may retain up to \$500 of interest earned per year.

Conflict of Interest – Updated 4/24/24

Definitions of Key Terms:

Interested Person: Any Director, Principal Officer, or member of a committee with board delegated powers, who has a direct **or** indirect financial interest, as defined below, is an interested person.

Financial Interest: A person who has a financial interest if the person has, directly or indirectly, through business, investment or family:

An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; or

A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction, or arrangement, or

A potential ownership or investment interest in, or compensation with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors what are substantial in nature.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

Detailed Policy Statement:



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Duty to Disclose: In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the Trustees and Administrators with board delegated powers considering the proposed transaction or arrangements.

Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the Board or meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall thereupon determine, by a vote of seventy-five percent (75%) of the votes entitled to vote, whether the disclosure shows that a conflict of interests exists or can be reasonably construed to exist.

Procedures for Addressing the Conflict of Interest: An interested person may make a presentation at a Board meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that may result in the conflict of interest.

The President of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Board shall determine whether the School can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the School's best interest and for its own benefit and whether the transaction is fair and reasonable to the School and shall make a decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Violations of the Conflict of Interest Policy: If the Board or Administrator has reasonable cause to believe that a Trustee or Administrator has failed to disclose actual or possible conflicts of interest, it shall inform the trustees of the basis for such belief and afford the Trustee or Administrator an opportunity to explain the alleged failure to disclose.

Records of the Proceedings: The minutes of the Board and all Administration with Board- delegated powers shall contain:

The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was



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present and the Board's decision as to whether a conflict of interest in fact exists. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement and a **record** of any votes take in connection therewith.

Compensation: A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

Statements of Understanding: Each Trustee, Principal Officer and Administrator with Board-delegated powers shall at the time of election and every anniversary thereof, sign a statement which affirms that such person:

- Has received a copy of the Conflict of Interest Policy,
- Has read and understands the Policy,
- Has agreed to comply with the Policy, and
- Understands that the School is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews: To ensure that the School operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable and are the results of arm's length bargaining.
- Whether partners and joint venture arrangements and arrangements with management services organizations conform to written policies, are properly recorded, reflect



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reasonable payments for goods and services, further the School's charitable purposes and do not result in inurement or impermissible private benefit.

- Whether agreements to provide education and agreements with other employees and third parties further the School's charitable purposes and do not result in inurement or impermissible private benefit.

Procurements – Title I Policy (Revised January, 2024)

Lehigh Valley Dual Language Charter School maintains the following purchasing procedures:

A. Responsibility for Purchasing

The Administrative Team (made up of the Business Office /CEO/COO) has the authority to initiate purchases. The Administrative Team may delegate purchasing authority to responsible individuals within their department. The Administrative Team (Business Office/CEO/COO) will make the final determination on any proposed purchase where budgetary or other conditions may result in denial.

B. Purchase Methods

When a request for purchase of equipment, supplies, or services has been submitted and approved as outlined below, the procurement method to be used will be determined based upon the type of purchase and the total cost of the purchase as further outlined below. The type of purchase procedures required depends on the cost of the item(s) being purchased.

The following describes the procurement methods allowed under State and Federal law. While the Federal Regulations provide a basic structure for each procurement method, LVDLCS must have documented procurement policies which provide detail on the process by which all purchases are made, and which are consistent with State and Federal procurement requirements.

1. **Purchases Less than \$10,000 (Micro-Purchases)**

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the aggregate amount of which less than \$10,000. The micro-purchase dollar threshold is adjusted periodically by the Federal Government, and the threshold most recently established and published in the Federal Register or announced as an exception by the federal Office of Management and Budget shall apply if other than less than \$10,000. (48 CFR Subpart 2.1).

Note: The micro-purchase maximum for federal purposes is lower than the amount below which the School Code allows purchase for non-federal purposes to be made without obtaining at least three (3) written or telephonic quotes or using formal competitive bidding.



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The micro-purchase method is used in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and cost. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

To the extent practicable, the School distributes micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the School considers the price to be reasonable based on research, experience, purchase history or other information and documents it files accordingly. The School maintains evidence of this reasonableness in the records of all micro-purchases. The Administrative Team will be responsible to determine the equitable distribution of micro-purchases.

Even if the cost of a purchase qualifies it as a micro-purchase, bidding or small purchase procedures may be used optionally when those procedures may result in cost savings.

2. Purchases and Contracts between \$10,000 and \$23,200 (Small Purchase Procedures)

For purposes of this procedure, small purchase procedures are those relatively simple and informal procurement methods for securing equipment or supplies, or other property that cost more than the amount qualifying as a micro-purchase and do not cost \$23,200 or more, **or in the case of services other than construction, maintenance, or repair on school facilities, where the total cost is less than \$250,000 federal Simplified Acquisition Threshold at which formal competitive bidding or competitive proposals are required.** Small purchase procedures cannot be used for purchases of equipment or supplies or for construction, repair, or maintenance services costing \$23,200 or more because the School Code requires formal competitive bidding at that cost level.

The base amount by which bidding is required under State law **for purchases of equipment, supplies and construction, maintenance or repair services on school facilities** is adjusted for inflation annually, and the adjusted amount most recently determined and published in the Pennsylvania Bulletin shall apply if other than \$23,200. (24 P.S. § 120).

The federal simplified acquisition threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the Federal Government, and the threshold most recently established and published in the Federal Register shall apply if other than \$250,000. (48 CFR Subpart 2.1).

Because State law does not require competitive bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost, small purchase procedures, including a request for proposal (RFP) procedure, may be used for procurement of such other services except when the estimated total cost will be at or above the federal threshold at which formal competitive bidding or competitive proposals are required (\$23,200 or more).

If small purchase procedures are used, written or telephonic price or rate quotations are obtained from at least three (3) qualified sources. Records of quotes are maintained by the School.



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3. Formal Competitive Bidding: Publicly Solicited Sealed Competitive Bids:

For purchases of equipment or supplies, or of services for construction, maintenance or repairs of school facilities, sealed competitive bids are publicly solicited, and a firm fixed price contract (lump sum or unit price) is awarded to the responsive and responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price when the total cost is estimated to be \$23,200 or more.

Note: The amount at which formal competitive bidding or competitive proposals are required by federal regulations is much higher than the base amount at which the School Code requires competitive bidding. Therefore, the lower base amount specified by the School Code, as annually adjusted, is used to determine when bidding will be used for purchases of equipment or supplies, or for obtaining services for construction, maintenance, or repairs on school facilities. (24 P.S. § 120).

State law does not require bidding for the purchase of services other than construction, maintenance or repairs on school facilities regardless of total cost. For procurement of such other services for federally funded purposes to which the Uniform Grand Guidance applies, formal or competitive bidding or competitive proposals will be used when the estimate total cost will be at or over the federal threshold of \$250,000.

The federal Simplified Acquisition Threshold at which competitive bidding or competitive proposals are required is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register or announced as an exception by the federal Office of Management and Budget shall apply if other than \$250,000. (48 CFR Subpart 2.1, 2 CFR 200.102).

For procurement of services costing at or over the \$250,000 federal threshold other than for construction, maintenance or repairs on school facilities, the use of competitive sealed bidding is considered feasible and appropriate when:

- A complete, adequate, and realistic specification or purchase description is available;
- Two (2) or more responsible bidders are willing and able to compete effectively for the business; and
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

If sealed bids are used, the following requirements apply:

- Bids must be solicited from an adequate number of qualified sources, providing them sufficient response time prior to the date set for opening the bids, for local, and tribal governments, the invitation for bids must be publicly advertised;



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- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
- All bids will be opened at the time and place prescribed in the invitation for bids, and for local and tribal governments, the bids must be opened publicly;
- A firm fixed price contract award must be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of; and
- Any or all bids may be rejected if there is a sound documented reason.

4. Competitive Proposals: Formal Requests for Proposals

State law does not require public school entities to solicit competitive bids for services other than construction, repairs or maintenance of school facilities, for which competitive bidding is required if the cost will be a base amount of \$23,200 or more. State law allows competitive proposals relating to work on facilities in lieu of bidding only in the context of guaranteed energy savings contracts. Federal regulations allow the use of competitive proposals as an alternative to formal competitive bidding when conditions are not appropriate for the use of sealed bids.

In the case of services other than for construction, repairs or maintenance of school facilities costing less than the threshold, the School may use small purchase procedures or micro-purchase procedures as applicable based on total cost. An RFP process can also meet or exceed the small purchase competition requirements under State law for the acquisition of services other than for construction, repairs or maintenance of school facilities, and can be used if the total cost will be less than \$250,000.

When permitted, the technique of competitive proposals is normally conducted with more than one (1) source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
- Proposals must be solicited from an adequate number of qualified sources; and



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- Contracts must be awarded to the responsible offeror whose proposal is most advantageous to the School, with price and other factors considered; and

The School may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

5. Noncompetitive Proposals (Sole Sourcing):

Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one (1) source and can only be awarded if one or more of the following circumstances apply:

- The item is available only from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from publicizing a competitive solicitation. An **emergency** exists whenever the time required for the Board to Act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes;
- The federal awarding agency or pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the School; or
- After solicitation of a number of sources, competition is determined inadequate.

In addition to the standard procurement policy and procedure, the School will document the grounds for using the noncompetitive method in lieu of an otherwise required competitive method of procurement, which may include written confirmation from the contractor as the sole source of the item. Documentation must be submitted to and maintained by the [BUSINESS OFFICE?]. All noncompetitive proposals will ultimately be approved by the Board of Trustees. The School may utilize legal advice from the solicitor regarding noncompetitive proposals.

Profit must be negotiated separately for noncompetitive proposals, and a cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

C. Cost/Price Analysis



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The School performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. (2 C.F.R. § 200.323(a)). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however the Administrative Team must come to an independent estimate prior to receiving bids or proposals. (2 C.F.R. § 200.323(a)). As part of the analysis, the Administrative Team will enact established business practices that may include evaluation of similar prior procurements and a review process.

When performing a cost analysis, the Administrative Team negotiates profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. (2 C.F.R. § 200.323(b)).

D. Negotiated Profit

In any procurement in which there has been no price competition, or in which a cost-analysis is performed, profit must be negotiated separately as an element of price. Accordingly, solicitations of bids, proposals or quotes shall require that bids, proposals, or quotes be limited to costs other than profit, and exclude profit.

To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. (2 CFR § 200.323(b)).

When profit must be negotiated as a separate element of the total price, it shall be negotiated by the [INSERT PERSON WITH AUTHORITY/BUSINESS MANAGER/CEO].

E. Purchase Cards

The School approves the use of procurement cards for permissible purchases by designated employees to improve the efficiency of purchasing activities, reduce processing expenses, improve controls for small-dollar purchases, and streamline contractor payment.



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Procurement cards may be used for purchases under federal programs. The use of procurement cards is governed by Board policy and established by administrative regulations.

F. Full and Open Competition

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 C.F.R § 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

- Placing unreasonable requirements on firms in order for them to qualify to do business;
- Requiring unnecessary experience and excessive bonding;
- Noncompetitive pricing practices between firms or between affiliated companies;
- Noncompetitive contracts to consultants that are on retainer contracts;
- Organizational conflicts of interest;
- Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
- Any arbitrary action in the procurement process.

G. Minority Businesses, Women’s Business Enterprises, Labor Surplus Area Firms

The School must take necessary affirmative steps to ensure that minority businesses, women’s business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include: (2 CFR § 200.321):

- Placing qualified small and minority business and women’s business enterprise on solicitation lists;
- Assuring that small and minority businesses, and women’s business enterprises are solicited whenever they are potential sources;
- Dividing total purchasing requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business and women’s business enterprises;



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- Establishing delivery schedules, where the requirement permits that encourage participation by small and minority businesses and women's business enterprises;
- Using the service and assistance, as appropriate, of such organizations as the Small Business Administration and Minority Business Development Agency of the Department of Commerce;
- Requiring the prime contractor, if subcontracts are let, to take the affirmative steps listed above.

H. Geographical Preferences Prohibited

The School must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

I. Prequalified Lists

The School must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the School must not preclude potential bidders from qualifying during the solicitation period.

J. Solicitation Language

The School must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

K. Avoiding Acquisition of Unnecessary or Duplicative Items

The School must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration is given to consolidating or breaking out procurements to obtain a more



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economical purchase. And, where appropriate, an analysis must be made of leases versus purchase alternatives, and another other appropriate analysis to determine the most economical approach.

These considerations are given as part of the process to determine the allowability of each purchase made with federal funds.

L. Use of Intergovernmental Agreements and Competitive Purchasing

To foster greater economy and efficiency, the School enters into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

M. Use of Federal Excess and Surplus Property

The School considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

N. Debarment and Suspension

The School awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The School may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the School verifies that the vendor with whom the School intends to do business with is not excluded or disqualified. (2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300).

All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The school will be responsible for verification. Such verification may include accessing the online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

O. Maintenance of Procurement Records

The School must maintain records sufficient to detail the history of all procurements. These records will include but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

P. Time and Materials Contracts

The School may use a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the School is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency.



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Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the School must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Q. Settlements of Issues Arising Out of Procurements

The School alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the School of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

R. Protest Procedures to Resolve Dispute

The School maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Protest procedures will be acted on in accordance with current state law and regulations, established district administrative regulations, and the advice of the solicitor.

S. Food Service Notes

Exemption from Bidding for Perishable Food Items

The School Code exempts purchases of perishable food items from bidding requirements. Bidding for perishable food items is required only if the cost would be at or over the federal threshold at which formal competitive bidding is required (\$250,000). Small purchase procedures may be used for purchases below \$250,000, or micro-purchase procedures for purchases below \$10,000. Use of bidding should be considered as an option if it is feasible and likely to result in cost savings. (24 P.S. § 504(d)).

Geographic Preferences

The School is permitted to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. When a geographic preference is applied, the School has discretion to determine the local area to which the geographic preference option will be applied.

Unprocessed locally grown or locally raised agricultural products means only those agricultural products that retain their inherent character. The effects of the following food handling and preservation techniques shall not be considered as changing an agricultural product into a product of a different kind or character: cooling; refrigerating; freezing; size adjustment made by peeling, slicing, dicing, cutting, chopping, shucking, and grinding; forming ground products into patties without any additives or fillers; drying/dehydration; washing; packaging (such as placing eggs in cartons); vacuum packing and bagging (such as placing vegetables in bags or combining two (2) or more types of vegetables or fruits in a single package); the addition of ascorbic acid or other preservatives to prevent oxidation of produce; butchering livestock and poultry; cleaning fish; and the pasteurization of milk. (7 CFR §§ 210.21, 215.14a, 220.16).

Buy American



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The School shall purchase, to the maximum extent practicable, domestic commodities or products for food service purposes. The term **domestic commodity or product** means: (7 CFR §§ 210.21, 220.16).

- As agricultural commodity that is produced in the United States; and
- A food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.

Mandatory Contract Clauses

The following provision shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR §§ 210.21, 215.14a, 220.16)

- Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates, and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
 - The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit food service account); or
 - The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
- The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
- The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state



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agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;

- The contractor must identify the method by which it will report discounts, rebates, and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
- The contractor must maintain documentation of costs and discounts, rebates, and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

Contracts with Food Service Management Companies

Procedures for selecting and contracting with a food service management company (FSMC) shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures, and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 215.14a, 220.16)

Pre-Plated Meals

Procedures for selecting and contracting with contractors of pre-plated meals shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures, and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 220.16)

Travel — Title I Policy – Updated 4/24/24

The Board shall reimburse administrative, professional and support employees, and school officials for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

Definition

For purposes of this policy, **travel costs** shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

Delegation of Responsibility



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School officials and school employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all school employees and school officials shall be determined by the CEO/COO or designee.

Guidelines

Travel costs shall be reimbursed on a mileage basis for travel using an employee's personal vehicle and on an actual cost basis for meals, lodging and other allowable expenses, consistent with those normally allowed in like circumstances in the school's non-federally funded activities, and in accordance with the school's travel reimbursement policies and administrative regulations.

Mileage reimbursements shall be at the IRS rate that is in effect at the time of travel. Actual costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by the Board.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies that:

- Participation of the individual is necessary to the federal award.
- The costs are reasonable and consistent with the school's established policy.

Time and Effort Procedures - Updated 4/24/2024

All Federally Funded employees must maintain documentation showing that their salaries are allocable to a federal grant program (UGG 200.403(a)). The Internal process and procedures to ensure compliance with the policy are as follows.

Time and effort supporting documentation must be prepared for all employees with wages and/or benefits that are charged:

- To a single federal award or single cost objective.
- To multiple federal awards or multiple cost objectives
- To any combination of a federal award and other federal, state, or local funding sources



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- To meet matching or cost-sharing requirements of federal awards

To meet the time and effort certification requirements of the UGG, Lehigh Valley Dual Language Charter School uses the following types of time and effort forms:

- The Time and Effort Single Certification Form

All Employees paid from federal funding sources will be notified at the beginning of each school year by the Coordinator.

- Employees who are single funded (work 100% on a single cost objective) will complete the Time & Effort Single Certification Form twice a year:
 - Once after January 1st, (For the period of July 1 - December 31).
 - Once after July 1st (For the period of January 1 - June 30).
 - View the Single Funded Employee Time Certification procedures below.
- Employees who are **split funded** (work on multiple cost objectives) will complete two forms on a monthly basis:
 - Time & Effort Split Funding Certification Form
 - The Monthly Split Funding Time Certification Log

Any discrepancies will be handled by the building principals and coordinate adjustments with the Business Office.

The Business Office will revise the consolidated application budgets, if necessary, to reflect actual spending for salaries every 6 months.

The original copies of the documents will be stored in the Office of Learning for the required time period for documentation supporting the use of federal grant funding by the district.

Single Funded Employee Time Certification procedures

- In January and July of each year, **the Coordinator** obtains an accurate list of employees, from the Principal to understand who had worked at the LEA (who receive federal funds) within the 6-month time frame (July 1 - December 31 or January 1 - June 30).
- The Federal Programs Administrator works with the CEO/COO to accurately understand the percentage amount of each employee's time spent on their roles and responsibilities to match to their appropriate funding source.



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- The Title I Coordinator works with the Human Resources Department to accurately understand the percentage amount of each employee's time spent within each building to obtain an employee roster for each building.
- The Title I Coordinator will present the documentation to building Principals during the January and July Administration Council meetings for review and signature.
- Title I Coordinator enters personnel, funding source, and any other required information into the Time and Effort Single Certification Form.
- Title I Coordinator will review the forms for allocation to the appropriate federal funding source/cost objective (Title I, II, IV, ESSER, etc.).
- The CEO/COO will approve and sign the Time and Effort Single Certification Form.
- Title I Coordinator will collect and store the signed Time and Effort single certification forms and any other documentation for the required time period.
- A copy of the forms will be shared with the business office/payroll who will track expenditures and make any budget revisions based on actual spending accordingly within 20days.

Split Funded Employee Time Certification Procedures

- Employees who are split funded (work on multiple cost objectives) will track the amount of time spent on each cost objective that aligns with their job description on a monthly basis using the Monthly Split Funding Time Certification Log.
- Split Funded Employees will use their Monthly Split Funding Time Certification Log to complete, sign and date the Time & Effort Split Funding Certification Form end of each month. These forms are “after the fact” documents, meaning they must be completed, signed and dated **after** the last day of the month.
- The employee will submit their completed, signed and dated Monthly Split Funding Time Certification Log and Time & Effort Split Funding Certification Form to the **CEO/COO** for their approval and signature. The CEO/COO will review the forms for allocation to the appropriate federal funding source/cost objective (Title I, II, IV, ESSER, etc.).
- The Federal Programs Administrator will collect and store the signed Time and Effort



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single certification forms and any other documentation for the required time period.

- A copy of the forms will be shared with the business office/payroll who will track expenditures and make any budget revisions based on actual spending accordingly within 20 days.

Pennsylvania Department of Agriculture Policy Regarding Identification of Food Inspectors in Schools

It is the legal responsibility of the Pennsylvania Department of Agriculture (PDA) to regulate and inspect "Retail Food Facilities." This duty is imposed on PDA by the Retail Food Facility Safety Act (the "Act"), Act of November 23, 2010, P.L.1039 (3 Pa. C.S.A SS 5701-5714).

A school cafeteria is a "Retail Food Facility" under Section 5702 of the Act. Section 5704 of the Act provides, in pertinent part, as follows:

§ 5704. Inspection, sampling and analysis. (a) *Inspection.* --For purposes of enforcement of this subchapter, a licenser is authorized, upon presenting appropriate credentials to the person in charge:

(1) To enter at reasonable times any retail food facility. (2) To inspect at reasonable times, within reasonable limits and in a reasonable manner, the retail food facility.

As stated, the Act requires schools to allow PDA Food Inspectors to enter the school and inspect the cafeteria at reasonable times *upon the Inspector presenting appropriate credentials*. These "appropriate credentials" consist of the two (2) types of identification that PDA issues to its Food Inspectors and requires them to carry when performing Food Safety inspections: (1) a Commonwealth-issued identification badge bearing the photograph of the PDA Food Inspector; and (2) a metal badge bearing the Inspector's unique badge number. There is no legal requirement - nor is there any legal authority for a school to impose a requirement - that PDA Food Inspectors present a driver's license or any identification *other* than the "appropriate credentials" referenced in the Act as a condition of being allowed to enter a school to conduct an inspection of the retail food facility in that school.

Likewise, there is no legal authority for requiring PDA Food Inspectors to undergo a background check before entering a school to perform their inspections. As an informational point: before being allowed to perform Food Safety inspections a PDA Food Inspector must undergo three



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separate background checks: (1) a criminal background check by Pennsylvania State Police; (2) a tax background check by the Pennsylvania Department of Revenue; and (3) a driving record check by the Pennsylvania Department of Transportation.

If you have any questions regarding this policy please feel free to contact me at 717-787-4315, or the Department of Agriculture Office of Chief Counsel at 717-787-8744.

Bureau of Food Safety and Laboratory Services 2301 N Cameron St. Harrisburg, PA 17110-9408 | Suite 112 | 717.787.4315 | agriculture.pa.gov/eatsafe

***Policy updated at January, 2020 Board of Trustees Meeting**

Academics



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Adoption of Courses of Study

The Board shall provide a comprehensive instructional program to serve the educational needs of the students of the Lehigh Valley Dual Language Charter School.

For purposes of this policy, a course of study shall be defined as the planned course which consists of at least: written statement of objectives to be achieved by students; content to be used to reach objectives; expected levels of achievement; and procedures for evaluation.

No course of study shall be taught unless it has been adopted by the Board. The Principal is responsible for the continuous evaluation of the efficacy of courses of study and shall recommend to the Board such new courses of study as he/she deems to be in the best interest of the students.

The Principal shall maintain a current list of all courses of study offered by the school and shall furnish each member of the Board with a copy upon revision.



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Adoption of Curriculum, Instructional Materials and Textbooks

The Board shall approve and adopt the curriculum to be taught.

The Principal of the school shall have the responsibility of recommending to the Board, the approval of curriculum, instructional materials and textbooks.

Once approved by the Board, the Principal shall have overall responsibility for approving the purchase of textbooks and other instructional materials.

All community concerns expressed regarding Board approved textbooks and instructional materials will be reviewed by an appropriate Board Committee appointed by the Board President.



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Homework

Homework is defined as any educational activity related to classroom instruction primarily designed to enhance student learning. At Lehigh Valley Dual Language Charter School, homework is considered an integral part of the educational program. Homework activities contribute to learning when they are well planned and given with a valid educational objective in mind.

The purpose of homework is to improve student understanding of the subject matter; to help the student assume greater responsibility; to offer opportunities for self-direction; to reinforce basic skills; and to be used for positive learning, not for punishment. It may take many forms, such as individual or group exercises, readings, observations, projects, studying and creative endeavors.

Regularly assigned, carefully designed and prepared homework is essential for effective learning to occur. Staff, students and parents/guardians play an important role in the success of homework as a learning opportunity. All parties involved must assume responsibility for the successful implementation of homework policies and procedures.

A letter should be sent to parents/guardians each year describing the school's homework policy and should include helpful tips for improving students' study habits and increasing learning.

Teachers are responsible for creating homework assignments for their classes every week. Homework should be designed to improve student understanding of the subject matter; to help students assume greater responsibility; to offer opportunities for self-direction; and to reinforce skills taught in the classroom.

SUGGESTED TIME ALLOCATIONS

It is recognized that all learning cannot be accomplished within the limited amount of time allotted for classroom instruction; therefore, homework should be routinely assigned to students. As the word implies, homework is to be completed outside the regular class period.

The extent to which homework assignments are made should reflect the teacher's knowledge of his/her students and the judgment as to appropriateness of content and frequency of assignments.

Students in grade 5th - 8th can be assigned up to 60 minutes of homework per night. Homework should be appropriate to maintain development and comprehension of class work.

Students in grades K-4 can be assigned up to 10 minutes of homework per night based upon their grade level (Kinder - 10, First - 20, Second - 30, Third - 40, Fourth - 50).

Homework should be dated and signed by parent/guardian to verify that parent/guardians has seen the homework prior to submission. Teachers should contact parents if homework has not been returned, or if it has been returned without the parent/guardian verification sheet. Students must maintain their returned homework in an orderly and complete file which should be available for inspection by the teacher at any time.



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Marking and Reporting Student Progress and Achievement

The Board recognizes that a system of marking and reporting student progress and achievement can help the student, teachers and parents/guardians to better assess the student's progress toward educational goals. The Board further believes that the cooperation of school and home is a vital ingredient in the growth and education of the whole child. The Board recognizes its responsibility to keep parents/guardians informed of students' welfare and progress in school.

The Board directs the establishment of a program of marking and reporting student progress which shall include written reports and parent conferences with teachers, and shall require appropriate staff members to comply with such a program as part of their responsibilities.

Marking shall be that system of evaluation and recording student progress and achievement which enables the students, parents/guardians and teachers to learn the student's strengths and weaknesses; plan an educational and vocational future for the student in the areas of the greatest potential for success; and determine where remedial work is required.

The Board directs that the instructional program of the Lehigh Valley Dual Language Charter School include a system of marking for all students which is consistent with the educational goals of the school.

The Principal shall develop procedures that provide:

1. Each student, at the outset of any course of study, with the expected achievement for that course.
2. Information, on a continual basis, to each student regarding his/her progress and achievement during the course of study.
3. Teachers with marking procedures appropriate to the course of study and the maturity of the students.
4. Encouragement of students to evaluate their progress and achievement.
5. Periodic review and, if necessary, revision of all marking procedures. To the greatest extent possible, this review shall include students, staff and parents.
6. Consistency of marking procedures and format in all grades.



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The Principal shall also develop procedures for reporting student progress and achievement to parents/guardians which:

1. Use various methods of reporting appropriate to grade level and curriculum content.
2. Ensure that both student and parents/guardians receive ample warning of a pending mark of “failure” or of a condition that would adversely affect the student’s status.
3. Enable the scheduling of parent-teacher conferences at such times and places as will ensure the greatest degree of participation by parents/guardians.
4. Specify the issuance of report cards at intervals of not less than nine (9) weeks.
5. To obtain a passing grade in any subject you must score at least 70%. LVDLCS does not allow a “D” as a passing grade, therefore only three grades exist. “A”, “B”, or “C” are the acceptable passing grades. An A is 100-90%, B is 89.9-80%, C is 79.9-70%.

Report cards and other appropriate literature for parents shall be provided, wherever possible, in the appropriate foreign language for students who do not speak English.

The policies and procedures regarding the marking and reporting of student progress and achievement shall be included in the Student/Parent Handbook and shall be explained to students and parents/guardians at the beginning of each school year.



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Student Progress Reports and Report Cards

Progress reports are critical to convey student progress to parents/guardians and to assess the achievement of individual students, classes, and the school at large. They should be completed monthly. At intervals of no longer than 9 weeks, report cards should be prepared to provide parents/guardians with cumulative data on their children's performance and progress.

The following steps are to be followed in completing student progress reports and report cards:

1. The homeroom teacher shall complete all identifying information about students on the progress report. Special teachers and any other teachers and assistants working with the student should submit all necessary information to the appropriate homeroom teacher.
2. Homeroom teachers shall submit all progress reports to the Principal as stated on the annual Report Card/Progress Report Calendar.
3. The Principal will review each progress report for spelling, grammar, and completeness of information to ensure that it reflects the school's commitment to quality. Any reports requiring revision will be promptly returned to the teacher. The Principal will initial each progress report once it is in final form and return it to the teacher.
4. Teachers shall send the reports to the administration. The parent's/guardian's copy should be sent home with the student.

It shall be the responsibility of the teacher and the Principal to ensure that both students and parents/guardians receive ample warning of a pending mark of "failure" or a condition that would adversely affect the student's status.



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Student Assessment

It is the responsibility of the Principal to ensure that all students have been tested for placement in reading, language and mathematics, and that they have been placed appropriately. Placement testing should be completed before the first day of school.

Upon entering LVDLCS, all students will complete the required benchmarks in English, Mathematics, and Spanish.



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Standardized Testing

To provide an objective measure for evaluating student learning, teacher performance, and curriculum alignment with subject matter tested, the PSSA will be administered to all 3rd-8th grade students in the spring.

Following are the standardized tests that will be used, the grades and subjects that will be tested, and the projected dates of test administration:

Testing Information *

English Language Arts (ELA)	April
Make Up ELA & Math Grades 3-8	April
Science Assessments Grade 4 and 8	April – May
Make up for Science Assessments	May

*As per Pennsylvania Department of Education's annually published dates



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Lesson Plans

To ensure continuity of instruction, the Board requires lesson plans.

Lesson plans shall reflect the school's adopted curriculum in each particular subject area. Plans shall include objectives, concepts and skills to be taught, activities used to achieve the objectives and evaluations used to determine the extent of achievement.

Teachers shall make thorough preparation for all daily lessons and shall prepare written plans reflecting such preparation.

To facilitate more effective instruction, lesson plans must be prepared no later than Friday preceding the week of their implementation. Plan books will be reviewed and shall follow the guidelines established by the Principal.

Guidelines for the implementation of this policy shall include:

- The format(s) for lesson plans shall be decided at the school level i.e. school-wide format, grade level format, departmental format, individual format – or any combination thereof – are acceptable.
- Lesson plans shall include information pertinent to the effective implementation of a lesson. While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis, i.e., unit of work – whichever is most appropriate. Materials to be used in a lesson(s), such as duplicated material, cassette tapes, films, transparencies, computer presentations, etc., may serve as an integral part of the plan.
- Lesson plans and seating charts must be available for a substitute teacher. A one-day emergency substitute plan must be filed in the school office.

The Principal shall be responsible for staff implementation of this policy and for monitoring the appropriateness of lesson plans.



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Identifying Students With Special Needs

Lehigh Valley Dual Language Charter School shall take a proactive approach to identifying students demonstrating difficulties in and/or around the school. Such difficulties may manifest themselves in the form of below-average academic performance, anti-social behaviors, communication problems, poor hygiene (self-help), or ill health.

It shall be the practice at Lehigh Valley Dual Language Charter School to screen all students within 45 days of their first day of attendance. The classroom teacher shall coordinate this process by completing the benchmark assessments as found on the assessment calendar. Once screening has been completed, cases meriting additional attention should be identified and referred to the appropriate individuals as outlined below:

Nature of Problem	Person(s) to Receive Teacher Assistance Form
Academic	Special Education Teacher
Social	Counselor and Special Education Teacher
Communication	Contracted Speech and Language Pathologist
Self-Help	School Nurse
Health	School Nurse

Teachers requiring specific administrative assistance to address a student's special needs should consult the Principal. The Principal will schedule a data team meeting that includes the special education teacher(s), Reading Specialist, and all relevant support personnel (school social worker, dean of students, ELL staff) to discuss teacher concerns and benchmark assessment data to determine the most effective plan of action.

SPECIAL EDUCATION REFERRALS

Should repeated attempts to improve a student's performance prove insufficient, a teacher or related staff member should file a *Special Education Referral Form*. The student's parents/guardian may also complete and submit this form. *The Special Education Referral Form* should only be completed if all interventions resulting from the initial data meetings have been exhausted, and it is clear that the student's condition will be detrimental to his/her academic and social development if left untreated. In such cases the teacher or other legitimate party should complete the first page of this referral, and submit it to the Special Education Teacher.

The Special Education Teacher should then schedule a new IPT meeting, including the Principal/designee and the student's teachers, and related services personnel in the area of the suspected disability (e.g. occupational therapist, physical therapist, speech and language pathologist, school psychologist). In this meeting the Special Education Teacher should



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assign the appropriate individuals evaluative tasks necessary to make a logical decision regarding the need for special education or related services. The Special Education Teacher and/or related services personnel should conduct all necessary informal assessments, compile results, and report on their findings at the second IPT meeting. At this point, the team should decide whether or not the student needs a formal, comprehensive evaluation, including a psychological report.

If it is decided that the student is not in need of a more comprehensive evaluation, the team should develop a new intervention plan that will appropriately support the student.

If the decision is made to continue with a more comprehensive evaluation, it is the responsibility of the Special Education Teacher to ensure that due process is followed in communicating with the parents/guardians. This process includes sending home a *Notification of Special Education Referral, Request for Evaluation, prior written notice, and procedural safeguards*. Assuming the parent/guardian approves a special education evaluation, the Special Education Teacher should facilitate its completion. Once results have been documented in a report, a meeting should be convened to discuss the findings of each of the evaluations. A constituent from each area of suspected disability must be present to interpret the results. If results suggest that the student may be eligible for special education or related services, this meeting may also serve as an Individual Education Plan Committee (IEPC) meeting. In this meeting the Special Education Teacher should facilitate (1) the description of the student's present level of performance in all related areas, (2) the designation of services to be provided, and (3) the development of measurable goals and objectives. In addition to the preceding information, topics specific to state and federal regulations should be discussed.

Upon closure of the IEPC meeting, a date for entry into the designated special education program or related services should be determined, with services to begin on that date. An annual review date should be set, and the Special Education Teacher should facilitate weekly documentation of progress toward goals and objectives either by him/herself or related services personnel.



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Special Education

Every exceptional student attending Lehigh Valley Dual Language Charter School shall be offered an educational program that meets his/her individual needs and is suited to his/her unique abilities. Such a program of special education shall be designed to comply with law, confirm to the goals of Lehigh Valley Dual Language Charter School and to the extent feasible and consistent with the best interests of the student and other students, integrate programs of special education with the regular instructional program.

The Board directs that all procedures for the implementation of a program of special education be designed to guard the privacy of the student and family.

The CEO/COO is directed to recommend annually to the Board the employment and retention of staff and the provision of such facilities as may be necessary and feasible to provide for the needs of exceptional students.

The Principal shall develop procedures for a continuing evaluation of the effectiveness of the school's plan for the exceptional student and shall periodically report to the Board the results of such evaluation.

The program to which each exceptional student is assigned shall be that which best assures his/her success in learning and offers him/her the least restrictive environment in accordance with the Individuals With Disabilities Education Act (IDEA).



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EL PROGRAM AND SERVICES

In accordance with the Board's philosophy to provide a quality educational program to all students, the school shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) shall be identified, assessed and provided instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.

The Board shall approve a written program plan of educational services for students whose dominant language is not English. The specific LIEP (Language Instruction Educational Program) shall be an ELD (English Language Development program). This program shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically.

The Board may address LEP students and programs in the school's comprehensive planning process, and shall include appropriate training for professional staff in the Professional Development Plan as necessary to provide an appropriate EL Program and Services in compliance with law and regulations.

The Board may contract with Colonial Intermediate Unit No. 20 for ESL services and programs.

The Chief Executive Officer or designee shall implement and supervise the EL Program and Services that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Chief Executive Officer or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the EL Program and Services.

The school shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student upon enrollment in the school, and shall be filed in the student's permanent record folder through graduation.

The EL Program and Services shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading



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and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.

Certified employees and appropriate support staff, when necessary, shall provide the ESL program. The school shall ensure that all teachers in the ESL program hold the appropriate certification and can demonstrate academic language proficiency in English.

The EL Program and Services shall be evaluated annually to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement.

Students who are English Learners (EL) may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language. Students participating in EL Programs and Services who are eligible for special education services shall continue receiving English language instruction, in accordance with their Individualized Education Program (IEP), at the appropriate proficiency and developmental level.

Students participating in EL Program and Services programs shall be required, with accommodations, to participate in assessments and meet established academic standards and graduation requirements adopted by the Board.

Students shall have access to and be encouraged to participate in all academic and extracurricular activities available to school students.

Students shall exit from EL Program and Services in accordance with state required exit criteria. The school shall monitor ELs who exit from the ESL program in accordance with state required exit criteria.

Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians. At the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the school shall notify parents/guardians of students enrolled in EL Programs and Services regarding the instructional program provided to their student.

Parents/Guardians shall be regularly apprised of their student's progress, including achievement of academic standards and assessment results in accordance with federal and state regulations.



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Parents/Guardians shall be notified of their right to opt the student out of supplemental EL programs/opportunities provided through federal funding, in accordance with applicable law. The school shall notify parents/guardians of students in EL Programs and Services within thirty (30) days, or within fourteen (14) days of enrollment, if the school fails to meet annual

measurable performance objectives, as required by law. The school shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

***Limited English Proficiency Policy updated and approved by the Board of Trustees on June 27, 2023**

Homebound Instruction

The Board shall provide individual instruction to students confined to home or hospital for physical disability, illness or injury, administrative or disciplinary reasons or when such confinement is recommended for psychological or psychiatric reasons.

Application for individual instruction shall certify the nature of the illness or disability, state the probable duration of the confinement, and must be submitted to the school Principal who will forward such recommendation to the Board for approval.

The Board will provide individual instruction only for those confinements expected to last at least four (4) weeks, but such exceptions may be made as the Principal deems advisable and so recommends. Once approved by the Board, homebound instruction will be provided up to a maximum of ten (10) hours each week (two [2] hours per subject) for students in grades K -8. Depending on the student's schedule, the Principal may authorize an additional two (2) hours each week.

The program of individual instruction given each student shall be in accordance with the standards established by the Secretary of Education.

The Principal reserves the right to withhold individual instruction when:

1. The instructor's presence in the place of a student's confinement presents a hazard to the health and /or well-being of the teacher;
2. A parent or other adult in authority is not at home with the student during the hours of instruction; or



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The condition of the student is such as to preclude his/her benefit from such instruction.



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Plagiarism/Cheating

Plagiarism is the act of claiming the work of another as one's own. Such action on the part of students is unacceptable and will not be tolerated at the Lehigh Valley Dual Language Charter School.

Suspected cases of plagiarism or cheating shall be brought to the attention of the Principal/designee. Upon investigation, confirmed cases of plagiarism/cheating are to be described in writing by the classroom teacher. A copy of this written report shall be submitted to the Principal/designee. Once an offense has been confirmed, the student and his/her parents/guardians shall be notified of the findings. Depending upon the situation, the opportunity for the student to redo the assignment as well as the assignment of a grade shall be left to the discretion of the teacher. Cheating will always result in a "0" for that project.

Any student who willingly allows another to copy his/her work or provides information for cheating will receive the same disciplinary action as the person committing the offense.



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Field Trips

Field trips can be an educationally sound and important ingredient of the instructional program of the school. **Field trips are a privilege not a right.**

Field trips shall be defined as any journey by students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

Students on field trips remain under the supervision and responsibility of the school and this Board and are subject to their rules and regulations.

The Board does not endorse, support or assume responsibility for any staff member who takes students on trips not approved by the Board, CEO/COO or Principal.

No staff member may solicit students within the facilities or on school grounds for unapproved trips.

The Principal or his designee shall prepare procedures for the operation of field trips which shall ensure that:

1. The safety and well-being of students shall be protected at all times;
2. Parental permission is sought and obtained before any student may be removed from school for a field trip;
3. The Principal approves the purpose, itinerary and duration of the proposed trip;
4. Each field trip is properly planned, integrated with the curriculum and followed up by appropriate activities which enhance its usefulness;
5. The effectiveness of field trip activities is monitored and evaluated; and
6. All trips are to be taken within one day's period of time.

Field trips for all students should fall within the general categories listed below:

Airports
Business and Industry Locations
Dorney Park



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Federal Buildings
Fire Stations
Gardens and Natural Parks
Historical Sites
Hospitals
Law Enforcement Agencies
Local Construction Sites
Local Shopping Malls
Military Installations
Movies (appropriate subjects only)
Municipal Buildings
Museums
Nearby Farms and Orchards
Newspapers
Post Offices
Radio and TV Stations
Theaters
Universities and Colleges
Zoos

Costs for field trips are to be supported to the extent approved in the school budget. In the absence of field trip funds, costs may be borne by parents/guardians or approved school/parent organizations. Students with financial hardships shall have all costs borne by the Board or the school/parent organization financing the trip if after checking available resources it is found that the funds are available.



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Health and Safety Substance Abuse



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Student Wellness Policy

1. Purpose

The Lehigh Valley Dual Language Charter School recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

2. Authority (P.L. 108-265 Sec. 204)

To ensure the health and well-being of all students, the Board establishes that the school shall provide to students:

- a. A comprehensive nutrition program consistent with federal and state requirements
- b. Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
- c. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
- d. Curriculum and programs for grades K – 8 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

3. Delegation of Responsibility (Pol. 808)

The Principal (or designee) shall be responsible for monitoring the school programs and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations.

School staff shall report to the Principal regarding compliance in his/her designated area and status of any programs related to student wellness.

The Principal (or designee) shall (annually) report to the Board on the school's compliance with law and policies related to student wellness. The report may include, but not limited to:

- a. Assessment of school environment regarding student wellness issues
- b. Recommendations for policy and/or program revisions.
- c. An assurance that LVDLCS



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- d.] guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided (annually) by the Food Service Director. (P.L. 108-265 Sec. 204)

4. Guidelines

Wellness Committee

The Wellness Committee is comprised of at least one (1) of each of the following: School Board Member, district administrator, district food service representative, teacher, parent/guardian, member of the public.

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing a Student Wellness policy that complies with law to recommend to the Board for adoption

Nutritional Education

Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with State Board of Education curriculum regulations and the academic standards for Health, Safety, and Physical Education and Family and Consumer Sciences.

Physical Activity

LVDLCS will partner with parents/guardians and community members to institute programs that support physical activity.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

Refrain from using physical activity as a negative consequence.

Students and the community shall have access to physical activity facilities outside school hour upon approval by lessor.

Physical Education

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.



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Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety, and Physical Education academic standards.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Physical education shall be taught by health and physical education teachers who are provided appropriate professional development.

Physical Education classes shall have a student-teacher ratio comparable to those of other courses.

Other School Based Activities

a. Food Services

- LVDLCS shall provide adequate space, as defined by the Board, for eating and serving school meals.
- Students shall be provided a clean and safe meal environment.
- Students shall be provided adequate time to eat both breakfast and lunch.
- Meal periods shall be scheduled at appropriate hours as defined by the Board.
- Drinking water shall be available at all meal periods and throughout the school day.
- Student shall have access to hand washing or sanitizing before meals and snacks.
- Nutrition professionals who meet criteria established by the Board shall administer the school meals program.
- Professional development shall be provided for LVDLCS nutrition staff.
- Access to the food service operation shall be limited to authorized staff.
- Nutrition content of school meals shall be available to students and parents/guardians upon request.

b. Other Areas

- To the extent possible, LVDLCS shall utilize available funding and outside programs to enhance student wellness



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- Classroom snacks should reinforce the importance of healthy choices
- Classroom celebrations should encourage healthy choices and portion control. Parents and families should receive guidance from the school on foods that are appropriate for such celebration.
- Schools should encourage fundraisers that promote positive health habits such as the sale of non-food and nutritious food items, as well as fundraising to support physical activity events.
- Fundraising projects submitted for approval shall be appropriate and in compliance with the wellness policy.

Nutrition Guidelines

Food choices available at the school during the school day and during school activities shall be offered to students with consideration for promoting student health and reducing childhood obesity.

Students' lifelong eating habits are greatly influenced by the type of foods and beverages available to them. LVDLCS will insure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7CFR Part 210 and Part 220.

Healthy standards for foods and beverages provided to students outside of the school meal programs will comply with Pennsylvania nutrition guidelines for competitive foods.

References

Child Nutrition and WIC Reauthorization Act of 2004- P.L. 108-265 Sec. 204



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Administration of Medication

The Board recognizes that the administration of medication during the school day may be necessary if failure to take such medication would jeopardize the health of the student, or the student would not be able to attend school.

For purposes of this policy, medication shall include all over the counter medication and medication prescribed by a physician for the particular student.

Before any medication may be administered to any student during school hours, a written request is required, to include the following with applicable state law: a written request from the prescribing physician and a written request from the parent/guardian. The written request from the parent/guardian shall give permission for such administration and relieve the Board and its employees of liability for administration of medication. (Attachment #1) The written request from the prescribing physician shall include:

1. The name and purpose of the medication
2. The dosage of medication, route of medication, and timing of medication
3. Name of physician and signature
4. Date.
5. Side effects of medication.

The document shall be kept on file in the office of the school nurse.

All medication, whether prescribed or over the counter shall be administered by the school nurse or the student where the parent/guardian so permits.

All medication shall be securely stored in the school nurse's office and kept in the original container, except in those instances where students have been granted permission to self-medicate (See section on self-medication.)

The school nurse shall maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication and a notation of each instance of administration.

STANDING ORDERS

To help students with common complaints and minor injuries, standing orders will be obtained from the school physician for students to receive selected medications with select guidelines. To comply with LVDLCS policy, written parental permission is required each school year in order



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for medications to be administered and relieve the Board and its employees of liability for administration of medication.

Medication will be not be administered more than two times during the school day.

The nurse reserves the right to refuse to dispense medication at any time based on the assessment of the situation and every effort will be made to notify parents of the situation (i.e. repeated requests or overuse).

SELF-MEDICATION

The Board shall permit self-administration of medication for asthma or other potentially life-threatening illnesses during school hours and off-site after regular school hours when a student is participating in field trips or extracurricular activities. Life-threatening illness means an illness or condition that requires an immediate response to specific symptoms that may indicate the potential loss of life; e.g. epinephrine injection in response to anaphylaxis. The following conditions must be met:

1. Self-medication for middle school students:
 - A. The parent/guardian of the student must provide the school nurse with written authorization for the self-administration of medication on the appropriate form (Attachment #2);
 - B. The parent/guardian of the student must provide the school nurse with written certification from the physician of the student, that the student has severe asthma, or is in need of carrying emergency epinephrine or an EpiPen, or similar emergency medication. The physician must further indicate on the appropriate form (Attachment #1) that the student is capable of and has been instructed in the proper method of self-administration of the medication;
 - C. The parent/guardian of the student must sign a statement on the appropriate form that acknowledges that the Lehigh Valley Dual Language Charter School shall incur no liability as a result of any injury arising from the self-administration of medication by a student, and the parent/guardian shall indemnify and hold harmless the Lehigh Valley Dual Language Charter School and its employees or agents against any claims arising out of the self-administration of medication by the student (Attachment #2).
2. Self-medication for elementary school students:
 - A. Elementary school students will continue to receive medication in the school health office, administered by the school nurse. The nurse must construct a



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nursing care plan for those students who may require an asthma medication, Epipen, or similar emergency medication during a time when the nurse is not available. This care plan will include the procedure for self-administration of these medications and the indicators for implementing the plan. Elementary students granted permission to self-administer medication must submit the appropriate forms as identified for school students. Permission forms must be reviewed with the school nurse.

- B. All students requesting permission to self-administer medication must submit the appropriate forms to the school nurse, and review the procedure they will follow to self-administer the medication as indicated on the forms submitted. The nurse will log the date this has been completed.

* The parents/guardians of children who have asthma or other respiratory conditions that require the use of an inhalant/pump, must provide the school nurse with the inhalant/pump, in its original container. The inhalant/pump will be labeled and kept in the nurse's office. A new pump in its original container must be given to the nurse prior to the expiration date of the inhalant/pump.



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Authorization for Medication During School Hours

Date: _____ Attachment 1
Student, _____ DOB _____, must receive the
following prescribed medication during school hours in order to maintain sufficient health to
participate in the school program; therefore we are submitting the following information. The
parent / guardian will provide the medicine in an appropriately labeled, original pharmacy
container.

Name of Medication: _____

Prescribed Dosage: _____

Time to be administered: _____

Diagnosis and Reason for Medication during School Hours: _____

Side Effects of Medication: _____

Duration of Medication Regime: _____

The student may carry and self-administer above listed inhaler, insulin pump, or epinephrine pen
pursuant to approval by the primary care physician. ☐ Yes ☐ No

Physician Name: _____

Physician Telephone number: _____

Physician Signature: _____

Date: _____

I (parent /guardian) do hereby release, discharge, and hold harmless Lehigh Valley Dual
Language Charter School, its agents and employees, from any and all liability and claims
whatsoever for the administration of the above medication to my child, pursuant to these
directions. I agree to deliver the medication to the school in an original labeled prescription
bottle. The label shall contain the name of the medication, prescribe dosage, physician's name
and pharmacy. I further agree to deliver a new supply of the medication to the school as needed.
I authorize Lehigh Valley Dual Language Charter School to exchange health related information
with the above name physician. I understand that a new medication authorization form must be
completed to the physician and parent/guardian if the dosage is changed at any time.

Signature of Parent/Guardian: _____



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Parent/Guardian Name: _____ Date: _____

Parent/Guardian must bring medication to school – DO NOT send medication to school with your child in their bookbag

STUDENT SELF ADMINISTRATION AUTHORIZATION

Attachment 2

Student's Name

Date of Birth

Grade

Date

To self medicate, the student must be able to: (check all that apply)

- _____ 1. Respond to and visually recognize his/her name.
- _____ 2. Identify his/her medication.
- _____ 3. Demonstrate the proper technique for self administering his/her medication.
- _____ 4. Sign his/her medication sheet to acknowledge having taken the medication.
- _____ 5. Demonstrate a cooperative attitude in all aspects of self-administration of medication.

Name of Medication

Dosage

Frequency

The above named student has demonstrated the ability to self-administer the prescribed medication as indicated by the criteria listed above.

Date

Signature
(Certified School Nurse)

As the parent/guardian of the above named student, I relieve the school district and its employees of any responsibility for the benefits or consequences of the above listed medication when it is prescribed and parent authorized. I further acknowledge that the school bears no responsibility for ensuring that the medication is taken. I am aware that any improper sharing of the above named medication will result in the immediate confiscation of the medication and loss of privilege to self administer if the medication policy is violated.

Date

Parent/Guardian Signature

I agree to be solely responsible for my medication and to follow the direction for its use as ordered by my health care provider, as well as the district's medication policy. I am aware that any abuse of this privilege will result in the confiscation of my medication.



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Date

Student's Signature



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Immunization

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board requires all students to be immunized against certain diseases in accordance with applicable state and municipal statutes, unless specifically exempt for medical, religious or philosophical reasons.

No student shall be admitted to the Lehigh Valley Dual Language Charter School who has not been immunized against such diseases as are mandated by the Pennsylvania Department of Health.

The implementation of this policy shall be the responsibility of the certified school nurse, who shall be subject to the sanctions of the law for violation of the state statute for immunization of students.

A student shall be exempt from the requirements for immunization for medical reasons when the parent/guardian objects in writing to such immunizations for medical reasons and whose physician certifies that the child's physical condition counter-indicates immunization; or for religious or philosophical reasons when a parent/guardian certifies in writing their objection as required by Pennsylvania State Law.

The certified school nurse shall annually and whenever necessary review the existing standards for immunization of students and direct the responsible school personnel accordingly; inform parents/guardians of students prior to their entry to school for the first time of the requirements of immunization, the requisite proof of immunization, the exemption available for religious and philosophical reasons and the means by which such exemptions may be claimed; and investigate and recommend to the Board such programs of immunization as may from time to time be warranted by circumstances and the health of the school community.



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Child Abuse

The Board recognizes that successful school achievement depends both on the quality of instruction and the physical and emotional well-being of the learner.

This policy reflects concern regarding child abuse and accepts the role of the school in:

1. Providing all possible assistance to students who suffer abuse;
2. Requiring the reporting of suspected child abuse in accordance with the law;
3. Cooperating with appropriate community agencies;
4. Mandating staff development to fulfill the purpose of this policy; and
5. Evaluating the school environment continually for the purpose of timely identification and reporting of suspected child abuse.

Child abuse shall be defined in accordance with the provisions of the Child Protective Services Law, the regulations of the Pennsylvania Department of Human Services, and the decisions of the courts of this state. This definition shall be implemented in the directives of the school.

The CEO/COO shall set forth the legal definition of child abuse and provide regulations for compliance with the statutory requirements that instances of child abuse be reported. Such regulations shall include:

1. Informing all staff members having contact with students of their responsibility to report all cases of abuse, abandonment, cruelty or neglect resulting in physical or mental injury by other than accidental means;
2. All employees of LVDLCS are mandatory reporters under Pennsylvania Law;
3. Requiring prompt attention to injuries which result from abuse as to protect the health of the child; and
4. Providing for the release to the appropriate county child welfare agency, the name and age of the child as well as the name and address of the parent(s)/guardian(s) and information regarding the nature and extent of the child's injuries, abuse or maltreatment



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and such information which, in the opinion of the CEO/COO/Principal, has a bearing on the suspected child abuse.

Child Abuse Prevention

The Board's concern regarding child abuse and its efforts to prevent such abuse are reflected in its policies on Child Abuse and Early Detection of Missing and Abused Children and the accompanying Administrative Procedure, Child Abuse – Definition/Reporting. These policies and procedure clearly address the school's responsibility in providing assistance to students who suffer abuse outside the school setting and its role in providing an early warning to appropriate authorities when a child appears to be abused or missing.

This policy, Child Abuse Prevention, establishes guidelines for the prevention of child abuse in the school setting.

Recognizing that successful school achievement depends both on the quality of instruction and the physical and emotional well-being of the learner, the Board establishes these guidelines to prevent child abuse of any kind. The following types of behavior are prohibited:

1. The use of any form of physical, verbal, humiliating or frightening punishment of any kind;
2. The use of corporal punishment and/or the use of excessive physical restraint under circumstances which do not indicate that the child's behavior is harmful to himself/herself, others or school property;
3. Any act of sexual abuse against a child as defined by the Child Sexual Abuse Prevention and Mandatory Reporting Policy.
4. Any other kind of abuse, cruelty or neglect resulting in physical or mental injury by other than accidental means.

Any individual found guilty of any of these types of behavior will be subject to appropriate disciplinary action that may include termination of employment.

All LVDLCS staff are Mandatory Reporters. Reporting procedures are outlined in Administrative Procedure, Child Abuse – Definition/Reporting.

Annually the Principal shall conduct in-service training for staff members to address their rights and responsibilities in preventing, identifying and reporting suspected cases of child abuse.

*Policy updated at April, 2019 Board of Trustees Meeting



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Child Abuse – Definition/Reporting

“Abused child” means a child under the age of 18 years whose parents, guardians, or other person having his/her custody and control:

- A. Inflicts or allows to be inflicted upon such child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ;
- B. Creates or allows to be created a substantial or ongoing risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted loss or impairment of the function of any bodily organ;
- C. Commits or allows to be committed an act of sexual abuse against the child;
- D. Or a child whose physical, mental, or emotional condition has been impaired or is in imminent danger of becoming impaired as the result of the failure of his/her parent or guardian, or such other person having his/her custody and control, to exercise a minimum degree of care in supplying the child with adequate food, clothing, shelter, education, medical or surgical care though financially able to do so though offered financial or other reasonable means to do so, or in providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or substantial risk thereof, including the infliction of excessive corporal punishment or using excessive physical restraint under circumstances which do not indicate that the child’s behavior is harmful to himself/herself, others or property; or by any other act of a similar serious nature requiring the aid of the court;
- E. Or a child has been willfully abandoned by his/her parent, guardian, or such other person having his/her custody and control.

I. Child Abuse Reporting and Referrals

A. Reporting

- 1. Pennsylvania law requires that any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report it immediately to the Department of Human Services (DHS).



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Person making report immunity – Anyone acting pursuant to this act in the making of a report under this act shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such person shall have the same immunity with respect to testimony given in any judicial proceeding resulting from such report.

2. Violations, failure to make report – Any person knowingly violating the provisions of this act including the failure to report an act of child abuse having reasonable cause to believe that an act of child abuse has been committed, is a disorderly person. A person convicted of a disorderly offense is subject to a \$1,000 fine and up to six (6) months in jail.
3. All school employees shall immediately report child abuse directly to the DHS. Upon reporting to the DHS, the Principal and/or CEO/COO should be notified. However, consistent with DHS regulations, notice to the Principal and/or CEO/COO need not be given where the referrer believes that such notice would be likely to endanger the safety of the referrer or child, or where such disclosure would be likely to result in retaliation against the child or in discrimination against the referrer with respect to his/her employment.

A teacher, child study team member, CEO/COO, etc. who suspects child abuse should, (after calling and reporting to DHS):

- A. Refer the child to the school nurse;
 - B. The nurse will contact the Principal if it seems indicated
4. DHS accepts all reports of suspected abuse or neglect by telephone, in writing and in person from all sources, including identified sources, news media, and anonymous sources, sources that have incomplete information, the child involved and/or his parent. An immediate call to DHS sets in motion the investigative process, which included steps to be taken to protect the child or children involved.
 - A. Non-institutional Child Abuse – abuse and neglect suspected of taking place in the home or community by a parent, guardian or any other person having custody or control of the child.



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A report may be made through the child welfare portal (<http://www.dhs.pa.gov/citizens/reportabuse/index.htm#.Vr4FO032aM8>) or by telephone (1-800-932-0313) to DHS.

- B. Institutional Child Abuse – abuse and neglect suspected of taking place in school or other institutional setting.

A report may be made in person or by telephone to the appropriate authorities.

B. Referrals

1. In an effort to prevent and intervene in instances of child abuse and neglect, the school shall cooperate with DHS, in early identification, reporting and investigation of suspected child abuse cases, whether or not corroborative evidence is available.

When referring cases to DHS, the school referrer should provide as much pertinent information as as requested by the DHS. This information may include:

- a. name of child;
- b. age and grade of child;
- c. name and address of child's parent, guardian or other person having custody or control;
- d. description of child's condition, including any reports available from the school social worker, nurse, CEO/COO or designee concerning current or previous injuries, abuse or maltreatment;
- e. nature and possible extent of the child's injuries, abuse or mistreatment;
- f. an indication of the seriousness of the situation and whether the child appears to be in imminent danger; and
- g. any other information that the referrer believes may be helpful with respect to the child abuse and identity of the alleged perpetrator.

II. DHS Child Abuse Investigation

A. Responsibilities of the School

1. Non-institutional/Institutional Abuse Investigations



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The responsibilities of the school are as follows:

- a. Permit DHS to interview the child as per their procedures;
- b. Permit DHS to photograph the child for the child's protection if he/she has visible injuries;
- c. Cooperate with DHS in scheduling interviews with any school personnel who may have information relevant to the investigation;
- d. Release to DHS under direction of the CEO/COO/designee all records past and present pertaining to the child or children under investigation that are deemed by DHS to be relevant to the assessment or treatment; and
- e. All reports of suspected abuse and related information shall remain confidential.

III. Removal of the Children From the School by DHS

A. Removal Procedures

From time to time, it may be necessary for DHS to remove children from school during the course of a school day in order to protect the child or take the child to a service provider. At such times, the DHS district office shall provide to the appropriate school authority, either in advance or at the time removal is sought, one of the following authorizations:

- a. A letter from DHS indicating agency authority;
- b. Parental consent either from the parent's direct communication to the school or through the presentation of written authorization to DHS from the parent;
- c. A document invoking statutory authorization which is a pre-court document authorizing DHS to act to protect the child;
- d. A court order establishing that DHS has been granted care and custody of the child; or
- e. A guardianship order from the court establishing that DHS is the legal guardian of the child.

B. Release of Student From School

The school shall, at no time, release a child to any person claiming to be a representative of DHS unless one of the above conditions is met and the official



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DHS staff photo identification has been shown. If there is any question regarding the worker's identity or credentials, the CEO/COO/designee should call the DHS district office that the worker represents.

IV. Transfer of Children Between Schools

DHS may remove some children from their homes for their proper care and protection. This may require the transfer of the child to a school other than the one in which he/she is enrolled.

A. Responsibility of the School

The sending school will transfer the records of the child to the receiving school.

B. Responsibility of DHS

1. The DHS staff will arrange for the student transfer with both the sending and receiving school prior to enrollment.
2. When a foster child is placed in another school district, the DHS social worker will share appropriate information relating to the child's educational records with school officials in order that the most appropriate educational plan be developed for the child. Additionally, when a foster child is moved from one home to another, within the same district, the school will be notified promptly.
3. The DHS staff will pick up the transfer card from the sending school and deliver it to the receiving school. This may be carried out by the DHS social worker, the foster parent, or another DHS approved worker. However, if this task is to be executed by someone other than the DHS social worker, DHS will notify the sending school of the arrangements.
4. When there are legal restrictions on a parent's contact or visitation privileges, which are known to DHS, the agency will provide the Principal/designee of the receiving school with documentation regarding the court order.
5. DHS will notify the CEO/COO/designee of changes in status of court orders in which DHS is a party.



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V. Confidentiality

Records

DHS may release information to an agency authorized to care for, treat or supervise a child who is the subject of a child abuse report, or a parent, guardian or other person who is responsible for the child's welfare, or both, when the information is needed in connection with the provision of care, treatment or supervision to such child or such

parent, guardian or other person. As a recipient of the DHS records and reports, school personnel shall keep them confidential. Any person who willfully permits or encourages the release of the contents of any record or report in contravention of this act shall be guilty of a misdemeanor and subject to a fine of not more than \$1,000 or to imprisonment for not more than three (3) years, or both.

VI. School Liaison

The Principal of the school shall be the liaison to DHS who shall be responsible to ensure that every effort will be made for the school to cooperate with DHS in identifying, reporting and investigating child abuse or neglect for effectively protecting children.

*Policy updated at April, 2019 Board of Trustees Meeting



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Child Sexual Abuse Prevention And Mandatory Reporting Policy

I. PURPOSE

To ensure that our students and staff are provided an education and work environment that is free of sexual harassment, sexual abuse and sexual molestation.

II. SCOPE

This policy applies to all employees, contracted agents, and other parties (including volunteers, visitors, and parents).

III. DEFINITIONS

“Children” and “Youth”: Anyone between the ages of zero (0) and twenty-four (24) years. In this document, these terms are used interchangeably.

Child Sexual Abuse: Child sexual abuse involves any sexual activity with a child where consent is not or cannot be given. This includes, but is not limited to, sexual contact that is accomplished by force or threat of force, coercion, manipulation, or use of influence, regardless of the age of the participants, and all sexual contact between an adult and a child, regardless of whether there is deception or the child understands the sexual nature of the activity. Sexual contact between an older and a younger child can also be abusive if there is a significant disparity in age, development, or size, rendering the younger child incapable of giving informed consent. The sexually abusive acts may include sexual penetration, sexual touching, or non-contact sexual acts such as exposure or voyeurism.

IV. POLICY STATEMENT

All students have the right to learn in an environment free of discrimination, which includes freedom from adult-to-student sexual harassment or abuse. Therefore, Lehigh Valley Dual Language Charter School (LVDLCS) will not tolerate adult-to-student sexual harassment or contact in any form. LVDLCS employees are prohibited from engaging in behaviors that cause a student to believe that she/he/they must submit to sexual conduct in order to participate in a school program, or activity; that causes a student to believe that the employee will make an educational decision based on whether or not the student submits to sexual conduct; or that creates an offensive, hostile, and/or intimidating environment for the student. Students affected by sexual harassment shall be afforded avenues for filing complaints which are free from bias, collusion, intimidation, or reprisal.

Adult-to-student sexual harassment or contact is a form of sex discrimination as set forth in federal law and Title IX of the Education Amendments of 1972. It is illegal.



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Adult-to-student sexual harassment or contact includes actions which cause a reasonable person to feel uncomfortable or unsafe resulting in a learning environment which is offensive, hostile and/or intimidating. It applies to opposite sex and same sex victims. It also includes conditioning participation in a school program or evaluation of student performance on submitting to sexual advances. Examples of sexual harassment include, but are not limited to:

1. Sexual flirtation or sexual propositions
2. Offensive jokes, drawings, cartoons, graffiti, pictures, or gestures
3. Making graphic comments about a person's body or conduct
4. Sexually insulting remarks about race, sex, gender, gender identity, gender expression, socioeconomic status, disability, or sexual orientation
5. Spreading sexual rumors
6. Cyber sexual harassment, including harassment through the use of the Internet or other telecommunications technologies
7. Cornering/blocking normal movements, threatening behavior
8. Unwelcome physical contact including touching, patting, or grabbing a person or their clothing
9. A teacher conditioning a grade or a role in a program on a student submitting to sexual advances

Some of these sexual behaviors also fall under laws addressing child sexual abuse and sexual assault/battery. Therefore, an employee could be cited for violations of this policy as well as charged with sexual abuse and/or sexual assault/battery.

Disciplinary action up to and including dismissal will be taken against any employee who violates this policy. By federal statute, a person who complains about sexual harassment is exercising a protected right. Any retaliation against the complainant and/or any person reporting acts of adult-to-student harassment is illegal.

Mandatory annual training on this policy shall be conducted for all employees, contracted parties with regular contact with our students, and other designated individuals.



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V. PREVENTION STATEMENT

1. Sexual abuse and molestation include any conduct or activity leading to, or resulting in, sexual arousal or gratification of one, or all, of the parties involved. It includes, but is not limited to, inappropriate touching, inappropriate physical contact, titillating or romantic communications.
2. Sexual misconduct includes violation of boundaries.
3. It is the expressed policy of these schools that staff and volunteers shall not engage in sexually oriented activity, including sexual communications with students; nor allow such conduct to exist between the students themselves.
4. Staff and volunteers shall not develop sexual or intimate social relationships with students, or the family members of students.
5. Staff and volunteers shall not engage in non-erotic activities for which the true intended result is sexual arousal or gratification.
6. Any person associated with the school who violates this policy will be discharged, reported to the proper authorities and prosecuted to the fullest extent of the law.
7. Sexual abuse, molestation and misconduct are crimes.
8. All employees of LVDLCS are mandatory reporters under Pennsylvania Law.
9. As mandated reporters, any person associated with this school who fails to report such activity will be disciplined, up to and including discharge, and reported to the proper authorities, including the Department of Education.

VI. RULES

1. Employees and service providers should avoid being alone with a student. To prevent this occurrence, always have two (2) staff members present with a student. When this is not possible, have one (1) staff member present with three (3) or more students.
2. All instruction and other activities should occur in well-lit and easily accessible areas. Intimate or secluded settings shall be avoided. Assistance in toileting should be



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instructional rather than physical assistance for any student unless required by the student's 504 plan. In services where this is not possible, all efforts to maintain modesty should be made. Doors should be left open during assistance and additional staff members shall be present, but not within sight of the student.

3. Do not play games with students which involve contact or present opportunities for intimacy.
4. Misconduct includes violation of "boundaries" of proper behavior and student management. Violation of such boundaries includes bringing a student alone into a staff member's home, kissing a student, requesting personal favors from a student, and insinuating that their successful treatment is dependent on personally pleasing or satisfying the staff member.
5. Employees shall not communicate one on one with any student. All email, text or other communication shall be sent (1) to the entire class as opposed to individual students, (2) copied to a parent, guardian, or adult responsible for the student, and/or (3) copied to another employee.
6. Under no circumstances should an employee have communications with a student via text messaging, phone calls, and/or social media without copying that message to another employee or the student's parent, guardian, or adult responsible for the student.
7. Under no circumstances should an employee be "friends" or "follow" a student. Employees shall not allow a student access to their personal social media including, but not limited to, Facebook, Instagram, Twitter, Snapchat, etc.

VII. PREVENTION

1. Student areas shall be windowed, highly visible, and observable. Maintain open-door-policies.
2. Do not inhibit visibility of student areas by covering windows with decorations, paint, etc.
3. Be selective in student/staff/volunteer matchups. Know student histories regarding sexual activity, previous abuse, and sexual awareness. Avoid opposite sex matchups in transportation, private counseling, in-home care, etc. Advise staff and volunteers of



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student histories to prevent placing either party in an unanticipated or undesirable situation.

4. School administration shall:
 - a. Encourage students to recognize and report sexual misconduct by staff and other students.
 - b. Create a process for documentation and reporting that is easy to access and understand. This design concept serves both the student and the school.
 - c. Offer in-service prevention training on a scheduled basis and have staff sign that they have received such training.

VIII. TITLE IX

- a. Title IX of the Civil Rights Act of 1964 makes discrimination on the basis of gender prohibited under Federal Law.
- b. LVDLCS's Title IX Coordinator is Lisa Pluchinsky.
- c. The Title IX Coordinator is responsible for ensuring that the school is compliant with Title IX, and coordinating the investigation and disciplinary process regarding Title IX.
- d. Investigations of reports of harassment covered by Title IX shall be conducted in accordance with the school's policies regarding harassment.

IX. RESPONSIBILITY

1. Each employee is responsible and held accountable for conducting activities in a manner which will ensure compliance with this policy.
2. The Principal or supervisor will be responsible for taking appropriate action on complaints of alleged sexual harassment or misconduct toward students. The principal is also responsible for ensuring that all students, faculty, and staff are aware that students have a right to be free of sexual harassment or abuse, that retaliation of any kind is illegal, and that there are procedures for submitting complaints.
3. Each employee is a mandatory reporter and responsible to ensure that all instances of sexual misconduct or abuse of a child are reported to Childline, to your supervisor, and to



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the school's administration. Each employee is responsible to ensure that reporting is done and cannot pass on this responsibility on the belief that another employee shall make the mandatory report.

4. The Department of Child Welfare is responsible for conducting a confidential investigation of the allegations.
5. All employees shall have training on preventing abuse and sexual misconduct, mandatory reporting, and Title IX obligations.
6. Any questions concerning the interpretation of this policy should be directed to the Department of Human Resources.
7. The Department of Human Resources is responsible for providing and/or coordinating training on Title IX, sexual harassment and abuse prevention.
8. The CEO, the Title IX Coordinator, and Principal are responsible for ensuring that this policy is followed.

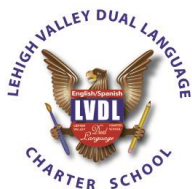
I have read, understand and agree to the SCHOOL's Child Sexual Abuse Prevention and Mandatory Reporting Policy. I understand that any suspected violations of this policy may subject me to investigative measures and/or to disciplinary action, or termination of employment.

_____ Print Name

_____ Signature

_____ Date

*Policy added at April, 2019 Board of Trustees Meeting



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Early Detection of Missing and Abused Children

The Board recognizes the prevalence and consequences of child abuse. The removal of students from school constitutes a deprivation in itself and may be an indicator of even more grievous abuses. The school can and should provide an early warning to the appropriate authorities when a child appears to be abused or missing from school.

The school Principal shall report information about missing and abused children to the Police and/or DHS as follows:

1. When a student is absent from school for five (5) consecutive school days and cannot be located;
2. When a student's parents/guardians withdraw the student from school during the school term and the school does not receive an official request for the student's records from another school within fifteen (15) school days;
3. When a parent/guardian withdraws a student at the end of a school term and records are not requested by another school within sixty (60) calendar days; and
4. When a school staff member in any way suspects that a student is missing or abused.

When a school staff member suspects child abuse and neglect, he/she will follow the Board policies on Child Abuse and Child Abuse Prevention in reporting such cases to the DHS.



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Suicide Awareness and Prevention:

LVDLCS shall establish a crisis response team(s). The crisis response team(s) may include, but is not limited to, administrators, guidance counselors, the school nurse, social worker, school police officer or school resource officer, and/or teachers and other members of the school's Student Assistance Program team.

The crisis response team(s) should also include individuals designated as coordinators and/or investigators on cases involving peer-to-peer harassment, as required under federal law. These individuals will help identify overlapping risk factors, including hostile environments created by persistent or severe harassment on the basis of gender, race, disability, or other protected classes.

The school entity shall utilize a multifaceted approach to suicide awareness and prevention, which includes the following:

Staff Development: All school personnel, including, but not limited to, administrators, teachers, paraprofessionals, support staff, coaches, bus drivers, custodians, and cafeteria workers, shall receive information regarding the school's protocols for suicide awareness and prevention. Education will be provided for all school personnel about the importance of suicide prevention and recognition of suicide risk factors, as well as strategies to enhance protective factors, resilience, and school connectedness. Additionally, all school personnel will be educated about the warnings signs and risk factors for youth depression and suicide.

As part of the LVDLCS Professional Development Plan, professional staff in all school buildings serving students in grades six (6) through twelve (12) shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.

Prevention Education for Students: Students shall receive age-appropriate lessons in their classrooms through health education or other appropriate curricula on the importance of safe and healthy choices, as well as help seeking strategies for self and/or others. Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development. Students shall be taught not to make promises of confidence when they are concerned about a peer or significant other. These lessons may be taught by health and physical education teachers, community service providers, classroom teachers or student services staff. Students who are in need of intervention shall be referred in accordance with the school entity's referral procedures for screening and recommendations.

Student education may include but is not limited to the following:

1. Information about suicide prevention. Resources are available on the Department's website—www.education.pa.gov



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2. Help-seeking approaches amongst students, promoting a climate that encourages peer referral and emphasizes school connectedness.
3. Increasing students' ability to recognize if they or their peers are at risk for suicide.
4. Addressing problems that can lead to suicide, such as depression and other mental health issues, anger, and drug use.

Intervention/Prevention: In compliance with state regulations and in support of the school's suicide prevention methods, information received in confidence from a student may be revealed to the student's parents or guardians, the building Principal or other appropriate authority when the health, welfare or safety of the student or other persons is at risk.

Any school personnel who has identified a student with one or more risk factors, or warning signs, or who has an indication that a student may be contemplating suicide, shall refer the student for further assessment and intervention in accordance with the LVDLCS referral procedures.

LVDLCS shall create an emotional or mental health safety plan to support a student and the student's family if the student has been identified as being at increased risk of suicide. For students with disabilities who are identified as being at-risk for suicide or who attempt suicide, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

If a student is identified as being at-risk for suicide or attempts suicide and requires special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

Any school personnel who are made aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken, or threatened shall immediately notify the Principal or designee. Any threat in any form shall be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. In cases of life-threatening situations, a student's confidentiality will be waived. The school entity's crisis response procedures shall be implemented.

If an expressed suicide thought or intention is made known to any school personnel during an afterschool program and the Principal or designee are not available, call [number for County Emergency Services], 1-800-SUICIDE, or 1-800-273-TALK for help. Thereafter, immediately inform the Principal of the incident and actions taken.



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Procedures for Parental Involvement: Parent or guardian of a student identified as being at risk of suicide must be immediately notified by the school and must be involved in consequent actions. If any mandated reporter suspects that a student's risk status is the result of abuse or neglect, that individual must comply with the reporting requirements of the Child Protective Services Law.

If the parent or guardian refuse to cooperate and there is any doubt regarding the child's safety, the school personnel who directly witnessed the expressed suicide thought or intention will pursue a 302 involuntary mental health assessment by calling Northampton Information and Referral/Emergency Services at 610-252-9060 and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the Principal or other central office administrator.

Response to Suicide or Suicide Attempt on Campus: The first school personnel on the scene of a suicide or suicide attempt must follow the LVDLCS crisis response procedures, and shall immediately notify the Principal or designee. The school entity will immediately notify the parents or guardians of the affected student(s).

Resources for Youth Suicide Awareness and Prevention: A comprehensive set of resources for youth suicide awareness and prevention is accessible through the Department at www.education.pa.gov

PA Youth Suicide Prevention Initiative - <http://payspi.org/>

Oct. 2014 Dear Colleague Letter related to peer harassment of students with disabilities:
<http://www2.ed.gov/about/offices/list/ocr/publications.html#Section504>

Suicide Prevention Resource Center - <http://www.sprc.org/>

American Foundation for Suicide Prevention - <http://www.afsp.org/>

Reference:

2012 National Strategy for Suicide Prevention: Goals and Objectives for Action



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Smoking

The Lehigh Valley Dual Language Charter School and its grounds are a Non-Smoking area.

The Board recognizes that smoking presents a health hazard which can have serious consequences both for the smoker and the nonsmoker and is, therefore, of concern to the Board.

For purposes of this policy, “smoking” shall mean all uses of tobacco, including cigar, cigarette, pipe, and smokeless tobacco (chewing tobacco, “snuff,” “dip,” etc), as well as other controlled substances. School jurisdiction shall include use of property owned or operated by the school or contracted transportation to and from school and extracurricular activities.

In order to protect students and staff from the safety hazards of smoking and from an environment noxious to nonsmokers, and because the Board cannot, even by indirection condone the use of tobacco by students or staff, the Board prohibits smoking by students or staff in school buildings, on school grounds, and in school vehicles.

Whenever such property shall be used as a public place or public meeting, the school employee in charge shall prohibit smoking in all areas of the school.

The Principal shall inform all students and staff members of the no smoking regulations of Lehigh Valley Dual Language Charter School. Instruction on the potential hazards of the use of tobacco shall be incorporated into the health curriculum at all grade levels.



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Substance Abuse

The Board recognizes that substance abuse and the misuse of alcohol are serious social problems that have far-reaching implications for both the user and the entire community. The Board is committed to the prevention of drug and alcohol abuse and accepts the responsibility for instructing students in the nature of these substances*.

The use, possession, sale or distribution, or possession with intent to sell or distribute any substance* (a) on school property, (b) at any place where an interscholastic athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored by the Board or under the supervision of the Board or its authorized agents, or (e) upon school transportation vehicles at any time is prohibited, as well as (f) the use of any substances* prior to participation in the activities listed above in (a)-(e).

Use, by the student, in proper amounts, of a drug authorized by a medical prescription for the student from a licensed physician shall not be considered a violation of this rule.

Likewise, no student shall aid, abet, assist or conceal the possession, consumption, purchase or distribution of any substance* by any other student or students (a) on school property, (b) at any place where an interscholastic athletic contest is taking place, (c) during the course of any field trip, (d) during the course of any trip or activity sponsored by the Board under the supervision of the Board or its authorized agents, or (e) upon school transportation vehicles at any time.

A student found engaging in any of the foregoing prohibited activities will be subject to suspension or expulsion from school pursuant to existing administrative policies and procedures for the discipline of school students and any other applicable provisions of the law.

The following action will be taken for cases involving controlled substances:

Any offense – a suspension of a least five (5) days; plus a hearing to determine whether circumstances warrant:

- Additional days of suspension;
- A recommendation for placement in an alternative program; or
- A recommendation to the Board for expulsion.

*Definition: For the purpose of this policy, “substance” shall mean alcoholic beverages, anabolic steroids, controlled dangerous substances as defined in Section 2 of P.L. 1970, c. 266 (C. 24:21-2) or any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction or dulling of the brain or nervous system



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including, but not limited to, glue containing a solvent having the property of releasing toxic vapors or fumes as defined in Section 1 of P.L. 1965, c. 41 (C. 2A:170-25:9), and any prescription drugs, except those for which permission for use in school has been granted. (Refer to the school policy on the use of medications.)

The Board may require participation in any drug counseling, rehabilitation, testing or other programs as a condition of reinstatement to Lehigh Valley Dual Language Charter School.

The Board will enforce the laws of Pennsylvania requiring a program of drug and alcohol education and provide a comprehensive curriculum for instruction in grades K -6. Drug and alcohol education shall be integrated with the health curriculum. Additionally, appropriate programs for the enforcement, intervention and prevention of substance abuse shall be provided within the school setting.

Substance abuse educational programs for parents/guardians will be offered at times and places convenient to parents/guardians on school premises or other facilities.

All staff members shall be alert to signs of substance use by students and shall respond to those signs in accordance with procedures established by the Principal.

In all instances confidentiality will be maintained to the extent possible.

An annual review of this policy and related procedures of the Board shall be conducted.

Substance abuse policies and procedures for discipline, evaluation, intervention and referral shall be made available annually to all school staff, students and parents/guardians.



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Anabolic Steroids

The Board recognizes the growing problems associated with the use of anabolic steroids in adolescents. The use of steroids is a potentially serious health threat to teenagers, especially since they are still developing. Additionally, the use of steroids may provide a student an unfair advantage in a physical-related activity. Therefore, the Board takes the following actions to discourage the illegal use of anabolic steroids:

1. The illegal use of anabolic steroids by students shall be subject to the same policies and procedures as “substance abuse”.
2. Students taking non-medically prescribed anabolic steroids will not be able to participate in interscholastic athletics or cheerleading until medical test results are negative. A second offense will result in suspension from participation for the remainder of the school year.

Students should be made aware that anabolic steroids are classified as controlled substances and that the use, unauthorized possession, purchase or sale could subject them to suspension, expulsion and/or criminal prosecution. Coaches will educate their athletes before each athletic season on the dangers of anabolic steroids.

The Principal of the school shall prescribe, implement and enforce rules and regulations to prohibit the use of anabolic steroids, except for a valid medical purpose, by any student involved in school-related athletics. Body-building and muscle enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid under the provisions of the law.

Education regarding the dangers of anabolic steroids shall be provided in school drug and alcohol programs.

Drug-Free Workplace

The use of alcoholic beverages on or in school work sites is prohibited. Violations of this prohibition may subject an employee to disciplinary action that may include but is not limited to non-renewal, suspension or termination at the discretion of the Board.

The unlawful manufacture, distribution, dispensing, possession, or use of or sale of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any chemical or chemical compound which releases vapors or fumes causing a condition of intoxication, inebriation, excitement, stupefaction or dulling of the brain or nervous system, or any other controlled



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substance on or in school work sites is prohibited. Any violation may subject an employee to participation in a drug rehabilitation program and disciplinary action including but not limited to non-renewal, suspension or termination at the discretion of the Board.

For the purpose of this policy, “work site” shall include (1) any school building or any school premises and any school-owned vehicles or any other school approved vehicle used to transport students to and from school or school activities, (2) off-school property during any school sponsored or school approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the school, and (3) any location where an activity such as a banquet, sponsored and organized by a parent group is held and at which students are in attendance.

The Principal shall establish a drug-free awareness program which includes notice of the dangers of drug abuse in the workplace and available drug counseling programs and shall distribute this information to all employees as well as a copy of this policy. New employees shall be provided with a copy of this information and policy prior to beginning work assignments.

Work Performance in Connection with a Federal Grant

All employees shall be notified that they must inform their respective supervisors of convictions or any criminal drug statute violation occurring in the workplace. Employees must notify their supervisors no later than five days after such conviction. To be in compliance, the school must notify the federal grant program of such conviction of any employee whose work performance is done in connection with a federal grant within ten days of receipt of said conviction.

As a condition of employment, it is expected that employees will abide by the conditions set forth in this policy.



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Employee Responsibility for Student Welfare

The Board believes that the major focus of an educational institution is to protect and advance the welfare of its students. Each employee has the moral and legal responsibility to assist in making the learning environment free of risk to the well-being of the learner.

The Board establishes the following guidelines as a means of accomplishing this important responsibility:

1. The Principal shall develop a program of student welfare in accordance with the guidelines of this policy.
2. Commensurate with assigned duties and responsibilities, each employee must maintain a standard of concern for the physical, emotional, and moral protection of the student.
3. Instructional staff shall provide content and activities on general welfare as presented in assigned curricular courses and/or guides.
4. Employees are responsible for the safety of students assigned to their charge. This provision includes the presence of the teacher or a responsible designee at all times, the use of only that equipment which has been approved by the school, the reporting of unsafe equipment or conditions to the immediate supervisor and/or the CEO/COO/Principal – this reporting includes the presence of dangerous weapons, drug abuse and any persons who are acting in a suspicious manner.

Students may not be transported in a personal vehicle except where specifically permitted by Board policy.



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Student Public Performances

The Board recognizes the value to students of sharing their talents and skills with the community through student participation and performances in public events. The Board endorses such performances when:

1. they constitute a learning experience which contributes to the educational program; and
2. the circumstances of the event do not pose a threat to the health, safety and well-being of the students who will be involved.

All requests for public performances by student groups shall require the approval of the CEO/COO. Parent permission shall be sought and received before students may participate.

No student, group of students or employees of this Board may receive compensation for the performance in public of students organized as a school representative.

All posters, flyers and other means of advertising a student performance must first be approved by the CEO/COO or his/her designee.

Student organizations may participate with community patriotic and civic groups. Student organizations may not be used for political rallies. Student organizations may be used to honor visiting dignitaries.

The interests of students shall be protected and guarded against exploitation.



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Firearms, Weapons and Dangerous Instruments

Students who use or possess firearms, weapons or other instruments which can be used as weapons, endanger the health, safety and welfare of students and staff and interfere with the proper learning environment.

The Board prohibits the possession and/or use of firearms, weapons, deadly weapons or dangerous instruments on school property, on school vehicles, at any school function, or while in route to or from school or any school function.

- Firearms include but are not limited to: any handgun, rifle, shotgun, machine gun, automatic or semiautomatic rifle, or any BB, pellet, air gun, zip gun or any other similar type of instrument. Firearms also include any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or any destructive device. A destructive device is defined as including but not limited to any explosive, incendiary, or poison, gas bomb or grenade.
- Weapons and deadly weapons include, but are not limited to: any knife, cutting instrument, cutting tool, metal knuckles, nunchaku, slingshots, stun guns, firearm, shotgun, rifle, any device which projects or emits gas or other substances intended to produce discomfort or injury, or any other tool, instrument, or implement capable of inflicting serious bodily harm.

The school Principal or CEO/COO shall make the final determination that a particular object is a dangerous instrument in any case where there is a question.

A student found or observed on any school property, on a school vehicle or at a school-sponsored event in possession of a firearm, weapon, deadly weapon or dangerous instrument shall be reported to the Principal/designee immediately. The Principal/designee shall immediately inform the CEO/COO as well as appropriate law enforcement officials. The school administrator reporting the incident to the police shall provide the law enforcement officials with all known information concerning the matter, including the identity of the student involved and notice that a violation of the Criminal Code may have occurred.

The Principal/designee shall, where safely possible, take possession of the firearm, weapon, deadly weapon or dangerous instrument, which shall be turned over to the law enforcement officials.



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Disciplinary action described below, shall be taken against students who possess, handle, transmit or use firearms, weapons, deadly weapons or dangerous instruments. As in all disciplinary matters, due process will be provided.

- **Firearms:** A student will be suspended for a period of not less than one calendar year or expelled if the student is convicted or adjudicated as a juvenile delinquent for possession of a firearm or the commission of a crime while armed with a firearm, or knowingly possessing a firearm on any school property, on a school vehicle, or at a school-sponsored function. The Principal may recommend modification of such expulsion requirements for a student on a case by case basis. (24 PS 13-1317.2 c)
- **Assault with a weapon:** A student will be suspended or expelled if the student commits an assault, against a teacher, administrator, board member or other employee or student, with a weapon, other than a firearm, on any school property, on a school vehicle or at a school-sponsored function. In the case of a suspension the Principal shall make the determination as to when the suspension shall end.

In all such cases, the student shall be immediately removed from the regular classroom program, and provided with home instruction or other suitable facilities or program until placement is available, or placed in an alternative educational program, if available, and required to submit to a Child Study Team evaluation and a board hearing. The board hearing shall take place no longer than thirty (30) days from the day the student is removed from the regular classroom program, with all due process rights provided. The Board will render a decision within five (5) days after the close of the hearing. An appeal of an adverse decision may be made to the Secretary of Education within 90 days. Students' rights shall be construed in a manner consistent with 20 U.S.C. Section 1400 et seq.

If the board determines that the student has not committed the offense as charged, the student shall be immediately returned to his/her regular educational program.

- **Assault without a weapon:** A student may be suspended or expelled if the student commits an assault against another student, a teacher, administrator, board member or other employee who is acting within his/her duties and in a situation where his/her authority to act is apparent, or as a result of his/her relationship with the school. The student shall be immediately suspended pending suspension or expulsion proceedings in a hearing before the Board, which shall be held no later than thirty (30) days from the day the student is suspended, with all due process rights provided. The decision of the board shall be rendered within five (5) days after the close of the hearing. An appeal of an adverse decision may be made to the Secretary of Education within 90 days. Student rights shall be construed in a manner consistent with 20 U.S.C. Section 1400 et seq.



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Reference 24 PS 13-1317.2



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Hazardous Materials – Workers’ Right To Know

The Lehigh Valley Dual Language Charter School Board has the responsibility to inform and train its employees properly regarding the hazardous substances they work with and to design and put in place employee protection programs. Employee training programs provide necessary hazard information to employees so they can participate in and support measures in place at school.

Employees must obtain advance approval from the CEO/COO to use hazardous materials on school premises. Should employees have any questions as to whether any material is subject to this requirement, they should direct their question to the CEO/COO.

In compliance with the Workers’ Right To Know law, the Board directs the CEO/COO/Principal to develop a notice that informs employees of the Board’s responsibility to protect them from hazardous substances in the workplace. This notice shall be included in the Staff Handbook and copies of the notice shall be conspicuously displayed as a means of informing employees of their rights and obligations under the law.

Asbestos Statement:

A recent inspection by an independent authority has determined that the Lehigh Valley Dual Language Charter School facility is asbestos free. This report is available for viewing in the Principal’s office upon written request.



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Emergency Evacuation of School

The following guidelines shall apply to emergencies that affect the operation of the Lehigh Valley Dual Language Charter School.

The school's system of emergency preparedness shall ensure that the health and safety of students and staff are safeguarded, the time necessary for instructional purposes is not unduly diverted, minimum disruption to the educational program occurs and students are helped to learn self-reliance and trained to respond sensibly to emergency situations.

All threats to the safety of the school and its occupants shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness as promulgated by the Principal of the school.

Bomb threats and reports of fire shall normally require the evacuation of the school.

The CEO/COO and other administrators in charge of the school are required to develop plans to be used when the school is closed for emergencies during the school day. A copy of each emergency plan is to be kept on file in the school office.

The CEO/COO shall develop procedures for the handling of school emergencies which include: A plan for the prompt and safe evacuation of the school and safe dispersal of students from school property which shall be practiced at least twice each month in fire drills conducted in accordance with the law, the conduct of bus evacuation drills twice a year in accordance with the law (if students are transported by bus), a plan for the sequestration of students in a safe place other than the school, design of a communication system to alert the whole school community when necessary and to notify parents of the evacuation of students, instruction in emergency preparedness and survival techniques as a part of the regular curriculum of the school, the immediate notification of appropriate administrative personnel whenever any employee becomes aware of an emergency or impending emergency, cooperation with local agencies such as police department, fire department or civil defense, instruction of staff members in the techniques of handling emergencies, the continual evaluation of the effectiveness of emergency planning in preparing the school to cope with disaster, and the arrangement for an annual inspection by fire/police officials.

Procedures must be established to account for all students after the building has been evacuated. This procedure must provide for instructional organizations when teachers may not have their regular class during a fire drill.



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A plan must be developed for the evacuation of wheel-chaired students in the event of a fire or building evacuation. This plan is to be developed by September 30 of each year with changes made as needed.

If a developing storm leads to a decision by the CEO/COO to close early, every attempt shall be made to have that information on radio and television by 11:00 a.m. If the decision is to close school during the afternoon but before regular dismissal time, every attempt will be made to have that information broadcast by 1:00 p.m.

ON-SITE SUPERVISION

Students shall not be left alone or unsupervised during emergency situations.

Areas of the school to be used during emergency situations shall, to the extent possible, be easily accessible to entrances and to the school office

All staff members (except custodial personnel) must remain in the building until all students are dismissed. If students are still in the building beyond one (1) hour after the official closing time, the procedures described below are to be followed. All other staff members may leave the building one (1) hour after the official closing time.

The Principal and other administrative personnel are to remain in the school to supervise students. Additional personnel shall be retained only if there is a need beyond the Principal and other administrative personnel.

The Principal or his/her designee shall be the last person to leave the school after all students have been dismissed and no other emergencies exist.

SPECIAL SITUATIONS

Closing school because of problems relating to heating, air conditioning, plumbing, vandalism, etc. will be made as determined necessary.

FIRE DRILLS

Fire drills shall be held not less than once each month throughout the school year. Additional fire drills beyond these requirements are to be held when needed to ensure a high degree of order and control under all school conditions. A record of the date and time of each fire drill shall be



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maintained in the school office. These drills shall be held at irregular intervals and at different times during the school day.

In such fire drills students and teachers shall be instructed in, and made thoroughly familiar with, the use of fire escapes, appliances for extinguishing fires, and all exits.

Advanced notice of fire drills shall be given to persons in charge of the cafeteria, medical and science areas, administrative offices, and to the custodian. This advance notice shall not be given more than one (1) hour prior to calling the drill. In the absence of any advance notice, it shall be assumed an emergency exists.

Fire drill procedures must be posted conspicuously in each room and in all other areas of the school.

Visitors and all other guests in a school must participate in a scheduled fire drill and may be requested by the Principal to assist, if necessary.

In the event of a fire near the school, the Principal or his/her designee shall consult with local fire department officials to determine the action to be taken to ensure the safety of students and school personnel.

All schools using or contracting for school buses for the transportation of students shall conduct on school grounds two emergency evacuation drills on buses during each school year, the first to be conducted during the first week of school and the second during the month of March, and at such other times as the Principal deems necessary. Each drill shall include practice and instruction concerning the location, use and operation of emergency exit doors and fire extinguishers and the proper evacuation of buses in the event of fire or accident. Bus operators shall be provided with proper training and instruction to enable them to carry out the provisions of this subsection and may be required to attend classes and drills in connection therewith.

The Principal and the school nurse should convey clearly and frequently to all staff members the importance of safety, and regularly train staff in how to react in emergency situations. The procedures below identify steps that should be followed as part of the advanced planning that is necessary and important in preparing staff members to respond properly in emergency situations.

FIRE DRILL

1. Directions for an emergency exit route should be posted conspicuously in every classroom as well as all other areas of the school (e.g. halls, offices, cafeteria, conference/workrooms, etc.) In determining the emergency exit routes for the entire school care must be taken to avoid having too many students exit through the same door.



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2. Fire drills should be held at least once each month and building evacuation times should be recorded. The first fire drill should be held during the first week of school. Classroom doors and building exit doors should be kept unlocked during the school day. A record of the date and time of each drill should be maintained in the school office.
3. Written permission should be obtained from the occupant(s) of a nearby location (e.g. church, shopping center parking lot, another school, etc.) to which students may be taken in the event of an emergency in the school.
4. A current student roster for each classroom should be readily accessible for teachers to use to take attendance once students have exited the school and have arrived at their designated spot. The teacher should hold up their GREEN paper to indicate that they have all students accounted for if any students are unaccounted for. The teacher should hold up their RED paper, if any students are unaccounted for so that efforts may be made to locate those students.
5. The Principal should check with the local fire/police departments to see that all regulations are met as part of the school's emergency evacuation plan.
6. A list of emergency telephone numbers (e.g. fire department, police, ambulance, etc.) shall be readily available in the school office.
7. All fire extinguishers must be checked within the time limits set by the manufacturer and the results recorded.
8. Members of the local fire department are to be scheduled to conduct a training session for all staff members in the proper use of fire extinguishers.

OTHER EMERGENCIES

1. Representatives from the local police and fire departments and the Office of Emergency Planning are to be included in developing an overall emergency response plan for the school.
2. Staff members are to be trained in how to use the intercom system. Students are to be taught how to dial the school office in the event of an emergency situation in which the teacher is unable to do so.
3. Code words and phrases are to be established to be used in alerting staff members to different emergency situations (e.g. armed person in the school, a hostage situation, bomb threat, etc.) Using such codes will not overly alarm students nor will it alert any unauthorized persons who may be in the building.



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4. Emergency contact information must be maintained for each student so that contact may be made with the home or other persons in the event of an emergency situation.
5. All parents/guardians are to be informed of the “disaster location” and “evacuation shelter” where students would be taken in the event of an emergency.

A plan must be developed for the evacuation of wheel-chaired students in the event of a fire or building evacuation. This plan is to be developed by September 30 of each year with changes made as needed.

School Resource Officer Policy

SUMMARY

This Policy will state the purposes of the School Resource Officer (SRO) Program, and give specific guidelines for the SRO, and their supervisor(s) to follow.

PURPOSE

This policy will state the purpose of the School Resource Officer program. This policy will state the duties and responsibilities of School Resource Officers in the Elementary School and the Middle School. This policy will state the duties and responsibilities of the School Resource Officers' Supervisor(s).

PURPOSES OF THE SCHOOL RESOURCE OFFICER PROGRAM

The SRO program is intended to balance the need for a secure environment with that of a learning environment. It is the policy of the Bethlehem Police Department to promote a safe and orderly environment in Bethlehem public schools. The School Resource Officer (SRO) is designed to provide school administrators and staff with law enforcement resources and expertise in order to maintain safety, order, and discipline in the school environment. The SRO Program is intended to be a proactive model, to ensure that no student's right to receive an education is abridged by violence or disruption. To accomplish this end, Lehigh Valley Dual Language Charter School (LVDLCS) will consider employing an SRO in the Elementary and in the Middle School, in order to encourage working relationships between police, the schools, and students. The program intends to promote safety and education, while furthering the principles and philosophies of community policing directly into the school environment.

DUTIES OF THE SCHOOL RESOURCE OFFICER

The SRO is expected to be highly visible and serve as a liaison between the Police Department and the School Department. The SRO will wear the regulation police uniform, including firearm, except for special events, with prior approval from his or her supervisor. The SRO will be



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accountable at all times and will duly log out of the School building anytime it is necessary to leave school grounds. The Schools administrator log out policy, as determined by the schools' Principal, will be followed and adhered to by the on duty SRO. The SRO will report directly to the school principal or their designee, upon any absence from duty, so that school officials may make the necessary arrangements during the absence of the SRO.

The SRO will be required to work Monday through Friday to coincide with school hours. The hours will be primarily between 8:00 AM and 4:00 PM, with flexible hours, with prior approval from the SRO supervisor. When school is not in session, such as during the summer vacation period, the SRO's workweek will revert to a 4 and 2 schedule, with days off rotating; however, flexible hours will remain, with approval of the SRO Supervisor.

The SRO is expected to attend advance training and keep abreast of developments in juvenile delinquency, child abuse, adolescent sexual assault, substance abuse, interview techniques and any other training deemed appropriate by their SRO Supervisor or the Chief of Police.

The SRO is responsible for establishing an open relationship and strong communication between the school administrators and the Police Department, and shall attend weekly school administration meetings, when set up by the school Principal or the COO/CEO. The SRO should be in frequent communication with the designated school administrators for the purpose of exchanging information about current crime trends, social problems, or areas of concern having the potential for disruption in the school. The SRO is to familiarize them self with the school's "code red" operational plan and be instrumental in any revisions to the plan. Designated school administrators include, but not limited to:

- The School COO/CEO
- The Principal of the School
- The Dean of Students
- The Director of Facilities and Transportation

The SRO may also become involved with the school's curriculum and provide instruction that will enhance the student's understanding of the police mission and the responsibilities of citizenship. However, responding to incidents or conducting investigations will always take precedence over instructing in the classroom. Lesson plans for all formal, organized presentations, will be forwarded to the school Principal and SRO supervisor for review and approval prior to presentation.

The SRO will be responsible for monitoring the social and cultural environment to identify emerging youth gangs. Gang prevention and early intervention strategies will be coordinated with the Juvenile Division Detective and or Criminal Investigations Division.

When it is in the best interest of the Department and the school, SRO's may make a formal presentation to, or participate in school-based community organization meetings such as Parent



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Teacher Association and School Advisory Council meetings. The SRO Supervisor must approve the participation in activities such as panel discussions, mentoring programs, community coalitions, Task forces, and after school activities in advance. The SRO will keep their Supervisor(s) informed of the status of such additional activities.

The SRO's assigned school grounds, school building, and surrounding area will be the equivalent of the SRO's patrol area. The SRO will assume primary responsibility of handling all calls for service and coordinating the response of other police resources while on duty. In an emergency situation, the school may call 911, and also notify the SRO. The SRO shall be given a master key to the school facility, and the alarm code, and shall be the primary contact person for getting access to the building during a crisis. The master key and alarm code to be used only in the event of an emergency.

The key shall remain the property of the Lehigh Valley Charter School and is not to be reassigned in the event the SRO officer is transferred or leaves the position unless approved by Superintendent or designee.

The SRO will be responsible for both the Elementary School and Middle School areas and will float between both areas as much as is practical. The SRO's is also responsible for the safety of the elementary schools and will make themselves available to those upon request of those school officials.

SRO's will submit daily written activity reports on a weekly basis to the SRO Supervisor(s) and to the school Principal, or their designee.

The SRO will notify school authorities and their immediate supervisor of all arrests that occur on school grounds. SRO's will also notify the parents of juvenile offenders who are placed under arrest, as soon as practical.

SRO's shall not transport students in their department vehicles except when the students are victims of a crime, under arrest, or are involved in some other emergency situation. When students are suspended from school and attempts to arrange for a parent to provide transportation has been exhausted, the SRO may provide transportation of the student so long as the school administrator assists, and providing the SRO's Supervisor is informed. The school truancy officer may also assist with such type of transport. SRO's shall not transport students to any location other than one where a student's parent(s) or legal guardian is present. SRO's shall notify the school principal before removing a student from school. SRO's shall not transport students in their personal vehicles.



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SRO's shall maintain a professional oriented relationship when speaking with school administrators and students. SRO's are reminded they are role models, mentors, and advocates of young people and are accountable for their behaviors on and off duty.

SRO's are prohibited from fraternizing or cultivating personal relationships in the course of their duty, as an SRO.

SRO's shall immediately report any and all issues to their immediate supervisor that may arise in the course of their duties that could be misconstrued, or misinterpreted, by students, school administrators, or parents.

DUTIES OF THE SRO SUPERVISOR

The SRO Supervisor will ensure that open lines of communication are in place between the school and the Police Department. A weekly meeting with each SRO should be arranged. To the extent that the schedules permit, the SRO Supervisor should meet with the principal and the school CEO/COO at the beginning of each school year to review the schools and police department's expectations and clarify any operational procedures. A second meeting should occur mid-year and involve a preliminary evaluation of the SRO's performance as well as the identification and resolution of any developing issues. The SRO Supervisor should address any concerns regarding the performance of the SRO. A final meeting with the school Principal and the school COO/CEO shall occur at the end of the school year to evaluate the success, and any failures of the SRO program.

The SRO Supervisor will apprise the Uniform Division Commander (Major) of any exceptional or unusual matters affecting the school.

*Approved at the March, 2019 Board of Trustees Meeting.



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Students' Responsibilities and Rights



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Compulsory School Attendance Policy

The Lehigh Valley Dual Language Charter School (“the Charter School”) believes that good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure their son/daughter maintains good attendance. The Charter School administration is tasked with creating attendance and enrollment procedures consistent with this policy and must allow the school to determine when a student who is enrolled has an unexcused absence. Procedures must also be implemented to determine whether there is a possibility that a child is truant or chronically absent due to a disability or a medical condition. Copies of this policy and those procedures must be provided to parents at the beginning of each year and to all new enrollees upon enrollment in the Charter School. It must also be posted on the Charter School’s website.

Compulsory Attendance Requirements

In Pennsylvania, compulsory school age is defined as the period of a child’s life from the time the child enters school, which may be no later than six (6) years of age, until the age of eighteen (18) or graduation from a high school, whichever occurs first.

The term “compulsory attendance” refers to the mandate that all children of compulsory school age having a legal residence in Pennsylvania must attend a day school in which the subjects and activities prescribed by the standards of the State Board of Education are taught in the English language, except in the following situations found in sections 1327, 1327.1, and 1330 of Pennsylvania’s Public School Code (School Code):

1. Attendance at a private trade school or private business school continuously through the entire term congruent with the school term of the resident school district and that meets the requirements set forth by the State Board of Education or the State Board of Vocational Education when:
 - a. The child is 15 and has approval from the district superintendent and the Secretary of Education, or
 - b. The child is 16 and has approval from the district superintendent.
2. Attendance at a school operated by a bona fide church or other religious body which provides a minimum of 180 days of instruction or 900 hours of instruction per year at the elementary level or 990 hours per year of instruction at the secondary level.
3. Privately tutored or home-schooled students provided a minimum of 180 days of instruction or 900 hours of instruction per year at the elementary level or 990 hours per year of instruction at the secondary level.



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4. Enrollment in a day or boarding school which is accredited by an accrediting association approved by the State Board of Education.
5. Children who are 16 and regularly engaged in useful and lawful employment during the school session with a valid employment certificate. Regularly engaged means 35 or more hours per week of employment.
6. Children who have been examined by an approved psychological professional and identified to be unable to profit from further public school attendance and excused by the school board.
7. Children who are 15 who hold a permit approved by the school district to engage in farm work or domestic service in a private home.
8. Children who are 14 and satisfactorily completed the equivalent of the highest grade of elementary school in their district who hold a permit recommended by the district and approved by the Secretary of Education to engage in farm work or domestic service in a private home.

Truancy - Overview

A child is “truant” if they have three (3) or more school days of unexcused absence during the current school year. An unexcused absence is any absence from school without an acceptable excuse (as articulated in the Charter School’s Student/Parent Handbook), or without any reason at all. This also includes any student who leaves class without the permission of the teacher. An out of school suspension shall be considered an excused absence.

A child is “habitually truant” if they have six (6) or more school days of unexcused absences during the current school year.

A child is not considered truant if they are absent from school due to not meeting the immunization, exemption or provisional admission requirements of the Department of Health, at 28 Pa. Code Chapter 23, Subchapter C (relating to immunization), or the student has not received from the CEO or his/her designee a medical or religious exemption from immunization under 28 Pa. Code § 23.84 (relating to exemption from immunization). 22 Pa. Code. Chapter 11.20.

When a child demonstrates truant behavior, the Charter School will schedule a school/family conference to discuss the cause of the child’s truancy and develop a mutually agreed upon Student Attendance Improvement Plan (“SAIP”) to resolve truant behavior. The plan can include a myriad of options that are mutually agreed upon by the participants.

For the first and second unexcused absences, the Charter School will contact the parent/ guardian and inform them of the unexcused absence as well as the legal penalties for violation of



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compulsory attendance requirements. In addition to stating the legal consequences, the name and telephone number of a school contact person will be included.

For the third unexcused absence, the Charter School will send the parent/guardian notice within 10 school days of the child's third unexcused absence that the child has been truant. This notice

may be sent via certified mail for tracking purposes. This notice shall 1) include a description of the consequences that will follow if the child becomes habitually truant in the future; 2) will be in the mode and language of communication preferred by the person in parental relation; and 3) include the offer of an Attendance Improvement Conference.

Procedure when child is habitually truant:

- Habitually truant children under fifteen (15) years of age:

The Charter School will refer the child to either: 1) a school-based or community-based attendance improvement program; or 2) the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act. A schoolbased or community-based attendance program is a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absences. It may include an educational assignment in an alternative education program but may not include an assignment in an Alternative Education for Disruptive Youth Program.

Additionally, the Charter School may file a citation against the parent/guardian of a habitually truant child under fifteen (15) years of age in a magisterial district court. The venue of the filing shall be based on the location of the school in which the child is enrolled or shall be enrolled.

- Habitually truant children fifteen (15) years of age and older:

The Charter School will either: 1) refer the child to a school-based or community-based attendance improvement program; or 2) file a citation against the student or parent/guardian in the appropriate magisterial district court. The venue of the filing shall be based on the location of the school in which the child is enrolled or shall be enrolled. If a habitually truant child aged fifteen (15) or older incurs additional absences after a school refers that child to an attendance improvement program or the child refuses to participate in an attendance improvement program, the Charter School may refer the child to the local CYS agency for possible disposition as a dependent child.

In all cases, regardless of age, where the Charter School refers a habitually truant child to a magisterial district court or CYS, the Charter School will provide verification that it convened and held an Attendance Improvement Conference.

Students will not receive exclusionary consequences for truant behavior.

Students that are absent from school for ten (10) or more consecutive days without appropriate documentation will be removed from the Charter School's rolls unless one of the following:

1) The Charter School has been provided with evidence that absence may be legally excused;



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2) Compulsory attendance prosecution has been or is being pursued;

The Charter School will report unexcused absences directly to PDE through the Pennsylvania Information Management System (PIMS).

Children who are habitually truant from school while subject to compulsory school attendance are subject to an assessment to determine if there is a need for general protective services. Children will not be referred to the county children and youth agency for assessment as possibly needing services until after the Charter School has made a formal effort to involve the family and child in resolving the cause of the truant behavior.

Students with Disabilities

A student who is truant or chronically absent for health-related reasons may be eligible for protections under IDEA or Section 504. If a student with a disability is truant or chronically absent, the school should convene the student's IEP team to determine whether revisions to the student's IEP are necessary or appropriate. In those instances, the administrator responsible for handling truancy-related matters should be a participating member of the IEP team process. A student with a disability who is truant or chronically absent for health-related reasons must still produce a valid excuse for any absence, which may include a written excuse from a physician. *However, schools must recognize that students' disabilities may present unique circumstances that might require consideration of other statutory or regulatory provisions or attendance policies. That is, students' federal and state law rights, such as those provided under IDEA, Section 504, or the ADA, may require the school to otherwise diverge from its general attendance policy in order to ensure that all students with a disability are provided a free and appropriate public education (FAPE).*

School Attendance Improvement Conference and the Attendance Improvement Plan

A SAIC is a conference where the child's absences and reasons for the absences are examined in order to improve attendance, with or without additional services. All of the following individuals must be invited to the conference:

- 1) The child
- 2) The child's person in parental relation
- 3) Other individuals identified by the person in parental relation who may be a resource
- 4) Appropriate school personnel
- 5) Recommended service providers

There is no legal requirement for either the child or person in parental relation to attend a SAIC. However, schools and nonpublic schools should make every attempt to conduct the SAIC with the person in parental relationship present.



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The school or nonpublic school must hold the SAIC conference even if the person in parental relation declines to participate or fails to attend after the school or nonpublic school provides advance written notice and makes attempts to communicate with the individual via telephone.

Additionally, the school or nonpublic school must invite recommend service providers to the SAIC. However, the SAIC shall not be delayed pending a response from the service provider(s). The school or nonpublic school must document the outcome of any SAIC in a written school attendance improvement plan (SAIP). The SAIP should include accessing academic and social/health supports from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences. School and nonpublic schools must use the School Attendance Improvement Plan Form created by PDE or a similar form to document the SAIP (Please visit: <https://www.education.pa.gov/Schools/safeschools/resources/Pages/PennsylvaniaSchool-Attendance-Improvement-and-Truancy-Reduction-Toolkit.aspx>).

Schools may not expel or suspend (out-of-school) a student, or reassign or transfer a student to an alternative education for disruptive youth (AEDY) program, for truant behavior and these actions may not be included in a SAIP. An in-school suspension is not considered a disciplinary reassignment. Additionally, schools may not initiate truancy proceedings (e.g., the filing of a truancy citation) until after a SAIC is held. Nonpublic schools may expel a student for truant or habitually truant behavior if expulsion is included in the nonpublic school's attendance policy as a potential consequence in response to a determination that the student is truant or habitually truant.

Homeless Students

The McKinney-Vento Homeless Assistance Act requires states and schools to work to remove barriers to the education of homeless children and youth, including barriers to enrollment and retention due to absences. Compulsory attendance laws can be such barriers, particularly when they result in court involvement. Frequently, students in homeless situations will miss school due to their living situations. However, absences caused by homelessness must not be counted as unexcused absences, as this would create a barrier to enrollment and retention in school.

As part of a SAIC, schools and nonpublic schools should work to identify the root cause of students' absenteeism and the SAIP should address those issues, which may include homelessness and lack of transportation to and from school.

If a student is a homeless student, the school should clarify which entity (school of origin, school of residence, etc.) is responsible for complying with the compulsory attendance laws. In addition, schools should consider whether it is appropriate to file citations against a person that may merely be "acting as a parent" or hosting an unaccompanied youth. These individuals often agree to provide a temporary place for a youth to sleep and may not have control over whether the



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child is attending school. Instead, the school could contact the county children and youth agency and attempt to eliminate barriers to attendance through that route.

***Attendance policy updated and approved by the Board of Trustees on June 27, 2023**

Student Absence on Religious Holidays

The Principal will review the annual listing of religious holidays identified by the State Department of Education when planning school activities including testing, special programs, etc. Efforts will be made to schedule around these holidays whenever possible.

The following procedures shall be followed with regard to student absence on religious holidays:

1. No student who is absent from school because of a religious holiday may be deprived of any award or of eligibility or opportunity to compete for any award because of such absence.
2. If a student misses a test or examination because of a religious holiday, he/she must be given the right to take an alternate test or examination.
3. To be entitled to the privileges set forth above, the student must present a written excuse signed by a parent/guardian.
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an **excused absence**.



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Student Conduct

The Lehigh Valley Dual Language Charter School Board directs the CEO/COO and Principal to develop a Code of Student Conduct that creates an environment for positive student development and achievement that enhances and leads to success in school and in life. This Code shall include expectations that apply to academic endeavors as well as student behavior. Compliance with these expectations will foster positive and productive behavior that will enable the student to fulfill his/her own potential. The Code shall also describe various means by which the school will recognize appropriate conduct. While emphasizing the importance of encouraging good conduct, the Code shall also state the consequences of inappropriate behavior as well.

Positive student conduct requires a partnership in responsibility between the school and the home in several areas:

- Environment – which includes the climate of the school;
- Education – which includes preparation and work habits;
- Respect – which includes treatment of others;
- Participation – which includes involvement in school activities; and
- Expression – which includes dress as well as verbal and non-verbal issues.

The Code of Student Conduct shall be distributed to parents/guardians, students and teachers at the beginning of each school year. The parent/guardian, student and teacher will be required to sign the acknowledgement page which states that the parent/guardian understands the Code of Student Conduct, including the consequences of unacceptable behavior by students. The acknowledgement page also states that the parent/guardian has explained and reviewed the Code of Student Conduct with the student, and that the teacher shares responsibility with the parent/guardian to ensure a safe, secure school environment for learning.

Lehigh Valley Dual Language Charter School has established specific expectations for student conduct in the classrooms, hallways and all common areas of the school. The following classroom rules are to be taught during the first few days of school, and reinforced throughout the school year:

1. Follow directions the first time they are given.
2. When seated at your desk, your feet should be flat on the floor.
3. Keep hands, feet and objects to yourself.
4. Get attention the right way, that is, by raising your hand and waiting to be recognized.
5. Move from one location to another or from one activity to another quietly and quickly.



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6. Be prepared for each class.

The following expectations for student conduct in the school's common areas should also be taught and reinforced throughout the school year:

1. Playground – Students will play safely in all games and on all equipment, showing consideration and respect for others.
2. Hallways – The school's hallways will be a safe and quiet environment where people interact with courtesy and respect.
3. Restrooms – The school's restrooms will be clean and safe.
4. Meals – School lunch and snacks will be enjoyed in a safe, clean and friendly environment where people interact with courtesy, manners and respect.
5. Assemblies – Students will demonstrate respectful behavior during assemblies by listening, participating and following directions.
6. Before and After School – Students will arrive at and depart from the school in a safe and orderly manner.

Guiding and encouraging students in meeting these expectations will facilitate the creation of a safe and orderly learning environment. Such encouragement may occur in the following ways:

Positive Interaction and Positive Feedback

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff should interact with students in a friendly, supportive manner at all times.

Acknowledging Students Who Demonstrate Exceptionally Responsible Behavior

At the end of any day teachers may issue a special Student Award to acknowledge and reward students for demonstrating exceptionally responsible behavior, trying their best, cooperating or showing respect. Award winning students will receive special certificates signed by the teacher and Principal. These awards should be noted on the student's progress report. Academic awards are presented twice each semester.

Class-wide Goal of the Week

Each class will develop a specific goal toward which it will strive during each month. Teachers should help students understand how their objectives relate to school-wide goals. Teachers should include activities in their lessons directed toward achieving the goal set by the class. At the end of each week, each class should hold a discussion to



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evaluate its progress. When a class has achieved its goal, the Principal will present the class with a certificate which will be displayed on the classroom bulletin board throughout the school year.

Correcting Inappropriate Conduct

When misbehavior occurs, teachers should calmly and consistently handle the matter by taking appropriate steps to correct such inappropriate behavior. While the steps taken by the teacher may include consequences, the situation should also be used as a teaching opportunity.

Corrective Action Plan

There are three categories of inappropriate behavior warranting the development of a corrective plan:

- Insubordination, e.g. disrespect toward faculty, staff or peers; refusal to follow directions.
- Physically dangerous behavior, e.g. fighting, assault, physical intimidation.
- Illegal behavior, e.g. theft, vandalism, use of illegal substances.

When developing a corrective plan, the primary focus should be on teaching appropriate behavior for achieving the desired outcome. It should also include an opportunity for the student to practice the correct way to achieve the desired result.

Office Referrals

If the inappropriate behavior of a student is serious enough to warrant an office referral, the teacher should complete the Office Referral Form, being certain to describe the incident for which the student is being referred. The Principal will meet with the student and parent/guardian, if necessary, and determine an appropriate course of action. In cases where students have been referred to the office three times for insubordination or physically dangerous or illegal behavior, an Intervention Planning Team must meet to discuss an individual intervention plan to support the student's specific needs. This meeting shall be scheduled by the Principal/designee and should take place within one week of the incident. Referrals are issued as needed, from faculty and transportation personnel.

Referral staff should follow this procedure:

1. Meet with the student. Document date and time.
2. Contact the parent set up a meeting. Document date and time.
3. Refer to administration. Document date and time.



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These steps should be followed in order before sending a student to an administrator.



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Student Bullying and Harassment

LVDLCS is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment when they occur. Bullying and harassment of students by other students, school officials, faculty, staff, and volunteers who have direct contact with students will not be tolerated in LVDLCS. LVDLCS prohibits harassment, bullying, hazing, or any other victimization based on real or perceived race, sex, creed, color, national origin, religion, marital status, disability, sexual orientation, physical appearance, and/or personality characteristics.

This policy is in effect while students are on property within the jurisdiction of the school; while on school-owned and/or school-operated vehicles; while attending or engaged in school sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school. If after an investigation a student is found to be in violation of this policy, the student shall be disciplined by measures up to and including suspension and expulsion.

Harassment as set forth above may include, but is not limited to the following behavior/overt acts and or circumstances:

1. Verbal, non-verbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim.
2. Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim.
3. Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim;
4. Demeaning jokes, stories, or activities directed at the student that have the purpose of effect of causing injury, discomfort, fear, or suffering to the victim; and/or;
5. Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.



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Lehigh Valley Dual Language Charter School Anti-Bullying Policy

The Board of Trustees recognizes the importance of a safe school environment to the educational process of Lehigh Valley Dual Language Charter School. The Board has determined that a safe and civil environment in school is necessary for students to learn and to achieve high academic standards. Bullying, like other disruptive or violent behaviors that disrupt both a student's ability to learn and a school's ability to educate its students in a safe environment, is prohibited at Lehigh Valley Dual Language Charter School. Because students learn by example, school administrators, faculty, staff, students and volunteers are directed to: demonstrate appropriate behavior, treat others with civility and respect and refuse to tolerate bullying.

"Bullying" is defined as an intentional electronic, written, verbal or physical act, or a series of acts:

- (1) directed at another student or students;
- (2) which occurs in a "school setting" or occurs outside of school and the outside of school conduct materially and substantially interferes with the educational process or program in the school, as allowed by law;
- (3) that is severe, persistent or pervasive; and
- (4) that has the effect of doing any of the following:
 - substantially interfering with a student's education;
 - creating a threatening environment; or
 - substantially disrupting the orderly operation of the school; and

A "school setting" shall mean in the school, on school grounds, on school property, at any school testing sites or other sites used by the school, on the school's server or school's electronic, web-based, Internet or on-line programs, in school vehicles, at designated bus stops or at any activity sponsored, supervised or sanctioned by the school and any time spent necessarily traveling to and from these locations. Additionally, any student who's out of school conduct materially and substantially interferes with the educational process in the school is also subject to this Policy.

Students shall conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board believes that standards for student behavior must be set cooperatively through



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interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Because bystander support of bullying can bolster these behaviors, the school prohibits both active and passive support for acts of bullying. The staff should encourage all students to refuse to engage in these acts and to report them immediately to a Building Administrator of the school.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying may range from positive behavioral interventions up to and including in-school or out-of-school suspension from the charter school and/or expulsion or other disciplinary removal from the charter school, in the case of a student, or suspension and/or termination in the case of an employee, as set forth in the school's approved code of student conduct or employee handbook.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the school's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Depending upon the incident, expulsion may be recommended to the Board.

The Board requires the Administrator/designee at the school to be responsible for receiving complaints alleging violations of this Policy. All school employees are required to report alleged violations of this Policy to the Administrator/designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this Policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report without further investigation.

The Board requires the Administrator/designee to be responsible for determining whether an alleged act constitutes a violation of this Policy. In so doing, the Administrator/designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. An investigation is to be conducted within three school days after a report or complaint is made known to the Administrator/designee.

The Board prohibits reprisal or retaliation against any person who reports an act of bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and



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circumstances of the act.

The Board prohibits any person from falsely accusing another of bullying. The consequences and appropriate remedial action for a person found to have falsely accused another of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another of bullying shall be disciplined in accordance with school policies, procedures, and agreements.

The Board requires school officials to annually disseminate the Policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of bullying that occur on school property, at school-sponsored functions, or in a school vehicle and to develop procedures for investigating and addressing any alleged violations of this Policy.

The Board further requires school officials to ensure that this Policy and procedures for reporting bullying incidents are reviewed with the students within ninety (90) days after the Policy is adopted and at least once each school year thereafter.

The Board directs Administration to develop procedures necessary to implement this Policy and to develop appropriate prevention, intervention and education strategies related to bullying.

The Board directs that this Policy be included in the Student Handbook/Code of Conduct and be made available on the school's website as well as in a prominent location at the school's main office.

Lehigh Valley Dual Language Charter School will comply with applicable federal and state laws relating to bullying, including but not limited to those requirements delineated in the Charter School Law, Chapter 12 of Title 22 of the Pennsylvania Code and the applicable House Bill 1067 Public School Code amendments relating to bullying.

Lehigh Valley Dual Language Charter School will comply with applicable federal and state laws, including Chapter 711 of Title 22 of the Pennsylvania Code and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.

Lehigh Valley Dual Language Charter School will further comply with applicable federal and state laws, regarding protected handicapped students and applicable sections of Section 504 of the Rehabilitation Act and its applicable implementing regulations.

TO REPORT AN ACT OF BULLYING, CONTACT:
ADMINISTRATORS OF THE LEHIGH VALLEY DUAL LANGUAGE CHARTER



Lehigh Valley Dual Language Charter School

SCHOOL AT: (610) 419-3120
675 E BROAD, ST.
BETHLEHEM, PA 18018.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO
CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE
APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.**



Lehigh Valley Dual Language Charter School

Anti-Hazing Policy

Purpose

The purpose of this policy is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school and are prohibited at all times.

Definitions

For purposes of this policy hazing is defined as any action or situation that recklessly or intentionally endangers the mental health or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. The term shall include, but not be limited to:

1. Any brutality of a physical nature, such as whipping, beating, branding;
2. Forced calisthenics;
3. Exposure to the elements;
4. Forced consumption of any food, liquor, drug or other substance; and/or
5. Any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which is intended to or could result in humiliation, extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual; or
6. Any willful destruction or removal of public or private property.

For purposes of this policy, any activity, as described above, upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.



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For purposes of this policy, student activity or organization is defined as any organization, team, club, society, or group operating under the sanction of or recognized as an organization by the school.

Authority

The Board prohibits hazing in connection with any student activity or organization regardless of whether the conduct occurs on or off school property or outside of school hours.

No student, parent/guardian, coach, sponsor, volunteer or school employee shall engage in, condone or ignore any form of hazing.

The Board encourages students who have been subjected to hazing to promptly report such incidents to the building principal.

Delegation of Responsibility

Students, parents/guardians, coaches, sponsors, volunteers, and school employees shall be alert to incidents of hazing and shall report such conduct to the building principal. School administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual or student activity or organization found to be in violation of this policy.

Guidelines

In addition to posting this policy on the school's website, the school shall annually inform students, parents/guardians, sponsors, volunteers and school employees that hazing is prohibited, by means of:

1. Publication in handbooks.
2. Presentation at an assembly.
3. Verbal instructions by the coach or sponsor at the start of the season or program.

This policy, along with other applicable school policies, procedures and Codes of Conduct, shall be provided to all school athletic coaches and all sponsors and volunteers affiliated with a student activity or organization annually, prior to coaching an athletic activity or serving as a



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responsible adult supervising, advising, assisting or otherwise participating in a student activity or organization.

Complaint Procedure

When a student believes that s/he has been subject to hazing, the student shall promptly report the incident, orally or in writing, to the building principal. The principal shall conduct a timely, impartial, thorough, and comprehensive investigation of the alleged hazing. The principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The school shall document the corrective action taken.

Consequences of Violations

Student Violation -

If the investigation results in a substantiated finding of hazing and/or other violation of this policy, the building principal shall recommend appropriate disciplinary action up to and including the imposition of probation, suspension, dismissal, or expulsion, as circumstances warrant, in accordance with Board policy and the Code of Student Conduct. Additionally, the student may be subject to disciplinary action by the coach or sponsor, up to and including removal from the activity.

Employee/Sponsor/Volunteer Violation -

If the investigation results in a substantiated finding that a coach, employee, sponsor, or volunteer affiliated with the student activity or organization engaged in, condoned or ignored any violation of this policy, s/he shall be disciplined in accordance with Board policy and applicable laws and regulations. Discipline could include, but is not limited to, dismissal from the position as coach, sponsor, or volunteer, and/or dismissal from school employment.

Student Activity/Organization Violation -

If a student activity or organization authorizes hazing in blatant disregard of this policy or other applicable school rules, penalties may also include rescission of permission for that organization to operate on school property or to otherwise operate under the sanction or recognition of the school.

Criminal Prosecution

Any person who causes or participates in hazing may also be subject to criminal prosecution.



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Board approved policy added on July 19, 2022

Corporal Punishment

Conduct is closely related to learning; an effective instructional program requires a wholesome and orderly school environment.

Each student attending Lehigh Valley Dual Language Charter School shall adhere to the rules and regulations promulgated by the Board and the school administration and shall submit to such disciplinary measures as are appropriately assigned for infractions of the rules.

The Board prohibits the use of corporal punishment as a disciplinary measure. Corporal punishment shall be defined as punishment applied to the body of the offender. Failure on the part of any staff member to comply with this policy may result in immediate termination.

While corporal punishment is prohibited, force may be used by staff members:

1. to quell a disturbance;
2. to obtain possession of weapons or other dangerous objects;
3. for the purpose of self-defense; or
4. for the protection of persons or property.

Staff members having authority over students shall have the authority to take reasonable actions as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the school or threatens the health and safety of others.



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SUSPENSION AND EXPULSION

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.

Guidelines Exclusion From School - Suspension

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian and the Chief Executive Officer in writing when the student is suspended.

No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard on his/her own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period.

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the school shall offer to hold it within the first five (5) days of the suspension.

Informal hearings under this provision shall be conducted by the building principal.

Purpose Of Informal Hearing

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses.

Due Process Requirements For Informal Hearing

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.



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2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.
4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The school shall offer to hold the informal hearing within five (5) days of the suspension.

Exclusion From Class - In-School Suspension

No student may receive an in-school suspension without notice of the reasons for which s/he is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.

The school shall provide for the student's education during the period of in-school suspension.

Expulsion

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the school rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before a duly authorized committee of the Board, and upon action taken by the Board after the hearing.

Expulsion Hearings

The formal hearing shall observe the due process requirements of:

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when s/he demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.



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7. The right to testify and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
 - a. The need for laboratory reports from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student's invoking his/her rights under the Individuals with Disabilities Education Act (IDEA).
 - c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Adjudication

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions.

Attendance/School Work During Suspension And Prior To Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines. Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension. If it is not possible to hold the formal hearing within the first ten (10) school days, the school may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others. Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Students who are under seventeen (17) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education. The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education. The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.



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Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies.

Delegation of Responsibility

The Chief Executive Officer or designee shall develop administrative regulations to implement this policy which include:

1. Publication of a Code of Student Conduct, in accordance with Board policy on student discipline.
2. Procedures that ensure due process when a student is being deprived of the right to attend school.
3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.
4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.
5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

***Suspension and Expulsion Policy updated and approved by the Board of Trustees on June 27, 2023**

School Uniforms

Lehigh Valley Dual Language Charter School requires that all students wear a simple uniform as identified below:

The dress guidelines are designated to give students, faculty, and the administration the most conducive working environment.

The school uniform must be worn to school. Listed are the uniform requirements for all boys and girls.



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GIRLS LVDLCS Navy Blue Polo (long or short sleeve) Navy Blue Cardigan with School Logo Khaki Pants Khaki Skirt (knee length) Khaki Shorts (knee length) Dress Jumper Dress Shoes or Boots (Black -no flip flops or sandals)	BOYS LVDLCS Navy Blue Polo (Long or Short Sleeve) Navy Blue Cardigan with School Logo Khaki Pants Khaki Shorts Dress Shoes or Boots (Black – no flip flops or sandals)
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Gym Uniform

LVDLCS Navy Blue T-shirt with printed logo
LVDLCS Navy Blue Sweatshirt
Navy Blue Sweatpants
Navy Blue Gym Shorts (thigh length)
Sneakers – ALL BLACK SNEAKERS ONLY

Crewneck style shirts only – V-neck shirts are not permitted

JEANS ARE NOT PART OF THE SCHOOL UNIFORM AND ARE NOT PERMITTED

Student Dress and Grooming

One of the main objectives of the school is to help its students in preparing successfully for life in the business and social world of today. We believe that training in appropriate dress and grooming is part of this education.

Good judgment should dictate what is appropriate attire for a particular occasion. Students whose attire, in the judgment of teachers and administrators, does not meet these criteria will be referred to the administrative office. All students should dress appropriately when in the classroom and especially on other academic and social occasions.

In the interest of supporting the general welfare, the educational program, as well as protecting the health and safety of all students, the following shall comprise the basis for the development of individual school dress and grooming codes:



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1. Students are expected to use good judgment and show respect for themselves and others in their dress and grooming.
2. Students shall not wear clothing, hair styles, or other personal items which interfere with the educational program.
3. Students shall, when present in areas where the possibility of injury to the student or to others exists such as rotating machinery, power tools or chemicals, wear appropriate protective clothing or devices needed for health and safety.
4. Students participating in sports may be required to wear protection or change hair styles to promote safety.

The following examples of attire are considered inappropriate for school:

1. Clothing, patches, etc. that contain vulgarity, references to alcohol, drugs, tobacco. Satanism or any instigative language.
2. Sun glasses or mirrored glasses in the building.
3. Clothing which is excessively tight, revealing or immodest, i.e., transparent blouses, bare midriffs, bare sides, miniskirts (must be below mid-thighs), short-shorts, tank tops, bicycle pants or spandex as outer garments.
4. Clothing with holes if the skin that is exposed is not allowed in the dress requirements listed above.
5. Bare feet; students must wear footwear. Flip-flops are not permitted.

NOTE: Any of the above regulations may be modified by administration for medical reasons or for other approved activities.



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Computing Resources Acceptable Use Policy for Students

New technologies are shifting the ways that information may be accessed, communicated, and transferred. Those changes provide enhanced educational experiences for students. At LVDLCS students will have access to the School's computer network for Internet exploration. To gain access to the Internet all students must obtain parental permission. Parent/guardians along with the student must sign an Acknowledgment Form and return it to the classroom teacher.

The Board recognizes that the Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Access to the Internet provides students with the opportunity to reach out to many other people and to share and exchange information with Internet users throughout the world. The Board's goal in providing this resource to students is to promote educational excellence and to prepare students for life in the 21st century.

While students' use of the Internet will be supervised by staff, the Board cannot guarantee that they will not gain access to inappropriate material. The Board believes that the valuable information and interaction available on the Internet far outweighs the possibility that students may procure information that is not consistent with the educational goals of the School. The Board also believes that ultimately, parents and guardians of minors are responsible for setting and converging the standards that their children should follow when using media and information sources.

To inform parents/guardians, a copy of the following information shall be sent to each student's home:

1. Computing Resources Acceptable Use Policy for Students
2. Rules and Code of Ethics for Students Use of Computers
3. Computing Resources Acceptable Use Policy for Students Acknowledgment Form
4. The attached cover letter to parents/guardians



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Search and Seizure

The Board acknowledges the need for safe in-school storage of books, clothing, school materials and other personal property and may provide lockers and/or cabinets for such storage.

All lockers/cabinets are and shall remain the property of the school. Students are encouraged to keep their assigned lockers/cabinets closed and locked against incursion by other students, but no student may use a locker/cabinet as a depository for a substance or object which is prohibited or which constitutes a threat to the health, safety or welfare of the occupants of the school or the school itself.

The Board reserves the right to authorize its employees to inspect a student's locker/cabinet when such employee has reason to believe that the locker/cabinet is used for the storage of contraband, a substance or object the possession of which is illegal, or any material which poses a hazard to the safety and good order of the school.

The Principal shall develop procedures to implement this policy which shall require:

1. All requests or suggestions for the search of a student's locker/cabinet shall be directed to the Principal.
2. Whenever possible, before opening the locker/cabinet for inspection, the Principal shall appoint a third party to be present at the inspection.
3. The Principal/designee shall be responsible for the safekeeping and proper disposal of any substance, object or material found to be improperly stored in a student's locker/cabinet.
4. The Principal/designee shall be responsible for the prompt recording in writing of each locker/cabinet inspection which record shall include the reasons for the search, persons present, items found and their disposition.
5. Whenever the search of a student's locker/cabinet is prompted by the reasonable suspicion that the contents of the locker/cabinet create an emergency, the Principal/designee may open the locker/cabinet as soon as it is necessary to do so to discharge properly his/her duty to protect the persons and property in the school.

A student's person and possessions may be searched by the Principal or his/her representative provided that individual has reasonable grounds to suspect that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Under no



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circumstances shall a search be conducted based solely upon an anonymous tip and/or a rumor that contraband is present. The extent or scope of the search shall be reasonable related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever possible, before conducting such a search, the Principal or his/her representative shall appoint a third party to be present at the search. Whenever the search of a student or his/her possessions is prompted by the reasonable suspicion that the items in possession of the student create an emergency, the Principal or his/her representative may conduct the search as soon as it is necessary to do so to discharge properly his/her duty to protect the persons and property in the school.



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Students and the Police

The Board recognizes its responsibility both for the protection of the legal rights of its students and for notification to parents/guardians of matters affecting these rights.

The Principal/designee shall permit properly identified police, court, or law enforcement officers to interview students on school premises. When police request permission to interrogate a student at school, the Principal/designee shall make a record of the name(s) of the student(s); the name and badge number of the officer(s); the purpose of the interview; and the date and time of the interview and so inform parents/guardians.

Whenever the Principal/designee has determined that the police have a legitimate purpose in interrogating a student within the confines of a school building, the Principal/designee shall be present throughout the proceedings. A female member of the staff shall be present when female students are being interviewed.

When the police request permission to arrest a student at school, the Principal shall inform the Board President; to the degree possible, determine why such arrest could not be made at the student's home; attempt to inform the student's parents/guardian; and request and inspect the arrest warrant. No student shall be released to the police authorities without a proper warrant.

No student shall be released to the police authorities without proper warrant, appropriate evidence or written parental/guardian permission, except in the event of emergency or for the protection of life or property as determined by the Principal/designee.

Requests by private investigators shall be directed to the Office of the Police Commissioner. Representatives of non-government agencies shall not be permitted to interview students within the school.



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Student Rights

This policy sets forth guidelines by which student rights are to be determined consistent with law.

The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of the students of the Lehigh Valley Dual Language Charter School. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association in accordance with these guidelines.

Attendant upon the rights established for each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority and compliance with the rules and regulations of the Lehigh Valley Dual Language Charter School.

The Principal shall develop and promulgate administrative procedures consistent with law and Board policy and to ensure that student rights under varying conditions are properly described. Such procedures shall be reviewed and updated when necessary.

Personal information will be protected as required by law. Personal information is identified as individually identifiable information including a student's or parent's/guardian's name, address, telephone number, or social security number.



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Homeless Students

Authority

The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other district students. The Board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law and regulations.

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

Definitions

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

- Sharing the housing of other persons due to loss of housing or economic hardship

- Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations.

- Living in emergency, transitional or domestic violence shelters.

- Abandoned in hospitals.

- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.

- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings.

- Living as migratory children in conditions described in previous examples.

- Living as run-away children.

- Abandoned or forced out of homes by parents/guardians or caretakers.



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Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

School of origin is defined as the school the student attended when permanently housed or the school in which the student was last enrolled.

Delegation of Responsibility

The Board designates the Principal to serve as the district's liaison for homeless students and families.

The district's liaison shall coordinate with:

Local service agencies that provide services to homeless children and youth and families.

Other school districts on issues of records transfer and transportation.

State and local housing agencies responsible for comprehensive housing affordability strategies.

The district's liaison shall provide public notice of the educational rights of homeless students in schools, family shelters, and soup kitchens.

Guidelines

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless.

Enrollment/Placement

To the extent feasible, and in accordance with the student's best interest, a homeless student shall continue to be enrolled in his/her school of origin while s/he remains homeless or until the end of the academic year in which s/he obtains permanent housing. Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the district liaison will consider the views of the student in determining where s/he will be enrolled.

The selected school shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to district policies. However, the district may require a parent/guardian to submit contact information. The district liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.



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If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the district's decision, their right to appeal and the procedures to use for the appeal.

Services

Homeless students shall be provided services comparable to those offered to other district students including, but not limited to, transportation services; school nutrition programs; vocational programs and technical education; preschool programs; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

Transportation

The district shall provide transportation for homeless students to their school of origin or the school they choose to attend within the school district.

If the school of origin is outside district boundaries or homeless students live in another district but will attend their school of origin in this district, the school districts shall agree upon a method to apportion the responsibility and costs of the transportation.



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Student Government

The Board acknowledges the importance of offering students the opportunity to participate in self-government within the establishment of the school in accordance with the freedoms and responsibilities of our democratic society.

Students shall have the right to organize, conduct meetings, elect officers and representatives and petition the Principal of their school.

The Board will recognize the Student Council as the official voice of the student body and for the purposes of developing student leadership and providing a learning experience in democratic decision-making, provided that the bylaws of that organization have been duly adopted by the members of the student body it represents and approved by the Principal.

The Principal shall appoint a qualified member of the faculty to serve as advisor to student government activities.

The student government shall be responsible for the planning and organization or coordination of its own government as well as projects suggested by students and approved by the Principal.

The student government shall provide input for the development of a code of student behavior and curriculum development.

The Principal is authorized to establish rules and regulations to implement this policy which require the Student Council to:

1. invite the participation of all students in council activities;
2. assure that all students have equal access to the student government and an equal opportunity to vote and hold office;
3. maintain fiscal accountability and adherence to Board policy for all financial aspects of student government activities;
4. evaluate the effectiveness of student government activities toward meeting the goals established by this policy; and

guarantee that decisions made and actions taken by the student government are in accordance with the policies and procedures of the Board.



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Student Participation in School Affairs

The Board believes that students should participate in the governance of school activities at levels appropriate to their ages and competencies because:

2. schools, as an institution fundamental to the operation of a democratic society, should exemplify citizen participation in decision making;
3. the curriculum should develop increasing knowledge, students' skills and responsibilities in planning and executing cooperative activities; and
4. students are a valuable resource whose contribution can materially aid and benefit the school.

The Board authorizes the Principal to encourage student participation in activities commensurate with students' understanding and abilities.

Recommendations for the improvement of the school may be offered by any student, provided the recommendations are of a constructive nature and contribute toward the realization of the educational goals of the school.

The CEO/COO/Principal shall develop procedures to implement this policy which:

1. provide for the submission , consideration and response to constructive student suggestions;
2. designate the manner by which students shall be selected for participation in school matters;
3. insure that student participation is a representation of the student body; and

insure that the student voice and vote in decision making is balanced fairly with those of faculty, administration and community members.



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Social Events and Class Trips

The Board recognizes the value of social events and class trips in the enrichment of the total school experience for the students of the Lehigh Valley Dual Language Charter School.

The Board shall make school facilities available and provide appropriate staff for the conduct of social events within the school facilities which have been approved by the Principal of the school.

For social events which take place outside school facilities, approval of the Principal is required. For all trips outside the school facility, signed parental/guardian permission shall be required.

Trips Within/Outside Lehigh Valley

1. Trips to museums, zoological gardens, industrial plants, places of historic or community importance, radio and television studios, and to rehearsals or performances sponsored by the school are approved, provided safety for the students and staff is present.
2. Trips to recreational areas, or to any location with swimming or boating facilities, are not approved unless adequate supervision is provided; winter trips including skiing, ice skating, tobogganing, or other sport trips are not approved unless adequate supervision is provided.
3. Trips extending beyond the curfew time of students are not approved; responsible adults must meet students at a designated location when students return from a trip in the evening, and school personnel must remain until all students have been met.
4. Trips that exclude students who cannot meet financial costs are not approved.
5. Trips that are sponsored privately by individuals, including any staff members, or groups are not approved; there is to be no dissemination of information, collection of funds, use of class lists, or solicitation of students for this type of activity.
6. Transportation for trips shall be school vehicles or Board approved carriers only. Private vehicles may not be used.

Trips Outside the Continental United States

1. Trips outside the continental United States must have the prior approval of the Principal and the Board.



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2. These trips must be arranged by travel agencies approved by the International Association of Travel Agents.

The procedures to implement the above guidelines shall include:

1. Trips to amusement parks, recreational areas, locations where swimming or boating facilities are available, skiing, ice skating or tobogganing, other sport trips, overnight trips must be approved by the Principal and the Board ten (10) weeks prior to the trip.
2. One (1) adult per ten (10) students on these trips, to assist in supervision, must be provided.
3. In addition to the adult supervision provided for these trips, the following personnel and/or services must be provided:
 - A. Swimming or boating (an adult certified in one of the following):
 - (1) Senior Lifesaving (American Red Cross)
 - (2) Water Safety Instructor (American Red Cross)
 - (3) Y.M.C.A. Pool Director Certification
 - B. Skiing
 - (1) Certified ski instructor (may be a staff member at the resort)
 - (2) First-aid facilities
 - C. Ice Skating
 - (1) Instructor (may be a staff member at the rink)
 - (2) First-aid facilities
 - D. Tobogganing (only on snow surfaces)
 - (1) First-aid facilities
 - E. Other sport trips
 - (1) An adult certified in the sport
 - (2) First aid facilities

Class trips must be selected with staff recommendation and the Principal's approval, supported by stated educational objectives and a minimum of two-thirds (2/3) student participation. Students who do not participate are required to attend school. Any exceptions to the above policy must be presented for approval by the Principal or his/her designee. The Principal or his/her designee shall develop procedures for the conduct of student social events and class trips, which shall include the following:

1. All necessary permission slips submitted in advance of any trip;
2. The designation of a staff member who shall be responsible for the trip;



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3. The provision of adequate adult supervision as required by the circumstances of the event; and
4. The formulation of rules and regulations governing the conduct and safety of all participants and the promulgation of such rules and regulations to all students and adults involved.

For trips that may be classified as extra-curricular such as class trips, club trips, picnics or outings, financial support must come from other than Board funds (i.e. parents/guardians, school/parent organizations, etc.)



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Food Service

Lehigh Valley Dual Language Charter School understands that a good nutrition is essential to a student's health and development. We encourage our students to eat nutritious school meals in an effort to enable each student to concentrate and learn.

School Meals

Breakfast and lunch are served at no cost to all students regardless of income. Lehigh Valley Dual Language Charter School falls under the Community Eligibility Provision (CEP) – a provision from the Healthy, Hunger-Free Kids Act of 2010, that allows schools and local educational agencies (LEA's) with high poverty rates to provide free breakfast and lunch to all students. CEP eliminates the burden of collecting household applications to determine eligibility for school meals.

*Policy updated with approval at the September, 2018 Board of Trustees Meeting



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Personnel Policies



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Employee Files

Personnel files are categorized into two types – general personnel files and employee health files. Employee health files contain any medically related information that the employee may provide to the employer during the course of employment. Personnel files contain all other non-medical work related materials. Access to employee health files is strictly limited on a need-to-know basis.

1. The Board designates the establishment and the maintenance of official personnel records to the Principal of the school. A central file shall be maintained; supplemental records may be maintained for ease in data gathering. Only that information which pertains to the professional and legal role of the employee and is submitted by duly authorized staff and the Board may be entered in the official record file. A copy of each such entry shall be made available to the employee.
2. Personnel files are confidential and will not be disclosed to anyone outside the school except upon written authorization of the employee or in compliance with a lawfully served subpoena or other legally binding order upon the employer. Employee records shall not be available to the Board except as may be required in the performance of its function as a Board.
3. Each employee shall have access to his/her file with the exception of confidential recommendations which were submitted upon employment with the Board.
4. Employees wishing to review their own records shall do so in the presence of the administrator designated to maintain such records and shall make no alteration or additions to the records nor remove any material without the prior written authorization of the Principal and shall sign a log attached to the file indicating the date and name of the reviewer.
5. An employee wishing to appeal material in his/her file shall make a request in writing to the administrator delegated to maintain the records and specify therein name and date, material to be appealed and reason for the appeal.
6. The responsible administrator shall hear the appeal and make a determination for review by the Principal and permit the addition of employee comments.
7. Upon initial employment an employee file shall contain:

A completed employment application and resume



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- Federal and state withholding forms
- Direct deposit forms
- I-9 form
- Benefits forms
- Criminal background checks
- Confidentiality agreements (if applicable)
- References
- A copy of the applicable teaching certificate(s)
- Transcripts
- Recommendations
- Physical examination record
- Retirement registration
- Hospitalization forms
- Annuity forms, where applicable
- Insurance beneficiary forms, where applicable
- Examination application and test scores

8. During the period of employment the following data shall be maintained in the personnel files in addition to the data required upon initial employment:

- Rate of compensation
- Completed copy of employment contract, where applicable
- Attendance record
- Performance evaluations
- Disciplinary incidents
- Special awards or distinctions

9. It is the responsibility of the employee to report any relevant changes in personal status (e.g. change in name, marital status, beneficiaries, persons to notify in case of emergency)

Terminated/Resigned employee personnel files may be destroyed only after three complete years from the date the employee was terminated from employment with the exception of all required criminal clearance documents which will be destroyed upon termination/resignation.

LVDLCS maintains personnel files on all employees. Personnel files are categorized into two types – general personnel files and employees health files. Employee health files contain any medically related information that the employee may provide to the Board during the course of employment. These health files shall be maintained separate from the employee personnel files and access is strictly limited on a need-to-know basis. Personnel files contain all other non-medical work related materials.



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Materials maintained in an employee's personnel file are confidential and will not be disclosed to anyone outside the organization except upon prior written authorization of the employee or in compliance with a lawfully served subpoena or other legally binding order upon the Board. Upon prior written notice to the Principal or designee, employees have the right to review their personnel files, with the exception of confidential recommendations that were submitted upon employment with LVDLCS, but only in the presence of the Principal or designee. Under no circumstances may an employee remove personnel files or copies thereof from school premises, submit any documents for inclusion in the file, or remove any documents from the file, without the prior written authorization of the Principal. Violators of this policy will be subject to disciplinary action up to and including immediate termination.



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Employment Contracts

The Board has the authority under law to prescribe employment conditions for the personnel of the Lehigh Valley Dual Language Charter School. Willful misrepresentation of facts material to the employment and determination of salary level shall be considered cause for disciplinary action or dismissal of the employee.

It shall be the policy of this Board that all teaching employees shall execute an employment contract that shall include the beginning compensation, employment date, benefit package and job description. Employment is on an “at-will” basis, with the exception of instructional staff that sign a contract for a specified period of time.

A school employee may be terminated at any time with or without cause through written notice to the staff member. Such notice shall be given thirty (30) days in advance of the date of termination except in those cases where circumstances are such that an immediate termination is warranted.

The Board may amend or rescind its policies and procedures, and terms and conditions of employment, from time to time at the sole discretion of the Board.



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Criminal History Record Information (CHRI) Proper Access, Use and Dissemination

Purpose

The intent of this document is to ensure the protection of the Criminal Justice Information (CJI) and its subset of Criminal History Record Information (CHRI) until such time as the information is purged or destroyed in accordance with applicable record retention rules.

The following information was developed using the FBI's Criminal Justice Information Services (CJIS) Security Policy. The Lehigh Valley Dual Language Charter School (LVDLCS) may complement this information with a local policy; however, the CJIS Security Policy shall always be the minimum standard. These procedures may augment, or increase the standards, but shall not detract from the CJIS Security Policy standards.

Scope

The scope of this policy applies to any electronic or physical media containing FBI CJI while being stored, accessed or physically moved from a secure location from the LVDLCS. In addition, this policy applies to any authorized person who accesses, stores, and/or transports electronic or physical media.

Criminal Justice Information (CJI) and Criminal History Record Information (CHRI)

CJI is the term used to refer to all of the FBI CJIS provided data necessary for law enforcement and civil agencies to perform their missions including, but not limited to biometric, identity history, biographic, property, and case/incident history data.

CHRI, is a subset of CJI and for the purposes of this document is considered interchangeable.

Due to its comparatively sensitive nature, additional controls are required for the access, use and dissemination of CHRI. In addition to the dissemination restrictions outlined below, Title 28, Part 20, Code of Federal Regulations (CFR), defines CHRI and provides the regulatory guidance for dissemination of CHRI.

Proper Access, Use, and Dissemination of CHRI

LVDLCS will return original CHRI documents to the individual of record. LVDLCS will not disseminate of CHRI to any other agency. However, a Dissemination Log will be completed for all requests other than originals being returned to employees.

Personnel Security Screening

Access to CJI and/or CHRI is restricted to authorized personnel. Authorized personnel is defined as an individual, or group of individuals, who have been appropriately vetted and have been granted access to CJI data. Agencies located within states having passed legislation authorizing or requiring civil fingerprint-based background checks for personnel with access to CHRI for the



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purposes of licensing or employment shall submit fingerprint-based record check within 30 days of employment or assignment on all personnel with who have direct access to CJI, those who have direct responsibility to configure and maintain computer systems and networks with direct access to CJI, and any persons with access to physically secure locations or controlled areas containing CJI. Agencies located within states without this authorization or requirement are exempted from the fingerprint-based background check requirement until such time as appropriate legislation has been written into law.

The Lehigh Valley Dual Language Charter School will maintain a list of authorized users.

Security Awareness Training

Basic security awareness training shall be required within six months of initial assignment, and biennially thereafter, for all personnel who have access to CJI. Proof of training shall be kept on record.

Physical Security

A physically secure location is a facility or an area, a room, or a group of rooms within a facility with both the physical and personnel security controls sufficient to protect the FBI CJI and associated information systems. The perimeter of the physically secure location shall be prominently posted and separated from non-secure locations by physical controls.

Only authorized personnel will have access to physically secure non-public locations. LVDLCS will maintain and keep current a list of authorized personnel. All physical access points into the agency's secure areas will be authorized before granting access. The agency will implement access controls and monitoring of physically secure areas for protecting all transmission and display mediums of CJI. Authorized personnel will take necessary steps to prevent and protect the agency from physical, logical and electronic breaches.

Media Protection

Controls shall be in place to protect electronic and physical media containing CJI while at rest, stored, or actively being accessed. "Electronic media" includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. "Physical media" includes printed documents and imagery that contain CJI.

The agency shall securely store electronic and physical media within physically secure locations or controlled areas. The agency shall restrict access to electronic and physical media to authorized individuals. If physical and personnel restrictions are not feasible then the data shall be encrypted per
Section 5.10.1.2.

Media Transport



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Controls shall be in place to protect electronic and physical media containing CJI while in transport (physically moved from one location to another) to prevent inadvertent or inappropriate disclosure and use. The agency shall protect and control electronic and physical media during transport outside of controlled areas and restrict the activities associated with transport of such media to authorized personnel.

Media Sanitization and Disposal

When no longer usable, hard drives, diskettes, tape cartridges, CDs, ribbons, hard copies, print-outs, and other similar items used to process, store and/or transmit FBI CJI shall be properly disposed of in accordance with measures established by CJIS.

Physical media (print-outs and other physical media) shall be disposed of by one of the following methods:

- 1) Shredding using LVDLCS issued shredders. Shredding must be completed by authorized personnel.
- 2) Placed in locked shredding bins for a private contractor to come on-site and shred, witnessed by authorized personnel throughout the entire process.

Electronic media (hard-drives, tape cartridge, CDs, printer ribbons, flash drives, printer and copier Hard-drives, etc.) shall be disposed of by one of the following methods:

- 1) **Overwriting (at least 3 times)** -an effective method of clearing data from magnetic media. As the name implies, overwriting uses a program to write (1s, 0s, or a combination of both) onto the location of the media where the file to be sanitized is located.
- 2) **Degaussing** -a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Note that common magnets (e.g., those used to hang a picture on a wall) are fairly weak and cannot effectively degauss magnetic media.
- 3) **Destruction** – a method of destroying magnetic media. As the name implies, destruction of magnetic media is to physically dismantle by methods of crushing, disassembling, etc., ensuring that the platters have been physically destroyed so that no data can be pulled.

IT systems that have been used to process, store, or transmit FBI CJI and/or sensitive and classified information shall not be released from LVDLCS control until the equipment has been sanitized and all stored information has been cleared using one of the above methods.

Account Management

The agency shall manage information system accounts, including establishing, activating, modifying, reviewing, disabling, and removing accounts. The agency shall validate information system accounts at least annually and shall document the validation process.

All accounts shall be reviewed at least annually by the designated CJIS point of contact (POC) or his/her designee to ensure that access and account privileges commensurate with job functions,



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need-to-know, and employment status on systems that contain Criminal Justice Information. The POC may also conduct periodic reviews.

Remote Access

LVDLCS shall authorize, monitor, and control all methods of remote access to the information systems that can access, process, transmit, and/or store FBI CJI. Remote access is any temporary access to an agency's information system by a user (or an information system) communicating temporarily through an external, non-agency controlled network (e.g., the Internet).

LVDLCS may permit remote access for privileged functions only for compelling operational needs but shall document the rationale for such access in the security plan for the information system.

Utilizing publicly accessible computers to access, process, store or transmit CJI is prohibited. Publicly accessible computers include but are not limited to: hotel business center computers, convention center computers, public library computers, public kiosk computers, etc.

Personally Owned Information Systems

A personally owned information system shall not be authorized to access, process, store or transmit CJI unless the agency has established and documented the specific terms and conditions for personally owned information system usage. A personal device includes any portable technology like camera, USB flash drives, USB thumb drives, DVDs, CDs, air cards and mobile wireless devices such as Androids, Blackberry OS, Apple iOS, Windows Mobile, Symbian, tablets, laptops or any personal desktop computer. When bring your own devices (BYOD) are authorized, they shall be controlled using the requirements in Section 5.13 of the CJIS Security Policy.

Reporting Information Security Events

The agency shall promptly report incident information to appropriate authorities to include the state CSA or SIB's Information Security Officer (ISO). Information security events and weaknesses associated with information systems shall be communicated in a manner allowing timely corrective action to be taken.

Formal event reporting and escalation procedures shall be in place. Wherever feasible, the agency shall employ automated mechanisms to assist in the reporting of security incidents. All employees, contractors and third party users shall be made aware of the procedures for reporting the different types of event and weakness that might have an impact on the security of agency assets and are required to report any information security events and weaknesses as quickly as possible to the designated point of contact.

Policy Violation/Misuse Notification



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Violation of any of the requirements contained in the CJIS Security Policy or Title 28, Part 20, CFR, by any authorized personnel will result in suitable disciplinary action, up to and including loss of access privileges, civil and criminal prosecution and/or termination. Likewise, violation of any of the requirements contained in the CJIS Security Policy or Title 28, Part 20, CFR, by any visitor can result in similar disciplinary action against the sponsoring employee, and can also result in termination of services with any associated consulting organization or prosecution in the case of criminal activity.

BY MY SIGNATURE BELOW, I CERTIFY THAT I HAVE BEEN GIVEN A COPY OF THE Criminal History Record Information (CHRI) Proper Access, Use and Dissemination Policy & Procedures AND HAVE BEEN GIVEN THE OPPORTUNITY TO DISCUSS AND ASK QUESTIONS ON THE ABOVE TOPIC.

Employee Printed Name: _____

Employee Signature: _____

Employee Title: _____

***Policy approved at the August, 2019 Board of Trustees meeting.**



Lehigh Valley Dual Language Charter School

Unexcused Absences – Staff

All employees are expected to report to work on every workday designated by the official school calendar unless properly excused. Unexcused absences are to be treated as acts of insubordination and may be considered as cause for dismissal.



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Attendance and Punctuality – Staff

The efficient operation of the Lehigh Valley Dual Language Charter School requires that each member of the school community carry his/her share of responsibility. When a member of the team is absent, instruction and productivity are interrupted.

The following procedures must be followed in reporting absences:

1. All employees who will not be reporting to work must call the Principal as soon as they are aware that they will be unable to work, but not later than one (1) hour before school opens.
2. You must call each day that you will be absent from work unless prior arrangements have been made as to your date of return.
3. Substitutes may be secured through the authorization of the Principal.
4. The Principal shall maintain an office log of employee attendance/absence for all personnel.
5. Continuous personal illness/absence of more than three (3) days must be certified to by a properly licensed physician. This note is to be submitted to the Principal.

The Principal shall report his/her absence to the CEO/COO.



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Staff Time Schedules

Hours of work for various categories of employees will be as designated below:

- A. Secretarial/Clerical Personnel – forty (40) hours per week, as scheduled by respective supervisor.
- B. Non-Secretarial/ Clerical Personnel (full time) – forty (40) hours per week, as scheduled by respective supervisor.
- C. Exceptions to the normal hours of work, both additions and deletions, may be implemented on a temporary basis by respective supervisors, as required by the situation, and after legal counsel review and board approval.



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Leaves of Absence

Leaves of absence may be granted to regular full-time and part-time employees for reasons including those listed below. A leave of absence may not exceed six (6) months with the exception of military leave and worker's compensation. Employees are responsible for completing the Leave of Absence Request Form. The employee must submit this form to the Principal within thirty (30) days of the beginning of the leave. Any leave taken without the approval of the Board may be considered job abandonment, which could lead to termination of employment.

MEDICAL LEAVE

Medical leave is time off from work due to non-work related illness or injury as determined by a qualified physician. A medical leave begins on the first day after the last day worked and ends the first day the employee is released by the attending physician. Unpaid leave may be granted for medical situations that do not fall under short-term disability. All personal and vacation days must be used prior to requesting leave without pay. The Board is not obligated to guarantee reinstatement if this leave extends beyond two (2) weeks.

Employees do not earn personal time off while on an unpaid leave of absence. Employee benefits shall be continued on a normal basis, however, employees must continue to make their scheduled contributions for their benefits while on unpaid leave.

Whenever possible, employees must apply for a leave of absence at least thirty (30) days in advance of the start of the leave, and state in writing the purpose for which the leave is requested. Employees should also make arrangements for payment of their employee benefit contributions, if any, before the leave begins. When the basis of the leave involves a health condition, medical certification may be required.

RETURN TO WORK

An employee on medical leave is required to notify the Principal immediately upon release by a physician to return to work. The employee should obtain specific written instructions concerning his/her work capacity, limitations and medications, if any. Termination may occur if an employee refuses to return to work after a physician has released him/her to return to work.

While the Board cannot guarantee that it will hold a position open for an employee on leave of absence, it will make every effort possible to do so. If it becomes necessary to fill the position, the Board will reinstate the employee in question to an equivalent position provided such a



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position is available and provided his/her leave does not exceed twelve (12) weeks. If a leave of absence exceeds twelve (12) weeks, the Board cannot guarantee that the position will be held.

MILITARY LEAVE

Employees serving in the National Guard or reserve units are granted a leave of absence without pay to participate in annual training programs. An employee may elect to use vacation time for military leave.

If an employee enters active military service, he/she will be placed on a leave of absence. Upon completion of active military duty, the employee may be rehired in accordance with federal regulations as described in the Uniformed Services Employment Rights Act of 1994 (USERA).

BEREAVEMENT LEAVE

Full-time employees are entitled to an absence not to exceed five (5) days, without loss of pay, in the event of death in the immediate family. An immediate family member is defined as a parent, spouse, sibling, child, stepchild, spouse's /partner's parent, step-parent, grandparent, grandchild, and son/daughter in-law. Two (2) days of paid leave is granted for the death of a spouse's/partner's grandparent, aunt, uncle, niece, nephew, step-sibling, first cousin, or brother/sister-in-law. For clarification, this does not include uncle-in-law, aunt-in-law, cousin-in-law, nephew-in-law, or niece-in-law. Employees are eligible for bereavement leave at any time after their first day of employment. Requests for this type of leave should be made to the CEO/COO or Principal. Bereavement leave may be extended by the use of personal time off as provided by Board policy.

In addition, **part-time employees** are entitled to an absence not to exceed 2.5 days, without loss of pay, in the event of the death in the immediate family (as defined above) and 1 day, without the loss of pay, in the event of the death of a spouse's/partner's grandparent, aunt, uncle, niece, nephew, step-sibling, first cousin, or brother/sister-in-law. For clarification, this does not include uncle-in-law, aunt-in-law, cousin-in-law, nephew-in-law, or niece-in-law. Employees are eligible for bereavement leave at any time after their first day of employment. Requests for this type of leave should be made to the CEO/COO or Principal.

***Bereavement Policy updated and approved by Board of Trustees on March 21, 2023**

FAMILY AND MEDICAL LEAVE ACT

Employees may refer to the Board's policy that addresses this topic.



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PAID HOLIDAYS

Paid Holidays for all 12 month (Administration and Hourly) employees are:

New Year's Day
Martin Luther King Day
President's Day
Memorial Day
Independence Day
Labor Day
Fall Holiday
Thanksgiving Day
Christmas Day

Any other school holiday must be taken as personal time off if you do not wish to work that day.



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Paid Time Off

PERSONAL TIME OFF/HOLIDAYS

Permanent full-time instructional staff will receive paid time off on all holidays and vacation days indicated on the school calendar.

Full time non-instructional staff will receive paid time off (PTO) on all holidays indicated on the school calendar, except those days during winter and spring breaks that are not federal holidays. LVDLCS may close during the days of winter break on the LVDLCS operating calendar. Employees will be expected to utilize PTO days during the closure. Employees that do not have PTO days will have the opportunity to make up the hours that LVDLCS was closed. The employee will also have the option to take those days unpaid.

Temporary and casual employees will not be eligible for paid time off.

Full time staff will be permitted to carry over unused PTO days and will be allowed to accumulate 50 days. At the end of each annual contract year, any days over 50 will be forfeited. Upon retirement or resignation from Lehigh Valley Dual Language Charter School any PTO days beyond 30 will be reimbursed to the employee at \$100.00 per day, not to exceed \$2,000.00.

All PTO days must be approved 7 working days in advance by the Principal. Every effort will be made to ensure that an employee's time-off may be taken at a time of his/her choosing. To ensure minimum disruption, however, work schedules must be coordinated. Work requirements and length of service will be taken into account in the event of a conflict. In addition, no faculty or staff member may take PTO during the first week of school, immediately before or after a holiday, on a professional development day, or during the two-week period prior to the last day of school except in case of emergency verified by the Principal. PTO may not be taken for more than three consecutive days during the academic calendar year by any 10 month instructional employee.

Medical certification of illness will be required if an employee is absent more than three days in succession. Failure to provide medical certification of illness or injury, or verification of emergency upon request may result in disciplinary action.



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Emergency/Catastrophic Sick Bank

The LVDLCS will establish an Emergency/Catastrophic sick bank that will be used to support any employee facing an unexpected event.

Each employee may donate one or two PTO or Sick days a year to this sick bank. The total number of days donated may then be distributed to the employee facing the unexpected event.

The Emergency/Catastrophic sick bank days may be allocated to the employee facing the unexpected event after depleting their Personal Time Off, Short Term Disability and Long Term Disability.

A three person committee will be established to determine who is eligible for the Emergency/Catastrophic sick bank days. The three person committee will include a member of the administration, professional staff and support staff. All health related confidentiality will apply.

An eligible employee may be allocated a range of 1 to 15 total days per school calendar year. The total number of days donated into the Emergency/Catastrophic sick bank may be carried over from one school calendar year to another calendar year.



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Longevity Salary Increase – Full Time Employees

1. Full time employees who have completed three consecutive years of satisfactory service (as determined by annual evaluations) are eligible for a salary increase.
2. After the first 3 years of consecutive satisfactory service, full-time employees will receive a salary increase of \$1,000.00.
3. Employees will then receive a longevity increase of \$1,000.00 after their 8th consecutive year of service to the school.
4. Employees will then receive a longevity increase of \$500.00 after each 5th consecutive year of service to school after the Board of Trustees has determined that the approved budget can sustain this incentive.
5. All applicable years of service benchmarks must be achieved before July 1st of each fiscal year to qualify for the salary increase for the following year.
6. Change of position within LVDLCS does not negate the previous time worked.

Longevity Salary Increase – Part Time Employees

1. Part time employees who have completed three consecutive years of satisfactory service (as determined by annual evaluations) are eligible for a salary increase.
2. After the first 3 years of consecutive satisfactory service, part-time employees will receive a salary increase of \$500.00.
3. Employees will then receive a longevity increase of \$500.00 after their 8th consecutive year of service to the school.
4. Employees will then receive a longevity increase of \$250.00 after each 5th consecutive year of service to the school after the Board of Trustees has determined that the approved budget can sustain the incentive.
5. All applicable years of service benchmarks must be achieved before July 1st of each fiscal year to qualify for the salary increase for the following year.
6. Change of position within LVDLCS does not negate the previous time worked.



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Hiring Family Members

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the organization's business dealings.

The Board recognizes that it may employ members of the same family. However, one family member may not directly or indirectly supervise another or process, review, or audit the work of another family member without written approval from the supervisor of the highest-ranking employee. Furthermore, confidential information may never be shared among family members employed by the school.

Definition of family for these purposes includes spouse, child, grandchild, parent, grandparent, brother, sister, stepchild, brother-in-law, sister-in-law, mother-in-law, father-in-law, aunt, uncle, cousin, and dependents, whether or not living in the same household.



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Employee Dress Code

To help create an environment conducive to learning and to underscore the notion that educating children is a serious endeavor, it is important for every employee to maintain a professional image at all times. The Board, therefore, expects all employees to be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed or the occasion.

The Board retains the authority to specify the following dress and grooming guidelines for staff, within law, that will prevent such matters from having an adverse impact on the educational process. All staff members shall:

2. Be physically clean, neat and well groomed;
3. Dress in a manner reflecting his/her assignment, as well as a high degree of professionalism;
4. Dress in a manner that does not cause damage to school property; and
5. Dress and be groomed in such a way so as not to cause a health or safety hazard, or dress in a manner that detracts from the educational process.

Attire for Regular School Days and In-Service Days (activities outside of the classroom):

Men:

Pants: Dress pants and khakis, Chinos, or Dockers type pants are acceptable. Inappropriate pants include jeans of any color. Shorts or sweat pants.

Shirts: Polo, Golf, buttoned and/or collared shirts, pullover dress shirts are acceptable. Inappropriate shirts include t-shirts or muscle shirts.

Shoes: Flip Flops or Sandals are not appropriate.

Women:

Skirts or dresses: Must be of a modest length. Skirts or dresses that do not reach the top of the knee are not to be worn. Jeans of any color, shorts or sweat pants are inappropriate. Skin tight clothing of any variety is inappropriate. Tights under a skirt or dress of the appropriate length (as mentioned above) are acceptable. Capri's are acceptable.



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Shirts: The following is considered inappropriate: Low cut tops that expose cleavage, shirts and tops with low cut backs, sleeveless, midriff tops, tube tops, tank tops, transparent, or revealing clothing that expose personal body parts or attract undue attention.

Shoes: Flip flops or Sandals are inappropriate.

Attire For Dress Down Days, Fields Days, Theme Days, In-Service Days (activities conducted in the classroom):

It is expected that the apparel will be casual but not sloppy.

Shorts, skirts, dresses must be of modest length. Shorts, skirts or dresses that do not reach the tips of finger tips when arms are extended at the waist are not to be worn.

Jeans may be worn provided they are not ripped or torn.

T-shirts and sweat shirts are acceptable.

Flip flops or Sandals are not appropriate.

Shorts for men (except sport shorts) are acceptable.

Sleeveless shirts are not appropriate.

General Guidelines for All Staff

All clothing and shoes should be in good condition, clean, and neat. Shoes that enclose and secure to the foot are required to maintain a safe environment. The following items are considered inappropriate.

- Low cut tops that expose cleavage
- Sleeveless tops
- Flip Flops or Sandals
- Spandex (ex. running or biking shorts) is inappropriate.
- The stomach area must be covered at all times.
- Underwear (boxers, thongs, panties, bra straps) may not be visible.
- Skin tight clothing of any variety (tops or bottoms).
- ✓ Tights under an appropriate length dress or skirt are appropriate.

While the physical education teacher may wear shorts and a polo shirt, as befitting the requirements of the job, he/she should make every effort to present himself/herself in a professional manner.

Consequences for failure to follow Employee Dress Code:

1. **First violation** - a verbal warning with a written copy to be placed in the personnel file with details of the violation



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2. **Second violation** - a written warning to be placed in the personnel file, and employee is sent home to change and return to work
3. **Third violation** - a written notice is placed in the personnel file and employee is sent home for the day and forfeit pay for the day
4. **Fourth violation** - a written notice in the personnel file and employee is suspended from work without pay for a week
5. **Fifth violation** - a written notice of termination



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Inclement Weather

On days when school is closed because of snow and/or other inclement weather, or a national state of emergency has been declared, school staff will not be required to report to work. The decision to close school shall be made by the CEO/COO when he/she determines that it would be unsafe for children to walk or be transported to school due to snow and/or other inclement weather.

The CEO/COO shall inform the Principal of his/her decision to close school no later than 7: 00 a.m. of that day.

Notification of school closings will be announced on local news and shared via the website and social media.



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Emergency School Closing Communication

This procedure has been established to provide a means of notifying staff that school will be delayed / closed as a result of inclement weather or other emergency:

1. The Principal shall update the contact information for all employees by September 1st.
2. When there is an delay / emergency school closing, the CEO/COO shall notify the Principal upon receiving information from the Bethlehem Area School District. The Principal and assigned administration will then immediately update the automatic phone system and any website/social media accounts with the change in schedule information.



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Equal Employment Opportunity/Affirmative Action

It is the policy of the Lehigh Valley Dual Language Charter School Board to promote diversity and equal access to all categories of employment, including retention and advancement, through a positive continuing program of specific practices designed to ensure full realization of equal employment opportunity without regard to race, religion, color, national origin, social or economic status, gender, age, sexual orientation, disability, medical condition, marital status, parenthood or veteran status. The Board believes that a diverse staff brings a valuable breadth of perspectives to tasks and decisions the school faces.

Equal employment opportunity is not only the law, but it is a principle of the Board's operation. Employees are selected, retained and promoted solely on the basis of their qualifications and job performance, and all reasonable accommodations are made for those covered by the Americans with Disabilities Act. All employees are expected to cooperate in achieving this goal and the Board stands behind this principle. To implement this policy, the Board shall:

- A. Recruit, hire, train and promote persons in all job classifications without regard to race, religion, color, national origin, social or economic status, gender, age, sexual orientation, disability, medical condition, marital status, parenthood or veteran status
- B. Ensure that all personnel actions, including but not limited to compensation, promotion, demotion, benefits, transfers, layoffs and return from layoffs, will be administered without regard to race, religion, color, national origin, social or economic status, gender, age, sexual orientation, disability, medical condition, marital status, parenthood or veteran status.
- C. Refrain from doing business with any vendor who does not adhere to the principles of nondiscriminatory employment practices.

The CEO/COO is responsible for maintaining the highest standards for equal employment opportunity and affirmative action. This responsibility includes complying with applicable federal, state and local laws and regulations, and initiating and supporting programs and practices designed to create and sustain a diverse faculty and staff.



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Pay Practices and Payroll Deductions

Paychecks shall be issued to all employees bi-weekly. If the scheduled payday falls on an approved holiday or weekend, the preceding normal workday will be payday.

All employees are encouraged to use direct deposit. Paychecks that are not deposited directly into employees' accounts will be available in the school office on the designated payday.

The Board is required by law to make the following involuntary deductions from the paycheck of employees:

- Federal Income Tax
- State Income Tax
- Social Security and Medicare
- State Disability Insurance where applicable
- Court ordered garnishments
- Local Income Tax where applicable

Other state mandated taxes where legislated



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Evaluation of Teachers

The process of observation and evaluation is an ongoing process that exists to support and encourage instructional excellence. In this process, the teacher and supervisor work cooperatively in a professional atmosphere conducive to mutual growth. The process of observation and evaluation should promote teacher self-esteem. It is characterized by its fairness, consistency and collegiality. The recognition of different teaching styles, levels of experience and expertise form the basis for this process. Endowing the process with meaning is the joint responsibility of the supervisor and the teacher.

The purposes of the evaluation program are:

1. To improve teacher effectiveness;
2. To motivate teachers to attain high, outcome-based performance levels;
3. To promote teacher self-esteem;
4. To provide a basis for self-improvement;
5. To objectively and fairly assess performance;
6. To support the teacher in the development of teaching and classroom management skills;
7. To provide a basis for decision-making relative to employment;
8. To foster a cooperative professional atmosphere; and
9. To increase teacher and administrator awareness with regard to curriculum, methodology and activities in the classroom.

The Principal shall have the responsibility for observing and evaluating personnel under his/her supervision. Other certified supervisory administrators may also be called upon to conduct formal classroom observations.

The number and length of classroom observations shall vary in accordance with the needs and status of the employee. The observer shall give consideration to the type of class, the intellectual level of the students, any students with special learning or behavior problems, and special circumstances that could affect classroom conditions.

Each observation shall be followed by a conference that stresses the cooperative sharing of ideas and focuses on the assessment of the employee's performance and the improvement of instruction.

In addition to the categories identified in the Board's Administrative Procedure - Teacher Evaluation, evidence of student achievement and other objective data shall serve as components of the school's comprehensive faculty evaluation system. In addition each faculty member shall be required to perform an annual self-assessment based on the standards for evaluation used by the Principal.



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Performance determines whether a salary increase is warranted. A pay increase will not be granted based on service alone.

Based on the standards outlined in this Administrative Procedure, the Principal shall conduct a formal review of all staff members. Evidence of student achievement and other objective data shall also serve as components of the school's comprehensive staff evaluation program. In addition, each faculty member shall be required to complete an annual self-assessment based on the standards for evaluation used by the Principal. Each staff member shall receive an overall performance evaluation rating based on his/her evaluation.

At a minimum teachers will be evaluated, following their date of hire, at intervals of three and six months, one year, and thereafter annually, on their anniversary date. The Principal may complete additional evaluations at his/her discretion.

FACULTY RESPONSIBILITIES/STANDARDS FOR EVALUATION

Faculty evaluations will be based on performance in the categories listed below:

Academic Progress of Students

- Students attain targets for lesson progress and mastery test scores (generally, student scores are within the allowable range unless there are relevant extenuating circumstances.)
- Students' scores improve on independent standardized tests and other independent assessments.
- Students achieve targeted performance in other subjects on available measures.
- Periodically reviews and documents student progress; communicates with parents and staff on the progress and performance of students.

Student Adherence to Code of Conduct

- Results from parent surveys and other indicators reflect satisfaction with the individual's implementation of effective behavior management methods.
- Demonstrates the effective use of time, smooth transitions between activities, effective room arrangements, appropriate movement, clear expectations for student conduct, a



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greater frequency of praising students to correcting them, effective use of reward systems, proper referrals to the Principal's/designee's office, and fairness and consistency in recognizing negative behavior and imposing appropriate consequences.

- Students demonstrate instructional/ task focus and appropriate character virtues in the classroom as well as appropriate conduct in the halls, restrooms, play areas, and other non-classroom environments.
- Use of multi-disciplinary team to prevent and correct issues.

Initiative

- Classroom appearance, wall displays, participation in extracurricular activities.
- Overall contributions to the school.

Diligent and Competent Performance of All Duties

- Diligently and effectively implements the policies and procedures of the school, demonstrating a strong work ethic and a positive attitude.
- The individual is punctual and meets other basic school expectations, including organizing student extracurricular activities and fulfilling such assigned duties as morning and lunch monitoring.
- Responsive to memos, phone calls, getting paperwork done.

Planning and Instruction Implementation

- The instructional program is planned based on the needs of the assigned students and the approved curriculum. Lesson plans allow for varying learning styles and abilities.
- Prepares and submits plans as required for daily instruction and substitute teacher use.
- Effectively implements all curricula, demonstrates strong lesson presentation skills, uses appropriate correction procedures, monitors students' independent work in class, and provides sufficient reinforcement or practice to verify understanding and/or mastery.
- Provides for continuity of instruction with tasks appropriate to the class level.



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- Student interest and motivation is maintained through appropriate instruction; the teacher involves the student in the lesson.
- Effectively implements assessments, parent progress reports and report cards.
- Appropriately assigns homework and corrects papers.

Interpersonal Skills

- Works well with other school staff, contributes to the development of a collegial work culture, participates in informal professional development discussions, shares expertise with colleagues, and participates in team planning meetings.
- Relates well to students and parents. Demonstrates an interest in and concern for all students.

Professional Improvement/Development

- Learns the approved curriculum to a high level of proficiency; is up to date on professional knowledge; performs well in check-outs linked to in-service training; uses technological tools to maximize efficiency and effectiveness; accepts constructive suggestions or criticism in a professional manner; and works closely with other colleagues and the Principal to improve his/her own teaching skills.



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Evaluation of the CEO/COO

Regular periodic evaluation of the CEO/COO's performance is a Board responsibility. In carrying out this responsibility, it is recognized that the CEO/COO is entitled to such a review in an objective and straightforward fashion so that his/her leadership may be as effective as possible.

The Board will evaluate the performance of the CEO/COO annually and at any time such action is prudent.

Prior to the beginning of the period under evaluation, The Board and the CEO/COO shall agree upon the criteria to be used for evaluation purposes.

The format of the evaluation will focus on:

1. Goals and objectives agreed upon annually by the Board and the CEO/COO;
2. The working relationship between the Board and the CEO/COO;
3. The CEO/COO's relationship with staff, students, parents and the community;
4. The CEO/COO's ability to communicate to staff, parents students and the Board;
5. The CEO/COO's personal professional growth;
6. The compilation of assessments by individual Board members, which shall then be reviewed by the Board and the CEO/COO;
7. Evaluation interviews between the CEO/COO and the Board or Board Committee during which no other business is discussed;
8. Consideration of objective data;
9. The CEO/COO's self-analysis;
10. Leadership and administrative ability;
11. The CEO/COO's vision for the school (plan for future school development); and
12. The development of a comprehensive staff training program.

As an outcome of the evaluation of the CEO/COO, the Board should determine the necessity of any action regarding the employment of the CEO/COO.



Lehigh Valley Dual Language Charter School

Evaluation of the Principal

Regular periodic evaluation of the Principal's performance is the responsibility of the CEO/COO. In carrying out this responsibility, it is recognized that the Principal is entitled to such a review in an objective and straightforward fashion so that his/her leadership may be as effective as possible.

The CEO/COO will evaluate the performance of the Principal annually and at any time such action is prudent. This evaluation will be presented to the Board for final approval.

Prior to the beginning of the period under evaluation, The CEO/COO and the Principal shall agree upon the criteria to be used for evaluation purposes.

The format of the evaluation will focus on:

1. Goals and objectives agreed upon annually by the CEO/COO and the Principal;
2. The working relationship between the CEO/COO and the Principal;
3. The Principal's relationship with staff, students, parents and the community;
4. The Principal's ability to communicate to staff, parents students and the CEO/COO;
5. The Principal's personal professional growth;
6. Evaluation interviews between the Principal and the CEO/COO;
7. Consideration of objective data;
8. The Principal's self-analysis;
9. Leadership and administrative ability;
10. The Principal's vision for the school (plan for future school development); and
11. The development of a comprehensive staff training program.

As an outcome of the evaluation of the Principal, the CEO/COO will recommend any action regarding the employment of the Principal to the Board Personnel Committee.



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Evaluation of Non-Certificated Employees

The CEO/COO shall prepare a plan, including procedures, for the evaluation of all non-certified employees.

The goals of the evaluation plan for non-certificated employees are:

1. To identify, improve and reinforce the skills, attitudes and abilities which enable an employee to be effective; and
2. To identify and improve upon those areas which prevent an employee from effectively carrying out assigned duties.

The evaluation plan shall group classified employees into position classes based upon similarities of duties, responsibilities, and qualifications; the evaluation process shall be similar for all classes of employees. The evaluation plan shall ensure that appropriate evaluation of performance takes place during probationary periods of employment.



Lehigh Valley Dual Language Charter School

Promotion and Retention

The personal, social, physical and educational growth of children will vary. They should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

Each student shall be moved forward in a continuous pattern of achievement and growth that is in accordance with his/her own development. Such patterns coincide with the system of grade levels established by this Board and the instructional objectives established for each.

The extent of student progress toward state and school goals shall continually be of central concern. Student progress shall be viewed comprehensively in the light of such factors as:

- Age;
- Mental health;
- Social needs;
- Level of maturity;
- Ability as determined by objective and subjective data;
- Educational achievement; and
- Environmental influences.

The Principal shall develop procedures for promotion and retention of students which:

- Require the recommendation of the classroom teacher for promotion or retention with the approval of the Principal no later than by the end of the third marking period;
- Require that parents/guardians are informed in advance of the possibility of retention of a student at grade level; and
- Assure that every effort will be made to work with and assist the student before he/she is retained.

Promotion and/or retention of students shall occur at the close of the school year. In regard to the timing of such action, exceptions to this guideline may be made by the Principal after consultation with the appropriate teacher(s).

Students who fail two or more major subjects must take and pass those subjects in an accredited summer school otherwise their promotion to the next grade level will be in jeopardy.



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Professional Development

The Board recognizes the importance of maintaining, developing and extending the skills of all staff members. The Board encourages employees at all levels to engage in programs and activities that will lead to their professional growth, expansion of skills, and increased job competence. Programs and activities may include in-service education, conferences, workshops and graduate study.

Programs and activities for professional growth shall serve the following purposes:

1. To improve the skills of professional staff members in their work with children, youth, and adults;
2. To increase the ability of staff members in their field of specialization;
3. To develop sensitivity to other human beings, their needs, aspirations, and abilities in relation to cultural, religious, socioeconomic and other differences;
4. To assist staff members in the implementation of innovative curricula and instructional practices;
5. To encourage staff members to examine new trends in education;
6. To promote evaluation of current practices; and
7. To facilitate the involvement of parents as partners of teachers in the education of their children.

Within budgetary limitations, the CEO/COO is authorized to initiate programs and activities to promote professional growth for employees of the Lehigh Valley Dual Language Charter School.

As part of professional development, the Lehigh Valley Dual Language Charter School Induction Plan has been established to assist new teachers in making the transition from student to teacher and to support them in enhancing their skills consistent with the mission and operating procedures of the school.

It shall be the responsibility of the CEO/COO and Principal to establish an Induction Plan for each new teacher and to implement a professional development plan for all individual faculty members as well as a school-wide professional development plan.



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Employee Conduct

It is expected that school staff will reflect in their own conduct that which is expected from our students. The CEO/COO and Principal should regularly emphasize that all staff members contribute to the school's friendly, inviting environment, and each helps set the tone for the school through his/her action and attitudes. The faculty and staff's continuous support and encouragement of students will be demonstrated through four important procedures:

- Faculty and staff will teach students expectations for reasonable behavior in every school environment by relating student actions to the school's guidelines for success. Students will be encouraged to be responsible; try at all times, do their best, cooperate with others, and treat everyone with dignity and respect.
- Faculty and staff will provide positive feedback to students when they are meeting expectations and following the school's guidelines for success.
- When misbehavior occurs, faculty and staff will view the misbehavior as a teaching opportunity, responding with calm, consistent corrections or consequences.
- Faculty and staff will work collaboratively to solve problems that are severe in nature.

Through consistency, faculty and staff will encourage all students to develop the skills and attitudes needed to build self-confidence and to maximize learning.

The following acts by employees may be considered cause for dismissal. This list should not be considered conclusive.

- Falsifying documents or records, such as an employment application or timesheets.
- Insubordination, or refusal to carry out reasonable instructions from responsible authority, or willful neglect of appropriately assigned duties.
- Misuse, unauthorized possession, destruction, or theft of school owned or leased equipment, or any other property of the school.
- Physical violence or harassment, including threats, intimidation, or retaliation against any individual.
- Possession, use, sale, or transfer of alcoholic beverages or illegal drugs while at work, or reporting to work under the influence of any of the aforementioned substances.
- Divulging or using inappropriately any information of a confidential nature.
- Possession of firearms or dangerous weapons on school property.
- Absence from work for three (3) consecutive days without prior notification to and approval from the employee's supervisor.



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Consolidated Omnibus Budget Reconciliation Act (COBRA)

(Only available when has 20 full time employees)

COBRA gives employees, spouses and dependent children the opportunity to purchase medical benefits coverage if they would otherwise lose their coverage due to:

1. the result of work termination;
2. a reduction in work hours;
3. the divorce or death of a spouse;
4. marriage (children); or
5. going beyond the age limit (children only).

If the decision is made to purchase COBRA benefits, the employee, spouse or dependent children must pay 100% of the cost of these benefits.

COBRA coverage may be purchased for up to 18 months if you terminate employment or no longer qualify due to a reduction in hours or are on an approved leave of absence. COBRA coverage may be extended to 29 months if you have a Social Security Administration approved disability for a condition that existed when you enrolled in COBRA. Coverage may be purchased by a dependent for up to 36 months if you die, divorce your spouse or your dependent child marries or reaches the termination age of twenty-one and one-half years of age.

To apply for a purchase of COBRA coverage, you must apply within 60 days after the event (qualifying event) that caused you to lose eligibility.

The employer shall:

2. Notify you of the COBRA provision by giving you a copy of the Notification Letter upon your employment by Lehigh Valley Dual Language Charter School.
3. Notify you, your spouse and your children of their right to purchase within 14 calendar days of receiving notice that a qualifying event has occurred.

The employee and his/her dependents are required to:

1. Notify the employer that a divorce, legal separation or death has occurred or that your child has married or reached the age of twenty-one and one-half years of age. Notification must be given within 60 days of the date the event occurred.
2. File an application form indicating the desire to purchase coverage.
3. Pay the required cost.
4. Pay retroactive premiums to date of group coverage termination.



Lehigh Valley Dual Language Charter School

Problem Resolution - Staff

The effective management of school operations requires reasonable and effective means of resolving difficulties that may arise among employees. To minimize the impact of such conflicts, it is essential that they be handled expeditiously and appropriately and that open lines of communication exist between the Board and school leaders and between school leaders and their staff.

Just as school leaders are encouraged to contact the Board President/designee with comments or concerns, so faculty and staff are urged to air issues of concern with their supervisors, before problems take root.

The Board intends in this policy to expedite the process of problem resolution for all parties concerned. It is intended to secure proper and equitable solutions to problems and concerns at the lowest appropriate level, and to facilitate an orderly succession of procedures.

In cases where an employee's behavior or performance is unsatisfactory, the CEO/COO should inform the employee and offer suggestions to help correct the situation. The first corrective action may take the form of a conversation with the employee. If further action is necessary, the CEO/COO may address the situation in writing. Copies of any correspondence regarding an employee's behavior or performance should be kept in the employee's personnel file, along with the employee's responses. Failure to meet performance expectations can result in suspension or termination. In cases of serious misconduct or in other situations where it is determined that disciplinary action would be appropriate, the procedures outlined below may not be followed.

In the event that an employee has a problem (other than a disagreement with a formal observation and/or evaluation report) requiring resolution, the employee should first speak with the Principal in an effort to resolve the concern. If the problem is not resolved, the employee may seek resolution of that problem by following the steps outlined below. This procedure shall be the employee's sole and exclusive remedy with respect to that problem.

1. When can I file a complaint?

You may file a complaint if you believe that your rights have been violated. In addition, if you believe that you have a complaint relating to the terms and conditions of your employment/education, you are eligible to file a complaint.

2. A person may also file complaint if any one of the following occur:

- a. Feels he/she has been subjected to any form of physical, verbal, humiliating or frightening punishment of any kind;



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- b. Feels he/she has been subjected to corporal punishment and/or the use of excessive physical restraint under circumstances which do not indicate that the person=s behavior is harmful to himself/herself, others or school property;
- c. Feels he/she has been subjected to any act of sexual harassment including any visual, verbal or physical conduct of a sexual nature when:
 - 1. submission to the conduct is made either implicitly or explicitly a condition of the child=s education or staff's employment;
 - 2. submission to or rejection of the conduct is used as the basis for academic decisions/employment affecting the person; or
 - 3. the harassment has the purpose or effect of unreasonably interfering with a child=s academic performance/staff's work performance or creating an environment which is intimidating, hostile or offensive.
 - 4. Feels he/she has been subjected to any other kind of abuse, cruelty or neglect resulting in physical or mental injury by other than accidental means.
- 3. Where do I file a complaint?
You must file any complaint with the Equal Opportunity Officer or Principal at LVDLCS. LVDLCS will notify you of a resolution of the grievance within 30 calendar days of filing the complaint.
- 4. What if I am not satisfied by the decision made by the Principal/EOO?
If you do not accept the Principal/EOO decision, you may file an appeal with the Chief Executive Officer. If the Chief Executive Officer decides that you have a valid complaint, steps will be taken to correct the situation.
- 5. How do I file a complaint?
You should contact the Principal or EOO at LVDLCS.
- 6. How does the LVDLCS complaint procedure work?
After complaint is filed, the Principal will hold an investigation. The Principal will attempt to work out an informal resolution of the problem by speaking with you and any staff members or students involved in the complaint. If the matter is not resolved to your satisfaction, you then have the right to request a hearing before the Chief Executive Officer. You may make a final appeal to the Board of Trustees if you are still dissatisfied.



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After the hearing, a final written decision will be given to you or to your representative. Included in the decision must be a notice of your right to file a complaint at the state level, should you disagree with the Board's decision.



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Section 504 of the Rehabilitation Act of 1973

Section 504 is an Act which prohibits discrimination against persons with a handicap in any program receiving federal assistance. As defined in the Act, a person with a handicap is anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, Lehigh Valley Dual Language Charter School recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school.

The school has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to develop and implement a plan that affords access to appropriate educational services which generally include the development of classroom modifications and accommodations, therapy (occupational/physical), and other related services.

A group of persons knowledgeable about the student shall determine what services are needed. The group shall review the nature of the disability, how it affects one or more of the student's major life activities, whether specialized services are needed, and if so, what those services are. Modifications, accommodations and/or services shall be documented in the student's file and progression periodically monitored and reviewed.

The Board is aware that Section 504 is not an aspect of "special education." Rather, it is a responsibility of the comprehensive general public education system. As such, the Principal is responsible for its implementation within the school. Special education personnel may be participants but are not ultimately the responsible person(s).

If the parent/guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing with the CEO/COO.



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Grievance Procedure – Section 504 of the Rehabilitation Act of 1973

1. A 504 grievance shall mean a complaint by a student, an employee or the parent/guardian of a student attending Lehigh Valley Dual Language Charter School in which there is an allegation that discrimination on the basis of handicap has occurred.
2. The grievant shall discuss the alleged violation within 60 days of its occurrence with the appropriate teacher/supervisor. The teacher/supervisor shall communicate his/her decision to the complainant within five (5) school days after having received the complaint.
3. If the complainant is not satisfied, he/she must submit the grievance in writing to the Principal (who shall serve as the 504 Compliance Officer) within five (5) school days.
4. The Principal may reply to the appeal based upon the record, or appoint a committee to investigate the facts and report the findings to him/her, or appoint a committee to conduct a hearing. A hearing shall be set within five (5) school days from the date of receiving of the appeal. The Principal shall render a decision within ten (10) school days of the appeal. Said decision shall be in writing with a copy to the President of the Board.

If the complainant feels that the decision of the Principal is not satisfactory, the complainant within seven (7) school days may request a hearing with the CEO/COO.



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Conflict of Interest Policy for Board of Trustees, Administration, Faculty, & Staff

1. General Principles

Board of Trustees, faculty, administration and staff shall act at all times in the best interest of The Lehigh Valley Dual Language Charter School. The individuals will refrain from any action which would create the perception of a conflict of interest. Where there is the possibility of a conflict or perception of a conflict between the interest of The Lehigh Valley Dual Language Charter School and the individual's self-interest the situation will be reviewed by the CEO and/or Board President to create a resolution.

2. The Use of Resources

Board of Trustees, faculty, administration and staff members shall not make unauthorized use of the Lehigh Valley Dual Language Charter School resources for personal purposes.

3. Participation in Outside Organizations

Unless otherwise authorized a Board of Trustees, faculty, administration or staff member should make it clear that his or her activities outside of the school do not represent the school.

4. Speeches, Lectures, Consulting and Publishing

Other than out of pocket expenses, any fee, honorarium or other payment earned during release time from school time or while engaged in official school functions shall be turned over to the Business Manager. Exceptions to this policy may be permitted under special circumstances. However, specific authorization must be sought for each individual case from the CEO.

5. Outside Employment

Outside employment not connected to The Lehigh Valley Dual Language Charter School is permitted provided it is done entirely outside of the faculty, administration or staff member's work hours at The Lehigh Valley Dual Language Charter School and does not impair the performance of, or conflict in any way with, the individual's official duties at The Lehigh Valley Dual Language Charter School. Any exceptions to this must be approved in advance by the CEO.

6. Participation in The Lehigh Valley Dual Language Charter School Decisions

A Board of Trustees member or staff member shall not participate in any of Lehigh Valley Dual Language Charter School's business deliberation or decision that may result in any direct or indirect financial benefit to the individual, the individual's



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friends, family or business organization of which the individual is an officer, director or trustee.

7. **Contracts**

Other than a contract relating to the terms of his or her employment at The Lehigh Valley Dual Language Charter School, no Board of Trustees member, faculty, administration and staff member shall enter into any contract involving The Lehigh Valley Dual Language Charter School without the written permission of the appropriate administrator: CEO or Board.

8. **Gifts**

Board of Trustees member, Faculty, Administration or Staff members may not solicit for personal benefit, directly or indirectly, any gift, loan or anything else of value from any person or firm who sought, or is seeking, grants, loans or other contractual, business or financial relations with the Lehigh Valley Dual Language Charter School. Meals, accommodations and travel services provided while such individuals are on official school business may be accepted, unless their acceptance creates a conflict or the appearance of a conflict.

9. **Property Purchase**

Board of Trustees member, Faculty, administration and staff members shall not purchase from The Lehigh Valley Dual Language Charter School any real estate or personal property having substantial value unless the sale is authorized by the Business Manager.

10. **Procurement Policy**

Faculty, administration and staff members shall not make non-academic, sole source contracts with outside suppliers of services without approval in writing from the Board of Trustees and shall make every effort to obtain three quotes from qualified sources for any contract in excess of \$10,000 actual value.

11. **Use of Confidential or Inside Information**

Board of Trustees member, Faculty, administration and staff members shall not divulge any confidential information obtained through their Lehigh Valley Dual Language Charter School employment to anyone not authorized to receive the information by the Head of School, the Assistant Head of School or the appropriate administrator. Confidential information includes but is not restricted to: student records, financial information, meeting minutes, and family or faculty information. Nor should board of trustees members, faculty, administration and staff members use any confidential or inside information in a derogatory or inflammatory way. Faculty, administration and staff members should not use inside information obtained as a result of their Lehigh Valley Dual Language Charter



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School employment for their personal benefit or for the personal benefit of another, either by direct action or by advice, recommendation or suggestion. In case of a crisis when the Crisis Plan is implemented, it is important that all of its directives be followed.

12. Conflicts of Interest

Whenever there is a question about whether the action or proposed action of any Board of Trustees member, staff member constitutes a violation of this policy, the staff member, and his or her immediate supervisor shall consult the CEO. The CEO will respond in writing and will maintain a permanent file of conflict of interest reviews. Disclosure of even a potential indirect conflict at the outset of a matter normally avoids future problems.

Violations

Violations of this Conflict of Interest Policy may be grounds for disciplinary action, including dismissal. In some cases violations of the Conflict of Interest Policy may be grounds for legal action.

13. Fundraising

General Statement of Fundraising Policy – The Lehigh Valley Dual Language Charter School encourages fundraising activities that reflect a partnership between education and community. All student fundraising activities should be designed to augment the goals of the Academy. All revenue resulting from the fundraising activity must be used for Lehigh Valley Dual Language Charter School-related activities. No funds shall be solicited by any individual or Lehigh Valley Dual Language Charter School group except as authorized by this policy and related administrative rules and regulations. Student participation in fundraising activities shall be voluntary.

Definition of Fundraising – For purposes of this policy, fundraising is any activity in which parents or students participate with the intention of generating revenue through the sale of merchandise or services, through providing activities for which a fee or admission is charged, or through solicitation for contributions of funds. Admissions and fees collected for athletics and other activities are used to directly offset the expense of such programs or activities and are not considered "fundraising" for purposes of this policy.

- b. Rules and Regulations for Nonathletic Fundraising: The following rules and regulations shall pertain to all Lehigh Valley Dual Language Charter School fundraising:



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- House to house selling for any Lehigh Valley Dual Language Charter School-sponsored program or organization is prohibited.
- All participation in Lehigh Valley Dual Language Charter School fundraising activity shall be voluntary.
- Classroom or Group fundraising activities should not interfere with major fundraising events sponsored by The Lehigh Valley Dual Language Charter School.
- Fundraising activities should not be duplicated throughout the academic year.
- The Lehigh Valley Dual Language Charter School logo, seal, or symbol shall be used only for approved fundraising activities and must be cleared with the CEO/COO or Principal.
- All funds received will be handled consistent with established CEO/COO and Board procedures and will be subject to audit by the Business Office. Checks should be made payable to The Lehigh Valley Dual Language Charter School.
- All fundraising monies should be deposited into the Student Activities Account. In addition, all checks/payments issued for fundraising activities should be made from the same Student Activities Account.
- The Lehigh Valley Dual Language Charter School expects all students who participate in approved fundraising activities to represent The Lehigh Valley Dual Language Charter School, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to Lehigh Valley Dual Language Charter School fundraising activities.
- If the amount collected at the result of a student fundraising activity is not sufficient to allow the planned activity to proceed and it is impractical to return contributions to donor(s), all monies collected shall be deposited in the Lehigh Valley Dual Language Charter School Student Activities Account.
- Athletic teams wanting to participate in a fundraiser must follow the same rules and regulations as above.

c. The approval process includes:

- All fundraising activities are subject to the approval of the Board and CEO/COO. Requests must be submitted using the official form provided by The Lehigh Valley Dual Language Charter School and submitted at least four weeks in advance.



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- All organizations and programs intending to be involved in fundraising activities that are not school-wide will develop and submit to the CEO/COO and Board the official fundraising request form.
- If an organization or group cannot meet the timeline of conditions established by this policy, they may request emergency approval from the CEO with the consent of the Board.

***Conflict of Interest Policy updated and approved by the Board of Trustees on June 27, 2023**

Computing Resources – Acceptable Use Policy for Staff

New technologies are shifting the ways that information may be accessed, communicated, and transferred. Those changes may also alter instruction and student learning. LVDLCS offers staff members access to extensive computing resources, including access to the Internet, electronic mail services, and the school's computer network. Along with access to computers and people all over the world, comes the availability of materials that may not be considered appropriate in the workplace. However, on a global network it is impossible to control all materials. Ultimately, the staff is responsible for setting and conveying the standards that should be followed when using media and information sources.

Rules and Responsibilities:

Staff members are responsible for good behavior on computer networks just as they are in an office setting. Communications on the network are often public in nature. General rules for behavior and communications apply. Access to LVDLCS's computer network is provided for staff members to conduct research and communicate with others in relation to schoolwork. Access to network services is given to staff members who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the system administrator will deem what is inappropriate use. The system administrator may close an account at any time. The administration, faculty, and staff of LVDLCS may deny, revoke, or suspend specific user accounts.

Individual users of LVDLCS's computer network are responsible for their use of the network. The use of an account must be in support of education and research and must be consistent with academic expectations of LVDLCS. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any materials in violations of U.S. or state regulations including copyrighted, threatening, or obscene materials is prohibited. Use for commercial activities by for-profit organizations, product promotion,



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political lobbying, or illegal activities is strictly prohibited. Use of public property for personal gain is a felony and is subject to prosecution.

It is to be understood that the following uses of the network and associated activities are unacceptable and may result in suspension or revocation of network privileges:

1. Sending or displaying offensive messages or pictures
2. Using obscene or inflammatory language
3. Sending harassing or insulting messages
4. Damaging computers, computer systems, or computer networks
5. Violating copyright laws
6. Using another's password
7. Trespassing in another's folder, work, or files
8. Intentionally wasting limited resources
9. Employing the network for commercial purposes or financial gain
10. Employing the network to provide addresses or other personal information that may be used inappropriately by someone else
11. Employing the network for unethical or illegal solicitation
12. Placing a computer virus on the network
13. Employing the network to send/receive messages that are inconsistent with the school's code of conduct

The inappropriate use of electronic information resources can be a violation of local, state, and federal laws. Violations may result in a loss of access as well as other disciplinary or legal action. Violations may result in a loss as well as other disciplinary or legal action. Violations can also lead to prosecution.

A copy of this policy shall be included in the Appendix of the Employee Handbook. Employees shall sign the Computing Resources Acceptable Use Policy Acknowledgment Form and return the form to the Building Principal.



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Resignation and Termination of Employment

VOLUNTARY TERMINATION OF EMPLOYMENT

An employee who intends to terminate voluntarily must notify his/her immediate supervisor and the Principal/CEO/COO in writing at least 30 days in advance of the date of termination. Employees will not be eligible to take any personal time off after a resignation notice has been given. The employee will receive his/her last paycheck, including any personal time off accrued as per the Personal Time Off policy.

INVOLUNTARY TERMINATION OF EMPLOYMENT

A school employee may be terminated at any time with cause through written notice to the staff member, effective upon the date of such written notice.

FAILURE TO MEET EXPECTED JOB STANDARDS/UNSUITED FOR POSITION

Employees who are not capable of performing their jobs or who are otherwise unsuited for their positions will be released after a reasonable attempt has been made to improve their performance. The employee will receive his/her last paycheck, including any personal time off accrued as per the Personal Time Off policy.

DISCHARGE DUE TO PERFORMANCE

When the Board initiates termination as a result of the employee's inability to attain expected performance requirements, such discharge may be immediate or may occur as a result of corrective action. Reasons for termination include but are not limited to the following: failure to follow procedures, inability to meet required attendance levels, or any action jeopardizing the school's students. Employees who are terminated are not eligible for re-employment.

DISCHARGE DUE TO CONDUCT

When termination is initiated by the Board as a result of the employee's misconduct, such discharge may be immediate or may occur as a result of corrective action. Reasons for termination include but are not limited to the following: insubordination, falsifying documents, or any act of violence in the workplace threatening students, parents, employees, or their own safety.



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While a written notice is required to terminate an employee officially, when possible under the circumstances, a meeting should be conducted to communicate the decision to the employee in person.



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Discharge Procedures

All discharge procedures must be documented along with the reason(s) for discharge and filed in the individual's personnel file.

The employee's final paycheck will be available on the next regularly scheduled pay date. The employee may choose to have it mailed or deposited directly. The employee will be paid for any personal time off accrued as per the Personal Time Off Policy.

The CEO/COO/Principal should conduct an exit interview with every resigning employee for the following purposes: to clear the employee and the school of any outstanding obligations to one another, to provide the opportunity for employee feedback, and to help the school leadership in the ongoing task of assessing and improving the work environment.

The exit interview should be conducted during the resignation period with each resigning employee. Timeliness in conducting the exit interview may result in retaining a valued employee. A copy of the information obtained should be included in the employee's personnel file.



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Sexual Harassment - Employees/Students

The Board recognizes that sexual harassment is a violation of both federal and state discrimination laws and that these laws apply to employees and students. Lehigh Valley Dual Language Charter School shall provide a learning and employment environment free from sexual harassment and will not tolerate such conduct on the part of any employee or student.

Any individual with a complaint of sexual harassment should file the complaint with the CEO/COO, Principal or the immediate supervisor. All complaints of sexual harassment will be investigated by the CEO/COO and appropriate corrective action will be taken when deemed necessary. If the alleged perpetrator is the CEO/COO, the complaint should be filed with the Board President who will conduct the investigation.

It is a violation of this policy to retaliate or engage in any form of reprisal because a person has raised a concern, filed a complaint, or has been a witness to sexual harassment.

Recent court cases have recognized acts of harassment directed at a person because of gender to be sexual harassment, despite the intent behind the act. The Board adopts this interpretation as part of its policy.

I. DEFINITIONS

A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made whether explicitly or implicitly a term or condition of an individual's employment or education;
2. Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting such an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive employment or education environment.

B. Forms of sexual harassment include but are not limited to the following:

1. Verbal harassment, such as derogatory comments, jokes, or slurs, sexually oriented sounds or remarks, inquires and/or discussions about one's sexual experiences and activities;



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2. Physical harassment, such as unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person's body, or impeding or blocking movement; and
3. Visual harassment, such as derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings, or gestures.

The legal definition of sexual harassment is broad. In addition to the examples provided above, other sexually oriented conduct that is unwelcome and has the effect of creating an employment or learning environment that is hostile, offensive, intimidating, or humiliating to male or female workers or students – whether intentional or not – may also constitute sexual harassment.

II. COMPLAINT PROCEDURE

1. If an individual believes that he/she has been subject to sexual harassment, that individual has the right to file a complaint with the CEO/COO or Principal. Such complaints may be filed in writing or verbally. No individual will suffer reprisals for reporting any incidents of sexual harassment or making any complaints.
2. All complaints will be promptly investigated by the CEO/COO. The investigation will be conducted in a fair and expeditious manner in such a way as to maintain confidentiality to the extent practicable.
3. The CEO/COO will inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation, as appropriate.

In addition to the above, any citizen has a right to file a complaint or a grievance alleging a violation of any federal or state anti-discrimination legislation.

If the complaint involves sexual assault, rape, or conduct of a criminal nature, the local police department shall be contacted and a report of the incident made.

III. DISCIPLINARY ACTION

Any individual who is found to be responsible for sexual harassment will be subject to appropriate discipline; the severity of the disciplinary action will be based upon the circumstances of the infraction and could include termination of employment or suspension or expulsion from school.

IV. NOTIFICATION

Notification of this policy will be incorporated in teacher and student handbooks.
Parents/guardians shall also be notified of this policy.



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V. TRAINING

It is the responsibility of the CEO/COO to ensure that all employees and students receive the appropriate information/training to enforce this policy.

Non Discrimination or Harassment

Each individual employed by Lehigh Valley Dual Language Charter School and each student attending our School has the right to be free from inappropriate conduct where that conduct could be viewed as harassment in the workplace or the school setting. We have a policy against harassment of any student, employee or applicant on the basis of religion, race, gender, sexual orientation, familial status, marital status, height, weight, color, age, national origin, handicap or disability.

Lehigh Valley Dual Language Charter School does not permit any comments, statements, jokes, or stories, whether written, verbal, or electronic to be made in the workplace or at a School sponsored function where the basis for such comments is any protected status including religion, race, gender, sexual orientation, familial status, marital status, height, weight, color, age, national origin, handicap or disability.

Sexual harassment is prohibited at Lehigh Valley Dual Language Charter School. We will provide a learning and working environment free from sexual harassment and will not tolerate such conduct on the part of any employee or student. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, or any other visual, verbal, or physical conduct of a sexual nature when:

1. Submission to the conduct is made either implicitly or explicitly a condition of the individual's employment or education
2. Submission to or rejection of the conduct is used as the basis for academic or employment decisions affecting the harassed individual; or
3. The harassment has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an environment which is intimidating, hostile, or offensive to the employment or education environment;

Any individual who feels that they have been discriminated against or harassed, sexually or otherwise by anyone associated with Lehigh Valley Dual Language Charter School or any parent/guardian who believes that his/her child has been harassed by anyone associated with the School is required to immediately report the conduct in writing to the School Principal and the CEO/COO. Such reports will be kept as confidential as possible, although investigation will normally require the involvement of third parties. The School will not permit any retaliatory conduct against an employee or student who comes forward with a genuine complaint or concern of discrimination or harassment or who assists in the investigation process, nor will any such individual be discharged, disciplined, or in any way adversely affected in his/her terms or



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conditions of employment with the Lehigh Valley Dual Language Charter School or enrollment in the school.

Any individual who is found to be responsible for harassment of any type will be subject to appropriate discipline, the severity of the disciplinary action will be based upon the circumstances of the infraction and could include termination of employment or suspension or expulsion from school.



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Jury Duty/Court Appearance

School employees are encouraged to exercise their civic responsibility through jury duty.

1. Should an employee be called for jury duty, a copy of the notice shall be submitted to the Principal.
2. Employees serving on jury duty will receive the difference between their normal rate of pay and the jury duty pay.
3. If the jury is not in session for a day or more, the employee shall return to work at the Lehigh Valley Dual Language Charter School.
4. An Employee Absence Report shall be submitted upon return to work.

In case of a required appearance in a court of law involving no moral turpitude or any other breach of the criminal code on the part of the employee, he/she shall be granted time off (use of personal days) for such appearances. An Employee Absence Report shall be submitted upon return to work.

Voluntary court appearances will require the use of personal days.

Official school business appearances will not be charged to personal days



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Keys

One means of protecting school property against vandalism and/or theft is to limit access to classrooms, offices, and other work areas in the school to only those staff members who have a need to be in those work areas. Therefore, keys will be issued only to the staff member(s) assigned to a particular work area. It shall be the responsibility of the staff member to secure his/her work area by locking the door to that room any time he/she leaves the room during the school day. At the end of the school day, staff members are to lock the door of their work area as they leave the school.

A master key, which allows access to all areas of the school shall be given only to the following people:

1. Principal
2. CEO/COO
3. Custodian

The landlord reserves the right to maintain a master key for the facility.



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Family and Medical Leave Act

Qualifying employees may take up to twelve weeks off from work without pay for certain family and medical reasons. Unpaid leave is granted for any of the following reasons: the employee has given birth or received placement of a child through adoption or foster care; the employee is caring for a spouse, child, or parent with a serious health condition; the employee has a serious health condition that prevents the employee from performing his/her job responsibilities.

Employees who have worked at Lehigh Valley Dual Language Charter School for at least one year and who have worked 1,250 hours in the twelve months preceding the requested leave, are eligible to take an unpaid leave of absence in any twelve-month period for any of the conditions listed in the Family and Medical Leave Act. The twelve-month period is a “rolling” period measured back from the date the employee first uses any such leave. Employees may also combine any paid leave to which they are entitled with the unpaid leave allowed by the Family and Medical Leave Act, but the amount of time that employees take off for paid leave will run concurrently with their unpaid leave. Unpaid paternity leave also runs concurrently with leave under the Family and Medical Leave Act.

Employees do not earn vacation time, sick days or personal days while on an unpaid leave of absence. Employee health benefits will be continued on a normal basis, however, employees must continue to make their scheduled contributions, if any, for their benefits while on unpaid leave.

Whenever possible, employees should apply for a leave of absence at least thirty days in advance of the start of the leave, and state in writing the purpose for which the leave is requested. When the basis of the leave involves a health condition, medical certification may be required.

Employees taking Family or Medical Leave will have their jobs available upon their return.

Lehigh Valley Dual Language Charter School will require the employee to use accrued paid time off to cover some or all of the FMLA Leave. The use of paid benefits will run concurrently with the leave and will not extend the length of a FMLA Leave.



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Accidents – Workers’ Compensation

In case of an accident to an employee while on duty, no matter how slight, it is necessary to notify the immediate supervisor and the Principal without delay, and then provide in writing the details of the accident or injury.

The paid absence of an employee due to injury which is compensable under Pennsylvania law shall be subject to deduction of such payments as may be made by the insurance company for loss of wages.



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Employment Protection – Whistleblower Act

The Board recognizes its responsibility to keep its employees informed as to their rights, privileges, protection and obligations under the Whistleblower Act which was enacted to protect employees from the retaliatory action of an employer or an agent of the employer for disclosing policy, providing information, or objecting to an activity which the employee reasonably believes is in violation of a law.

In compliance with this Act, notices shall be conspicuously displayed as a means of informing employees of their protection and obligation under the Act. All such notices shall include the name of the person or persons designated by the Board to receive written notification of complaints. Other appropriate means of informing employees of their protection and obligations are to be utilized.

The CEO/COO shall develop an administrative procedure to ensure that this Act is enforced. These procedures shall include appropriate means of notifying employees of their protection and obligations other than by use of posted notices.

1. In each school the attached notice shall be conspicuously displayed in the place(s) where notices to employees are customarily posted.
2. Each year during the month of September, all employees shall receive a memorandum describing their rights, privileges, protection and obligations under the Whistleblower Act. It shall be the responsibility of the CEO/COO or supervisor to distribute this memorandum.
3. All employees new to the school shall receive this memorandum when they begin their employment.
4. Other means of informing employees might include coverage of the topic at meetings or in-service programs.

WHISTLEBLOWER ACT NOTICE



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The Whistleblower Act protects employees from the retaliatory action of an employer or an agent of the employer for disclosing policy, providing information, or objecting to an activity that the employee reasonably believes is in violation of a law.

1. Any employer or an agent of the employer shall not take any retaliatory action against an employee because the employee does any of the following:
 - A. Discloses, or threatens to disclose to a supervisor or to a public body, an activity, policy or practice of the employer that the employee reasonably believes is in violation of a law, or a rule or regulation promulgated pursuant to law;
 - B. Provides information to, or testifies before, any public body conducting an investigation, hearing or inquiry into any violation of a law, or a rule or regulation promulgated pursuant to law by the employer; or
 - C. Objects to, or refuses to participate in any activity, policy or practice which the employee reasonably believes:
 - (1) is in violation of a law, or a rule or regulation promulgated pursuant to law;
 - (2) is fraudulent or criminal; or
 - (3) is incompatible with a clear mandate of public policy concerning the public health, safety or welfare.
2. The protection against retaliatory action provided by this Act pertaining to disclosure to a public body shall not apply to an employee who makes a disclosure to a public body unless the employee has brought the activity, policy or practice in violation of a law, or a rule or regulation promulgated pursuant to law to the attention of a supervisor of the employee by written notice and has afforded the employer a reasonable opportunity to correct the activity, policy or practice. Disclosure shall not be required where the employee is reasonably certain that the activity, policy or practice is known to one or more supervisors of the employer or where the employee reasonably fears physical harm as a result of the disclosure; provided, however, that the situation is not an emergency.
3. Upon a violation of any of the provisions of this Act, an aggrieved employee or former employee may institute a civil action in a court of competent jurisdiction, within one year, for relief.
4. A court, upon notice of motion in accordance with the rules governing the courts of the State of Pennsylvania may also order that reasonable attorneys' fees and court costs be



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awarded to an employer if the court determines that an action brought by an employee under this Act was without basis in law or fact. However, an employee shall not be assessed attorneys' fees under this section if, after exercising reasonable and diligent efforts after filing a suit, the employee files a voluntary dismissal concerning the employer within a reasonable time after determining that the employer would not be found to be liable for damages.

5. Nothing in this Act shall be deemed to diminish the rights, privileges, or remedies of any employee under any other federal or state law or regulation or under any collective bargaining agreement or employment contract; except that the institution of an action in accordance with this Act shall be deemed a waiver of the rights and remedies available under any other contract, collective bargaining agreement, state law, rules or regulations or under the common law.
6. Any employee who wishes to report an alleged violation of this Act shall submit that complaint, in writing, to the CEO/COO or the President of the Board of Trustees.

Master's Education Salary Increase

1. Full-time employees who have completed an approved Master's Degree program are eligible for a salary increase.
2. The Master's Degree program must be directly job-related to the applicant's present position and/or in school related professions.
3. The employee must fill out the required request form for degree program approval and submit it to the Principal for approval.



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4. At the completion of the program, the employee must submit an official school transcript that reflects the degree conferred. The employee will be reimbursed if the overall grade earned throughout the program is a B or higher.

The employee will receive a \$3,000.00 salary increase for the completion of the approved Master's Degree program.

Post Master's Continuing Education Salary Increase

1. Full-time employees who have completed approved continuing education credits beyond a Master's Degree are eligible for a salary increase.
2. The additional continuing education credits must be offered by an accredited college or university or a Pennsylvania Department of Education approved provider.
3. The additional continuing education credits must lead to a PDE recognized certification, endorsement, eligibility letter, or doctorate.
4. The employee must fill out the required request form for course approval and submit it to the Principal/CEO/COO for approval.
5. At the completion of the program, the employee must submit an official school transcript that reflects the credits completed. The employee will be reimbursed if the overall grade earned throughout the program is a B or higher.

The employee will receive a \$1,500.00 salary increase for the completion of 15 additional credits beyond a completed Master's Degree program (Master's Degree +15).

The employee will receive a \$1,500.00 salary increase for the completion of an additional 15 credits beyond a completed Master's Degree program (total of Master's Degree +30).

*New policy approved at June 25, 2019 Board of Trustees Meeting

Staff Fitness Program Incentive

Starting in January 2012 a staff member that is enrolled in a fitness club and who attends no less than eight (8) one hour sessions a month qualifies for a "staff wellness" incentive of \$15.00 a month payable upon confirmation of enrollment and monthly attendance documents in the **month of December and June of the academic year.**

Example: Mr. Green submits that she is enrolled in the fitness club in January of 2012 and has her club submit her monthly attend to the COO for the months of January, February, March, April, May and June, would be reimbursed 6 months times \$15.00 or \$90.00.



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The gym reimbursement form should be completed per the directions on the form.

Personal Leave and Absence Due to Illness

The purpose of this policy is to encourage employees to be present on the job every day and to minimize the occasional absences that might occur during the course of the year. This policy establishes a means whereby a cataclysmic illness will not result in the cession of an income for the employee.

The Board shall provide instructional staff ten (10) personal time off (PTO) days to be used during the year. Such absences shall be allowed with the coordination of the Principal. Personal time off (PTO) will not be granted for the day preceding or following a holiday except in emergency cases. The number of unused days in any year shall accumulate for the purpose of sick leave.



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Full-time employees will be permitted to carry over unused PTO days and will be allowed to accumulate 50 days. Any days over 50 will be forfeited. A physician's note must be provided for absences of three (3) or more days.

Upon retirement or resignation from Lehigh Valley Dual Language Charter School any PTO days beyond 30 will be reimbursed to the employee at \$100.00 per day, not to exceed \$2,000.00.

For full-time employees the Board shall make available the opportunity to enroll in a short-term and/or long-term disability income protection plan. The short-term plan will provide income protection between the time the employee's accumulated sick leave days may be exhausted and the beginning of the benefits under the long-term disability income protection plan. The full cost of these income protection plans shall be borne by the employee. The availability of these income protection plans is dependent upon the Board's ability to obtain a plan provider.

LVDLCS will provide Maternity Leave to all eligible employees in accordance with the provisions of the Equal Opportunity Act of 1972, the Civil Rights Act of 1964, Human Relations Commission regulations, and any and all applicable state and federal laws and/or regulations. Maternity shall consist of childbearing.

- § Childbearing shall only apply to females and is a period of up to three weeks before and six weeks after delivery for a total of up to nine (9) weeks.
- § LVDLCS will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as well as any other temporary disability related to pregnancy as well as any other temporary disability for all job related purposes.
- § Employees eligible for childbearing leave are entitled to all benefits available to any other temporary disability.

Substitute Teachers

In order to provide for the continuation of the instructional program during the absence of the regular classroom teacher, the Principal shall assign a teacher assistant to take over classroom responsibilities. The LVDLCS employs teacher assistants that possess bachelor degrees and therefore they serve as substitutes and are reimbursed \$50.00 for the day they substitute.

The Principal shall develop a list of qualified teacher assistants in sufficient number to ensure that an adequate number of teacher assistants will be available on any given school day.

Whenever possible the teacher assistant shall be told the day before his/her services are needed. However, teachers must be available to report to work on those occasions when they are called on the morning of the day their services will be needed.



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Policy Updated and Approved by the Board of Trustees on March 22, 2022



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Tuition Reimbursement

1. Full time employees who have served a minimum of one year with LVDLCS are eligible to apply for tuition reimbursement for courses which begin after the one year period has been completed.
2. Courses must be directly job-related to the applicant's present position and/or in school related professions.
3. The Principal must approve the selected course of study.
4. The employee must fill out the required request form for course approval before registering for the course.
5. At the completion of the course, the employee must submit proof of grade received and a receipt for course tuition. The employee will be reimbursed only for courses in which he/she receives a B or better.
6. LVDLCS will reimburse a maximum of \$1,250.00 per course up to 6 courses per year (\$7,500.00 per year per employee maximum).
7. The employee must agree to complete one full year of work at LVDLCS after course completion for each year of tuition reimbursement claimed. If the employee leaves LVDLCS before the year of work is completed, he/she must pay back the school's contribution. Termination will result in the employee repaying the school for courses taken within the calendar year.

*Policy updated at the March, 2020 Board of Trustees meeting.



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Tuition Reimbursement Request

Complete one request form for each course.

PLEASE COMPLETE THIS FORM PRIOR TO COURSE REGISTRATION.

NAME _____

ADDRESS _____

PHONE _____

CURRENT POSITION _____

START DATE AT LVDLCS _____

COURSE _____

SCHOOL _____

DATES OF COURSE _____

Will these credits be put towards an advanced degree? ☐ Yes ☐ No

If yes, what degree? _____ Anticipated Graduation Date _____

If no, for what purpose were they taken?

PLEASE SEE THE PRINCIPAL IF YOU HAVE ANY QUESTIONS AND/OR CONCERNS

Principal Signature: _____ Date: _____

Staff Signature: _____ Date: _____



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Health Insurance Benefits

The Board shall provide all faculty and staff regularly employed full time, with a hospitalization and medical insurance plan selected by the Board and provided through a carrier chosen by the Board. The Board will pay 90% of the premium cost for employees and their eligible dependents.*

The Board shall provide all faculty and staff regularly employed full time, with prescription drug insurance plan selected by the Board and provided through a carrier chosen by the Board. The Board will pay 90% of the premium cost for employees and their eligible dependents.*

The Board shall make available to all faculty and staff regularly employed full time, a dental and optical insurance plan selected by the Board and provided through a carrier chosen by the Board. The employee will pay 90% of the premium cost for employees and their eligible dependents.*

The Board will not provide dual coverage. The Board will provide coverage to all employees as described above. Married spouses are entitled to such coverage either as two single employees or one family, but coverage will not be duplicated under any circumstance including any subsequent opt-out or cafeteria plan adopted by the Board. Spouses who are currently covered by a plan through their own place of employment are not eligible.

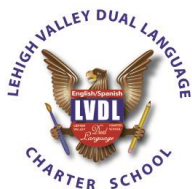
The Board's goal is to provide adequate health insurance coverage for its full-time faculty and staff. The Board reserves the right to change carriers, co-payments, deductibles, and all other elements of the health insurance plan designs at any time. Employees will be informed of any pending changes. The Board will attempt to maintain the best possible coverage affordable for its employees.

*Dependent means: any legally married spouse; unmarried dependent; children living at home up to age 26. Coverage will end at the end of the month in which they turn 26.



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Benefit	Regular full-time	Regular part-time	Temporary/Casual
Health Dental Prescription	Yes	No	No
Paid Vacation (for non-instructional staff)	Yes	No	No
Leave of Absence	Yes	No	No



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Capitalization Policy for Capital Assets

A capital asset is a piece of property that meets all of the following requirements:

1. The asset is tangible and complete.
2. The asset is used in the operation of the school system's activities.
3. The asset has a useful life of longer than the current fiscal year.
4. The asset is of significant value.

The following significant values will be used for different classes of assets:

<u>Class of Capital Asset</u>	<u>Significant Value</u>
Machinery and Equipment	\$2,500 or more
Buildings & Building Improvements	\$2,500 or more
Land Improvements	\$2,500 or more
Land	Any amount

Capital assets may be acquired through donation, purchase or may be self-constructed. The asset value for donations will be the fair market value at the time of the donation. The asset value, when purchased, will be the initial cost plus the trade-in value of any old asset given up, plus all costs related to placing the asset into operation. The cost of self-constructed assets will include all costs of construction.

Land

- Land acquired by purchase is recorded at cost to include the amount paid for the land itself and all incidental costs.
- Land acquired by gift or bequest is recorded at the fair market value at the date of the acquisition.
- When land is acquired with buildings erected thereon, total cost is allocated between the two in reasonable proportion at the date of acquisition. If the transfer document does not



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show the allocation, other sources of the information may be used such as an expert appraisal or the real estate tax assessment records.

- Land is not depreciable.

Land Improvements

- This category will include parking lots, outdoor lighting, covered walkways, fences, tennis courts, running tracks, and grandstands, etc.
- The Board does not capitalize landscaping.
- Land Improvements will be depreciated over their estimated useful lives.

Buildings

- Buildings will be recorded at either their acquisition cost or construction cost. If a building is acquired by purchase, the capitalized cost should include the purchase price and other incidental expenses at the time of acquisition.
- If a building is constructed, the capitalized cost should include all construction costs. The constructed building will be capitalized upon completion of the project. For the first year, all the component units of the building, such as HVAC, plumbing system, sprinkler systems, elevators, etc. will be included in the capitalized cost of the building.

Building Additions

- Building additions will be recorded at their construction cost.
- Building additions will be capitalized separately and depreciated over their useful life.

Building Improvements

A. Component Units – (HVAC, plumbing systems, sprinkler systems, elevators, etc.)

When building component units are replaced, the new component unit will be capitalized separately, and the old component (subsequent to original construction) will be removed from the property report. However, if the original component unit was included in the original construction, it will not be removed since it was not a separately valued component. The new component unit will be depreciated over the remaining useful life of the building.



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B. Major Renovations or Alterations

Any major renovations or alterations within an existing building will be added to the cost of the original building. These renovations/alterations will be depreciated over the remaining life of the building/structure.

Construction in Progress

- This includes all projects for buildings or land improvements construction that are not completed at the end of the fiscal year.

Machinery & Equipment

- Expenditures for machinery, equipment or furnishings costing \$2,500 or more per item and have an estimated life of more than one year will be capitalized.
- Library books will not be capitalized.

Depreciation Policy

The “straight line” method of depreciation should be utilized to depreciate capital assets, except for land, over the estimated useful lives of the related assets Principally as follows:

Buildings:

Permanent Buildings	39 years
Building Additions	Remaining Useful Life up to 39 years
Building Improvements	Remaining Useful Life up to 39 years

Machinery & Equipment:

Mobile Classrooms	15 to 25 years
Vehicles (trucks, vans, tractors, forklifts, etc)	10 to 20 years
Kitchen Equipment	5 to 10 years
Computer Hardware	3 to 5 years



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Outdoor Equipment	5 to 10 years
Miscellaneous Equipment	3 to 10 years
Buses	15 to 30 years
Land Improvements	20 to 80 years

DISPOSITION OF ASSETS

When capital assets are sold or otherwise disposed of, the inventory of Capital Assets should be relieved of the cost of the asset and the associated accumulated depreciation. Assets will be removed on an annual basis in conjunction with the annual update. The appropriate depreciation will be taken for the year of disposal.



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CONFIDENTIALITY AGREEMENT

It is the policy of Lehigh Valley Dual Language Charter School to provide our employees and students with a level of privacy and confidentiality with any information concerning any of our employees or students.

In the course of your work, you may have access to confidential information (oral, written or computer generated, not otherwise available to the public at large) about employees or students, their families and/or personal business. School business information includes computer programs, software and supporting documentation, technological improvement plans, strategic plans, financial information and employee information (including but not limited to co-workers and their families). Personal information will be protected as required by law. Personal information is identified as individually identifiable information including a student's or parent's/guardian's name, address, telephone number, or social security number.

THEREFORE, I AGREE that:

My right to enter or make use of confidential information is restricted to my need to know the data or information to perform my job responsibilities. I will keep my computer access password(s) confidential. If another method of accessing a computer system is used, I will restrict its use to myself. I will not discuss any confidential information in any public areas, hallways, gathering places, etc.

I will hold all confidential information of which I have knowledge in the truest confidence, as required by law. I agree to utilize confidential information obtained by me only for the benefit of the employee or student, or in accordance with my job responsibilities.

Unauthorized disclosure, copying and/or misuse of confidential information is a serious breach of duty and will result in disciplinary action up to and including termination of employment or contract with LVDLCS. Furthermore, this agreement mandates compliance extending beyond employment, contract, or association with LVDLCS, as required by law.

I HAVE READ THE CONFIDENTIALITY AGREEMENT AS IT IS PRINTED IN THE LEHIGH VALLEY DUAL LANGUAGE CHARTER SCHOOL POLICIES AND PROCEDURES MANUAL AND AGREE TO ITS TERMS.

Employee Signature _____

Employee Name (print) _____

Date _____



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Personal Device Use Policy Agreement

Failure to adhere to the Acceptable Use Policy (included in the Student and Employee Handbook) and the Personal Device Use Policy specified below may result in a revocation of personal device use privileges, termination or suspension of school network use, as well as any disciplinary measures deemed appropriate by the School Administration. In addition to the Acceptable Use Policy and the Personal Device Use Policy, personal device use at Lehigh Valley Dual Language Charter School is governed by the expectations set forth in the enclosed Policy.

Personal Device Use in Class

- Students and Employees may only use personal devices in class (including, but not limited to, laptops) as instructed by the School Administration and, for students, as permitted by the teacher. When and how the equipment is used in class is at the discretion of the teacher.
- Students and Employees may only use the personal devices in class for school-related tasks. Non-academic activities on the device, including games, videos, music, and entertainment web sites, are prohibited during the school day.

Access to Personal Devices

- Students must provide teachers and administrators with access to any personal devices brought on campus at all times. School personnel maintain the right to access files and programs on the device and to monitor Internet and network activity from the device.
- Students must grant classroom teachers viewable access to the screen of any personal device used at all times during class.

Security

- Any personal device with an operating system must be running an updated virus detection software program and current operating system updates.
- Students and Employees may not download any applications onto their personal device without appropriate licensing.
- Students and Employees may not download or upload any files or applications that violate the terms of the Acceptable Use Policy.
- Students and Employees may not transfer any viruses or other harmful files or applications across the school network.

Storage

- The school will not take responsibility for damaged, lost or stolen personal devices. The student or employee takes full responsibility for the device on the School's campus. Students and Employees should lock their personal devices (both electronically and in their desk/classroom) when it is not being used.

In order to use your laptop at Lehigh Valley Dual Language Charter School, sign and return the form below to the School Office.

I agree to the terms and conditions of the Personal Device Use Policy Agreement.

Signature: _____

Date: _____



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Print Name: _____



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Social Media Acceptable Use

LVDLCS encourages employees (“employee” for this policy also includes Board of Trustees members) to share information with co-workers and with those outside the School for the purposes of gathering information, generating new ideas, and learning from the work of others. Social media provides an inexpensive, informal, and timely way to participate in an exchange of ideas and information. However, information posted on a website is available to the public and, therefore, LVDLCS has established the following social media policy for employee participation in social media. This policy governs the use, administration, management, monitoring, and retention of social media and social media content.

As used in this policy, “social media” is defined broadly to include online platforms that facilitate activities such as professional or social networking, posting commentary or opinions, and sharing pictures, audio, video, or other content. “Social media” includes personal websites and all types of online communities, including, but not limited to blogs, forums, Twitter, Facebook, LinkedIn, YouTube, Instagram, and Snap Chat, message boards, and chat rooms.

Anything posted on an employee’s social media account or other Internet content for which the employee is responsible is covered by all LVDLCS policies, rules, regulations, and guidelines, including, but not limited to, the LVDLCS Equal Employment Opportunity and Non-Discrimination, Anti-Harassment, Confidential and Proprietary Information, and Technology Acceptable Use policies.

You should not post content on social media that violates LVDLCS’s discrimination or harassment policies, or that is threatening or obscene.

LVDLCS is free to view and monitor an employee’s Web site or blog at any time without consent or previous approval.

Employees should not use their LVDLCS email address for communications on public social media networks that have not been approved by LVDLCS. If an employee has an already existing public social media network linked to their LVDLCS email address, that account should be deactivated.

Off-duty use of social media. Employees may maintain personal websites or weblogs on their own time using their own facilities. Employees must ensure that social media activity does not interfere with their work. In general, LVDLCS considers social media activities to be personal endeavors, and employees may use them to express their thoughts or promote their ideas.



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On-duty use of social media. Employees may engage in social media activity during work time provided it is directly related to their work, approved by their manager, and does not identify or reference School clients, customers, or vendors without express permission. LVDLCS monitors employee use of School computers and the Internet, including employee blogging and social networking activity.

The line between professional and personal relationships is blurred within a social media context. When employees chose to join or engage with LVDLCS students, families or fellow employees in a social media context that exists outside those approved by LVDLCS, they are advised to maintain their professionalism as LVDLCS employees; they also have the responsibility to address inappropriate behavior or activity on these networks, including requirements for mandated reporting. Employees are not permitted to friend, follow, or link to students on any social media platform.

LVDLCS recognizes that student groups or members of the public may create social media representing students or groups within LVDLCS. When employees, including sponsors/advisors/mentors, choose to join or engage with these social networking groups, they do so as an employee of LVDLCS. Employees have responsibility for maintaining appropriate employee-student relationships at all times and have responsibility for addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online. Employees shall annually disclose to LVDLCS the existence of and their participation in such networks.

Further, employees may not:

- Post images on any social media network of co-workers without the co-worker's consent;
- Post images of students on any social media network without written and signed parental consent on an official LVDLCS permission form;
- Post any nonpublic images of the LVDLCS premises or property.

Employees must demonstrate respect for the dignity of LVDLCS, its owners, its customers, its vendors, and its employees. A social media site is a public place, and employees should avoid inappropriate comments. For example, employees may not divulge LVDLCS confidential information such as trade secrets, client lists, or information restricted from disclosure by law on social media sites. Similarly, employees may not engage in harassing or discriminatory behavior that targets other employees or individuals because of their protected class status or make defamatory comments. Even if a message is posted anonymously, it may be possible to trace it back to the sender.

If an employee identifies himself or herself as a LVDLCS employee or discusses matters related to the School on a social media site, the site must include a disclaimer on the front page stating



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that it does not express the views of the School and that the employee is expressing only his or her personal views. For example: “The views expressed on this website/Weblog are mine alone and do not necessarily reflect the views of my employer.” Place the disclaimer in a prominent position and repeat it for each posting expressing an opinion related to LVDLCS or the School’s business. Employees must keep in mind that if they post information on a social media site that is in violation of School policy and/or federal, state, or local law, the disclaimer will not shield them from disciplinary action.

Employees should not use a social media to criticize LVDLCS’ competition and should not use it to compete with the School.

Do not identify or reference LVDLCS clients, customers, or vendors without express permission. Employees may write about their jobs in general but may not disclose any confidential or proprietary information. Examples of confidential information include, but are not limited to student names, contact information, personal identifying information. For more complete guidance regarding handling of confidential information, please refer to the confidentiality policy. When in doubt, ask before publishing.

Please remember that new ideas related to work, or the School’s business belong to the LVDLCS. Do not post them on a social media site without the LVDLCS’ permission. Employees may not provide a link from a social media site to LVDLCS’ website during employment without school permissions in advance. Employees should contact the Web design group to obtain the graphic for links to the School’s site and to register the site with the School. Do not use LVDLCS’ or others’ trademarks on a social media site or reproduce the School’s or others’ material without first obtaining permission.

Avoid statements about the LVDLCS’ future. Writing about projected growth, sales and profits, future products or services, marketing plans, may jeopardize intellectual property laws. Employees are expected to comply with all applicable laws, including but not limited to, Federal Trade Commission (FTC) guidelines, copyright, trademark, and harassment laws. Violations of this policy may result in discipline up to and including immediate termination of employment.

Nothing in this policy is meant to, nor should it be interpreted to, in any way limit your rights under any applicable federal, state, or local laws.

I have read and understand this policy and agree to comply with the rules set forth.

Employee Name (Printed): _____

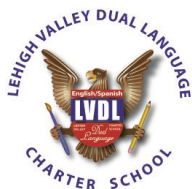
Employee Signature: _____

Date: _____



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***Policy updated by the LVDLCS Board of Trustees at the November, 2022 Board of Trustees Meeting.**



Lehigh Valley Dual Language Charter School

Parent / Guardian Code of Conduct

Purpose and Scope

The purpose of the Parent/Guardian Code of Conduct is to provide a mutual understanding to all parents/guardians and visitors to our school about conduct expectations while on school property, at school district events and when interacting with school employees and/or students. The Parent/Guardian Code of Conduct also applies to off-campus/virtual learning and after-hours (including weekends) behavior if the incident impacts the school community.

General Propositions

We expect parents/guardians and visitors to have a fundamental understanding and commitment to the following general propositions:

- Teachers, administrators and parents/guardians want all children to succeed
- Teachers, administrators and parents/guardians must work together for the benefit of the community
- All parents/guardians and visitors, as well as all members of the school community, deserve to be treated with respect
- The school requests it be provided an opportunity to resolve issues of concern before public criticism

Prohibited Behaviors

In order to provide a peaceful and safe school environment, the school prohibits the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication
- Disruptive behavior that interferes or threatens to interfere with school operations, including the effective operation of a classroom, an employee's office or duty station, school lobby, or school grounds, including parking lots and car-pickup
- Threatening to do bodily harm to a student, school employee, visitor, fellow parent/guardian or
- Threatening to damage the property of a student, school employee, visitor, fellow parent/guardian or student.
- Damaging or destruction of school property
- Violation of any federal or state statute, local ordinance, or Board policy while on school property or while at a school function



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- Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages or other written or oral communications
 - School staff and administration may not always be immediately available to speak with you. The only way to *ensure* that you are able to speak with a staff member or administrator is to schedule an appointment. Staff and administrators have a practice of attempting to return all phone calls/e-mails within 24 hours with great success. Your calls and visits will be responded to consistently with this practice if someone is not immediately available to speak with you.
- False and offensive or derogatory comments regarding the school or school staff made publicly to others.
- We request that any concerns that you may have regarding School matters be brought to the Administration so they can be dealt with fairly, appropriately, and effectively for all
- This includes use of any social media medium, including but not limited to: websites, blogs, wikis, social networking sites such as Google+, Facebook, Instagram, Snapchat, LinkedIn, and Twitter

Consequences

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school sponsored events. School Administration may decide, in situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban. Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the school to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.

Parent/Guardian Signature

Parent/Guardian Signature

Parent Code of Conduct approved by the Board of Trustess on February 22, 2022



Lehigh Valley Dual Language Charter School

Safe2Say Procedures

LVDLCS Safe2Say procedures are available for review as part of our Crisis and Safety Management Plan

***Safe2Say procedures were approved by the Board of Trustees on June 27, 2023**



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