



**GLOBAL LEADERSHIP ACADEMY SOUTHWEST CHARTER SCHOOL
PARENT - SCHOLAR HANDBOOK 2023-2024**

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WELCOME TO THE HOME OF THE GATORS...

Welcome to Global Leadership Academy Southwest Charter School (GLASW). It is with great excitement that we begin another school year of serving families, children, and the community. We do so humbled by your confidence that we are sincere and committed to providing an excellent, holistic education that is powerful enough to make a difference in our lives, our communities, and our world.

For those returning families, we look forward to continuing to grow and improve holistically with your help and support. For those families who are joining us this year for the first time, we look forward to getting to know you and your family and incorporating you into the Global Southwest community. You are part of a partnership whose primary function is the betterment of our children. We are dedicated to making your child’s learning experience a great experience for not only each of them, but also for each of you.

GLASW was founded on the principles of seeing and acknowledging the whole child, knowing that each scholar is individually unique. Our mission is as relevant today as it was when our school was founded. GLASW is more than a school, it is a community. We encourage you to jump in where you can, whether it is your time through volunteering, your support of our financial goals through fundraising, the encouragement of your child/ren at home to do and be their very best every day, or by simply spreading the word of what Global offers. We are a school of choice and are thrilled you chose us. We are proud to be Gators and hope you are too! Welcome to the home of the Gators!

Educationally Yours,

Dr. Tamika Michelle Evans, Chief Executive Officer

Dr. Tamika Michelle Evans

Dr. Zenobia Story, Principal

Dr. Zenobia Story

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FOREWORD

The purpose of the Global Leadership Academy Southwest Scholar & Parent handbook is to provide information to parents and scholars about GLASW policies and procedures. Homeroom teachers will discuss the necessary components of this handbook with scholars throughout the school year. We encourage parents to read the handbook with their scholar/s and retain the handbook as a guide throughout the school year. This handbook is available at www.glacharter.org.

This handbook is NOT intended to cover all the information that parents, and scholars will be responsible for throughout the school year. Further information will be provided through our website, school newsletters, class newsletters, communication flyers and electronic phone messages. In addition to school newsletters, class newsletters, and weekly communications, grade/school-wide meetings are held to give more specific information about the programs, activities, and overall policies of the school.

If you require more information about your child’s schoolwork, please contact or set up an appointment with the homeroom teacher. Your child’s homeroom teacher will be pleased to give you any assistance he or she can. After you have read this handbook, please confirm your commitment to Global Southwest by digitally signing and submitting the **HANDBOOK, MEDIA, and TECHNOLOGY CONSENT** forms no later than Monday, September 11, 2023.

If you need a hard copy of the handbook, please contact the main office and one will be provided. Please contact us should you have any questions, comments, concerns, or compliments to share.

**TO THE EXTENT THAT ANY POLICY IN THIS HANDBOOK CAN BE CONSTRUED TO
CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE
AND/OR FEDERAL LAWS CONTROL.**

PARENT PLEDGE

I understand that my children’s education today is essential for their success in life. This experience will support them to become successful and productive individuals. It will also prepare them for college and career.

Because of this I am committed to the following principles:

- Ensuring my child/ren attend school every day and on time unless they are ill.
- Ensuring my child/ren have all the resources and materials necessary to be successful.
- Ensuring my child/ren are in full authorized school uniform every day.
- Communicating with the teachers of my children on a regular basis.
- Encouraging my children in all of their academic interests and ventures both in and outside of school.
- Taking at least five minutes each day to talk to my children about their academic goals.
- Setting academic and parenting goals for myself to help my children achieve their own goals.
- Supporting the Safe School Community Norms of GLASW.
- Abiding by the Parent Code of Conduct contained in this handbook.
- Communicating the Scholar Code of Conduct contained in this handbook to my children and ensuring that they follow these codes.

COMMUNICATION GUIDELINES

Global Leadership Academy Southwest works to maintain open lines of communication with families. Due to our intense focus on instruction, our instructional staff members are not always able to answer phone calls and emails during the school day. Teachers and staff will make every effort to respond to your communications as quickly as possible. Sometimes, depending on the nature of your communication, our response will be a receipt statement letting you know we received your communication and are working to get a complete answer to your request. In the case of an EMERGENCY, please call the front desk and ask for immediate help @215-471-2978.

VISION

Global Leadership Academy Southwest is a Kindergarten through eighth grade school comprised of three small learning communities located in West Philadelphia. Global Leadership Academy Southwest is a holistic learning environment. Our goal is to provide a solid educational program developed through global studies and leadership development in an effort to develop future leaders of the world.

SCHOOL MISSION

To create a high performing model school whose scholars are creative leaders, globally competent and competitive. As holistic educators, we will not only prepare scholars for the 21st century workplace but also prepare them to bring change to a better world. It is our goal that GLASW scholars transition to high school endowed with the knowledge to continue to carve out new paths in a global community.

SCHOOL MOTO

“Preparing Future Leaders of The World”

SCHOOL COLORS

Blue and Yellow

SCHOOL LOGO

Globe

SCHOOL MASCOT

Gator

SCHOOL PLEDGE

I am wonderfully made; I am creative
I have the agility to lead new paths; I am victorious
I have the tenacity to achieve at high levels
My sisters are virtuous, my brothers are noble
I will uphold integrity and embrace diversity
I will always do my best, even when faced with a challenge
Because I am a FUTURE LEADER OF THE WORLD!

SECTION I: INSTRUCTIONAL GOAL THEMES

Global Southwest’s educational goal is to provide a learning environment that encompasses principled and centered perspectives while nurturing scholar creativity and sensitivity. To accomplish this goal, Leadership Development and Global Studies are the guiding instructional goal themes of the GLASW Curriculum, which are infused into all academic disciplines.

GLOBAL STUDIES CURRICULUM

Global Leadership Academy Charter School nurtures creative learners who are globally competitive and compassionate. Our scholars are educated holistically in preparation for the 21st century workplace and are ready to facilitate change. Scholars are supported by a foundation that fosters high academic achievement, emotional, social, and spiritual intelligence; they are prepared to identify and accomplish their individual missions and goals. Graduates of a Global Leadership Academy Charter School enters the global community endowed with the intellect, knowledge, and skills that are necessary to carve out new paths and to lead.

The K-8 *Global Studies Curriculum* is designed to provide our scholars with an understanding of the world, with a focus on the development of individual leadership skills. The curriculum is aligned with *Pennsylvania Academic Standards* and *The Global Leadership Academy Core Leadership Competencies*.

History, social studies, geography, governance, economics, leadership, and civics topics provide the foundation for study. These topics are addressed across all grade levels; instruction is designed to facilitate critical thinking, inquiry and an understanding of significant human and global issues, as well as current and historical events.

The curriculum requires in-depth study. This facilitates deeper understandings and helps scholars learn, retain, and apply knowledge to their lives outside of school. Strategies which facilitate leadership and participation in school and community affairs provide the foundation for the curriculum.

Kindergarten scholars begin the year learning about family and the local community. These studies continue throughout the year with a focus on families and communities in Chile and Kenya. First graders also learn about the community. Traditions in Japan, France and Costa Rica are highlighted. Second graders learn about communities in Mexico, Morocco, and Italy, with an emphasis on arts and architecture.

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Beginning in grade three, scholars are introduced to ancient culture. At this level attention is placed on ancient history and archaeology in Brazil, Egypt, and Greece. Scholars in grade four begin the year learning about Pennsylvania history, civics, and governance. These topics are taught throughout the year as they learn about Spain and Tanzania. Grade five scholars study Nigeria, Haiti, and India through the lens of culture, politics/governance, and socioeconomics.

In grade six, the year is spent learning US history. Topics including nation building, war and peace, civil rights and modern-day America are studied. The year culminates with an excursion to Atlanta and Tennessee where scholars follow the Civil Rights journey of Dr. Martin Luther King, visit Historically Black Colleges/Universities, and perform community service.

The seventh-grade year is designed to teach the scholars about conflict and economics. The year is spent focusing on Ghana, Canada/Bahamas, and South Africa. Issues around the enslavement of Africans are addressed. The year culminates with a trip to Canada where the scholars visit sites along the route of the Underground Railroad.

Eighth grade scholars continue to study conflict, politics, and governance through an examination of Israel/Palestine, Bahamas, and China. The year culminates with an excursion to the Bahamas where scholars visit Middle Passage sites, museums, and a school. The scholars perform community service as a part of the excursion.

As noted above, in the upper grades the year culminates with international excursions. These excursions provide our scholars with a privileged opportunity to not only learn about, but to submerge themselves within the cultures and customs of a foreign nation. It is our hope that this program of study and world travel experience will give our scholars a real-life opportunity to identify themselves through a "global lens" and will prepare them to lead and live as citizens of the world

***Please Note:**

All global excursions are an instructional requirement, but they are a privilege and not a right. Scholars who are ineligible to participate in global excursions due to conduct or low academic performance or whose parents choose for them to not participate are subject to reduction in overall grade.

LEADERSHIP DEVELOPMENT CURRICULUM

Global Leadership Academy Charter School strives to develop in every K-8 scholar an awareness of his or her own leadership potential and to create a spirit of leadership in the GLA community. Global Leadership Academy believes that Leadership Development, as an instructional goal theme:

- Assists young people in developing essential leadership skills that enable them to act responsibly in all aspects of their lives.
- Develops citizens who possess the leadership abilities to meet present and future challenges in a global society; and
- Provides scholars with opportunities to learn and practice essential leadership skills within a learning community

Core Competencies

1. Developing Knowledge of Self and Others. Leadership requires knowledge of self and knowledge of others. Knowledge of self assists scholars in clarifying their identity, self-image, and roles in a variety of expanding communities. Scholars can assess their present strengths and weaknesses and realize their potential for leadership. Knowledge of others encourages scholars to consider and understand the way others view and respond to the world at large. Effective leadership rests in the ability to combine knowledge of self and knowledge of others to advance both personal and group goals.

2. Defining Leadership. Leadership is a process rather than an event. As situations change, roles and behaviors of leaders and followers may also change. In defining leadership, scholars learn that respected leaders act ethically and model responsible behavior. Scholars work to understand that active leadership may involve personal and public risks and opportunities. While leadership demands no specific age, gender, ethnicity, religion, or political affiliation, scholars learn that these elements may influence an individual’s leadership style.

3. Developing Leadership Skills and Practices. Effective leaders use personal skills that can be acquired by all scholars. These essential skills include developing a vision, motivating others, taking initiative, communicating effectively, setting goals, making decisions, managing resources, and facilitating the development of additional leaders. When practiced within the context of scholars’ primary social groups, these skills will build competence and confidence that prepare scholars to assume a variety of leadership roles.

4. Practicing Leadership through Service. Leadership through service creates the opportunity for scholars to practice and continue to develop leadership skills. It allows them to define *community* and to assess community needs. Service leadership enables scholars to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the responsibilities and roles of responsible citizens. Leadership through service also encourages scholars to become altruistic leaders by providing opportunities for volunteerism.

SECTION II: SCHOOL OPERATIONS

Daily hours of scholar attendance are 8:00 a.m. to 4:00 p.m. The Board of Trustees of Global Leadership Academy Southwest requires that all scholars enrolled at GLASW attend school daily and on time in accordance with the compulsory attendance laws of the Commonwealth of Pennsylvania. Parents and/or guardians are required to ensure that their children attend school each day and for all hours and periods that it is in session. The educational program offered at GLASW is based upon the attendance of the scholar and requires continuity of instruction and classroom engagement.

ARRIVAL

School begins at 8:00 AM.

BREAKFAST

Breakfast is served daily between 7:45 am and 8:00 am in the cafeteria

MORNING PROGRAM

The Morning Program will begin each day with Harambee Circle. The program will begin with the Pledge of Allegiance and GLASW School Pledge. During the announcements all scholars are expected to remain silent and concentrate on what is being said. All classes are expected to participate in Harambee Circle on time. Each class will be given the opportunity to provide leadership for the morning program. If a scholar does not participate in the Pledge of Allegiance, they are still expected to stand silently until that component of Harambee has concluded.

DISMISSAL

Dismissal time is 4:00 PM, except on designated staff professional development days.

WEDNESDAY EARLY DISMISSAL

Scholars are dismissed every Wednesday at 12:00 Noon, for staff professional development, unless otherwise outlined on your school calendar

FEE FOR LATE PICK-UP FROM CHILD CARE AND/OR EARLY ARRIVAL

The hours that are contracted for childcare are the hours in which your child(ren) should attend school. Because staff is scheduled accordingly, dropping off your child(ren) prior to 7:45 AM or picking them up after 4:00 PM significantly impacts all involved.

LATE FEES CONTINUED

A fee will be assessed after 4:15 PM and between the hours of 7:30 AM and 7:45 AM. Fees are due upon pick-up. Late pick-up times will be determined by the clocks in the school building, not according to personal watches, clocks, or cell phones. Any outstanding bills will result in your child’s record being withheld. This includes report cards and transcripts.

EARLY DISMISSAL POLICY

When it is necessary for a parent to request the early dismissal of his/her child, the parent or a responsible adult listed on the emergency contact form (defined as 18 years or over with valid picture i.d.) must come to the school to sign out the child. No child will be released to another student or by a phone call. This is the only way we can release a child during the school day. **We cannot honor Early Dismissals beyond 3:10 P.M. daily as it interferes with typical dismissal.**

Please Note: All parents and designated persons to pick up scholars must report directly to the Main Office and are not allowed in classrooms. This is a safety precaution, and we expect everyone to adhere to it or administrative consequences may be necessary.

TRANSPORTATION

Global Leadership Academy Southwest is a neighborhood school; therefore, the school DOES NOT provide transportation for scholars who live more than 1.5 miles away from the school. Scholars may be eligible for a “Septa Key Card Pass”. If you have questions regarding transportation services for scholars living more than 1.5 miles from the school or scholars receiving special services, please contact Ms. Tanner in the main office via email at mtanner@ga-schools.org.

EXPECTATIONS FOR SCHOLARS WHO ARE ELIGIBLE FOR SCHOOL BUS SERVICES

- Be at the bus stop ten minutes early. You should not run to board the bus. Wait for the bus in an orderly fashion in your assigned area. Pushing, shoving, or creating a disturbance might result in injuries.
- Take your seat immediately. Remain seated while the bus is moving or when instructed to do so by the driver or other authorized individual(s) assigned for that purpose.
- Enter and leave the bus only at the front door and only after the bus has come to a full stop. In case of an emergency, you may be given other instructions.
- Always keep your head and arms inside the bus windows. Throwing objects, no matter how small, is extremely dangerous.
- Save your lunch and snacks until you arrive at your destination. Eating and drinking are not allowed on the school bus.

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- Avoid shouting and other loud noises. In addition to disturbing others, loud noises could distract the driver and cause unsafe operation of the bus.
- Leave the bus in a quiet and orderly manner. Join your schoolmates in the schoolyard or go directly to class if class has begun.
- Be very careful when crossing streets. Be safe that you look in both directions.
- Pay attention to the instructions of the bus driver or other authorized individuals. They are responsible adults concerned about your safety. Please understand that scholars who violate these rules may lose their riding privileges for a period, or permanently. If a scholar is removed from a bus, it will be the responsibility of the parent to make provisions for transporting their child to and from school. Parents are also reminded that under Pennsylvania State Law they are not permitted to board a school bus without permission.

UNIFORM POLICY/DRESS CODE- UNIFORMS, GROOMING & ACCESSORIES

To promote achievement of high academic standards free from distractions, GLOBAL LEADERSHIP ACADEMY SOUTHWEST Board of Trustees has adopted a uniform policy designed to reduce distractions and competition.

ALL SCHOLARS ARE REQUIRED TO WEAR THEIR UNIFORM DAILY -- AND APPROPRIATELY AT ALL TIMES. Uniform changes or modifications are never allowed unless approved by school administration.

Scholars who do not follow the uniform policy will be removed from class, and their parents will be contacted to bring scholars the proper uniform components. Interpretation of the Dress Code is at the CEO and staff's discretion and their decision is final. *Scholars who repeatedly violate the uniform policy will receive other consequences, including but not limited to detention, loss of socialization privileges, loss of trip privileges and exclusion from other special school activities.*

Boy Scholars:

- Wear blazer/sweater on the entire portion of their upper body
- Wear Blazer/Sweater sleeves in their original state and are to never wear them rolled or altered
- Wear blazer/sweater collars in their original state and are never to be flipped up or altered
- Wear pressed shirts daily
- Wear shirts buttoned from collar to tail
- Wear shirts tucked into trousers (pant) at all times
- Wear collars buttoned at all times
- Wear ties/bow ties daily

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- Wear ties adjusted for proper fit
- Wear belts always
- Wear trousers (pant) pressed, zippered, and fastened at all times
- Wear trousers (pant) in their original state and never rolled up or altered in any way
- Wear trousers (pant) that are not tattered in any fashion
- Wear black or gray socks

Girl Scholars:

- Wear blazer/sweater on the entire portion of their upper body
- Wear Blazer/Sweater sleeves in their original state and are to never wear them rolled or altered
- Wear blazer/sweater collars in their original state and are never to be flipped up or altered
- Wear pressed shirts daily
- Wear shirts buttoned from collar to tail
- Wear shirts tucked into skirts at all times
- Wear collars buttoned at all times
- Wear ties daily if applicable
- Wear ties buttoned at all times
- Wear ties adjusted for proper fit
- Wear skirts/jumpers pressed at all times
- Wear trousers (pant) during the specified time period only and in their original state and never rolled up or altered
- Wear trousers (pant) that are not tattered in any fashion
- Wear Gray (7th-8th) stockings or socks at all times

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GIRLS K-2

Plaid Jumper
Peter Pan Collared Blouse (yellow)
Red Cardigan w/ logo
School Shoes, socks/stocking (Navy Blue ONLY)

GIRLS (3-5)

Plaid Uniform skirt
Oxford uniform blouse w/ school logo (yellow)
Red V-Neck Sweater w/ school logo
School Shoes, socks/stocking (Navy Blue ONLY), tie (plaid)

GIRLS 6-8

Gray Uniform Skirt
Oxford uniform blouse w/ school logo (white)
Navy Blazer w/ school logo
School Shoes, socks/stocking (gray ONLY), tie (red & gold striped)

BOYS (K-2)

Gray Uniform Pants
Dress shirt w/ school logo (yellow)
Red V-Neck Sweater w/ school logo
School Shoes, socks (dark colored), belt, bow ties (plaid)

BOYS (3-5)

Gray Uniform Pants
Oxford uniform shirt w/ school logo (yellow)
Red V-Neck Sweater w/ school logo
School Shoes, socks (dark colored), tie (plaid)

BOYS (6-8)

Gray Uniform Pants
Oxford uniform shirt w/ school logo (white)
Navy Blazer w/ school logo
School Shoes, socks (dark colored), tie (red & gold striped) (bow ties)

SHOES

Black school shoes only. Sneakers, sneaker type shoe, including canvas or cloth, shoes with rubber bottoms, high or low heels, sandals (pumps), flip-flops, or wedge heeled shoes are not permitted.

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GYM ATTIRE (Boys and Girls)

Navy Blue Sweatpants with logo (Navy Blue Sweatshirt with logo)

Grey Shirts with the school logo

(Summer) Navy Blue Shorts with the school logo

Black Sneakers are required (no other colors will be acceptable)

Logos other than the school logo are not permitted.

Long sleeve shirts/thermals are not to be worn underneath gym T-Shirt

Footless tights, boots, undershirt sleeves (i.e., thermal long john shirt) are prohibited to be worn during the school day

GIRLS GROOMING & ACCESSORIES

Hair should be clean and neat at all times

Hair is not to be colored or highlighted in any flamboyant colors

(Red, orange, purple, pink, yellow, etc.)

Hair accessories should be minimal

For safety purposes no hoops or dangling earrings bigger than a quarter allowed.

No body piercings allowed to be seen

One small pendant on a light chain may be worn inside the uniform shirt

Wristwatches may be worn BUT Bracelets are PROHIBITED

Cosmetics/make-up is PROHIBITED

No head-wear, that is not religious, is allowed to be worn inside of the building. (This includes, but is not limited to, hats, scarves, wraps, do-rags, wave caps, etc.)

BOYS GROOMING

Hair should be clean and neat

Hair is not to be colored or highlighted

No Mohawks or other flamboyant hairstyles are allowed

(Excessive parts, levels or other innovative hair designs)

No body piercings allowed

Tattoos in permanent or stick-on form are PROHIBITED or must be covered at all times

One small pendant on a light chain is allowed

Wristwatches may be worn BUT bracelets are prohibited

No head-wear, that is not religious, is allowed to be worn inside of the building. (This includes, but is not limited to, hats, scarves, wraps, do-rags, wave caps, etc.)

RELIGIOUS UNIFORM ADJUSTMENTS

GLASW respects all religious rights regarding school uniform in accordance with our approved board policy as outlined below. Any scholar who has a religious belief that requires an alteration to the scholar uniform must follow school-issued requirements. **Please note that we permit adjustments and additions to the above outlined uniform for religious practices, but WE DO NOT PERMIT substitutions of the entire uniform for any form of religious garb.** Parents with concerns regarding religious dress are encouraged to discuss them with the school CEO or Principal.

- Hijab and Khimar: permitted to be worn in solid colors of Blue or Gray **ONLY**
- Kufi: permitted to be worn in solid colors of Black, White, or Gray **ONLY**
- Skirts: are permitted to be extended in length, but **MUST BE THE SAME PATTERN AND COLOR** as the authorized uniform skirt, which is red and blue plaid or solid gray
- Religious garb is to be solid gray or uniform colored plaid and must be worn with all other uniform components, such as school issued sweater, blazer, shirts, shoes, etc.
- Scholars MAY NOT dress in any religious garment that is not in accordance with the uniform color or policy, which includes substituting the uniform for full white or black garb.

*****Please Note: no other uniform alterations or alternatives are permitted.**

***** Scholars have the right to dress in accordance with their stated gender identity and/or expression within the constraints of the school’s dress code.**

GUIDELINES FOR SCHOLARS ON DRESS DOWN/SPECIAL DRESS DAYS

Dress Down or themed days are a privilege not an obligation. Only scholars with satisfactory character will participate in these activities at the discretion of the Teacher/ Academy Leader

- No frayed or torn clothing
- Shorts or skirts must be worn to the knees
- No tank tops or spaghetti straps
- No shirt that is too short to tuck in
- No tops that are too revealing, provocative, or display inappropriate language or graphics
- No flip flops, open toes, heels, or sandals allowed at anytime

Please Note: Scholars who are not dressed appropriately will receive a phone call home to have the proper attire or components brought to school for the scholar to change into, or to be picked-up from school.

Please label all clothing item with scholar’s name. GLOBAL LEADERSHIP ACADEMY SOUTHWEST is not responsible for any lost or stolen items.

NON-COMPLIANCE OF THE UNIFORM POLICY

Scholars who fail to dress as required may be subject to corrective measures or disciplinary action which may include:

- Receiving a Character Conduct Violation (Branching Minds)
- Parental contact
- Assignment to the Reflection Area for the day
- Conference with the School Climate & Culture Coordinator/
Principal
- Loaner uniform from the school uniform bank (if available)
- Loss of privileges
- Exclusion from athletic participation
- Detention
- Exclusion from activities and trips

FIRE DRILL, SHELTER IN PLACE, AND LOCKDOWNS

FIRE DRILL

Fire Drill is the process of evacuation from a building in preparation, in the event there is ever a fire that occurs. Fire Drills are conducted monthly based upon fire codes and standards. Scholars must follow the teacher’s directions and exit procedures posted in each classroom.

SHELTER IN PLACE

Shelter in place is a process for taking immediate shelter in a location readily accessible to the affected individual by sealing a single area (an example being a room) from outside contaminants and shutting off all HVAC systems. These actions would generally be taken after a chemical accident or terrorist attack. Depending on the exact situation, everyone within a specific distance of the incident may be ordered to shelter in place or people within a closer

range may be ordered to evacuate while everyone else shelters in place. Sheltering in place is generally only used for a short period of time. This drill will take place twice per academic year.

LOCK DOWN

Lock Down is an emergency protocol to prevent people or information from escaping, which usually can only be ordered by someone in command. They are also used to protect people inside a facility from a dangerous external event: in the United States, schools practice lockdowns in the wake of the Columbine High School massacre where potential assailants who were possessing firearms, (with a hostile intent), entered the school, or from an internal event; prison facilities also practice lockdown procedure on their inmates when faced with rioting or unrest. This drill will take place twice per academic year.

INCLEMENT WEATHER OR EMERGENCY SCHOOL CLOSING

Global Leadership Academy Southwest will report emergency school closings as early as possible to KYW. **GLA Southwest emergency closing Number is #1494 on KYW.** These numbers will be reported on television or radio (1060AM Dial) stations as well, in the case of an emergency closing. Inclement weather may affect the start or end time of the school day.

VISITOR PROCEDURES

Parents/guardians are encouraged to make arrangements to visit the school and meet with teachers and administrators about their scholar’s progress. To ensure that all our buildings are safe and successful learning environments, all visitors must first report to the Front Desk to sign in and to obtain a visitor’s pass prior to visit any part of the building. Valid Identification (ID) must be presented to complete the check-in process for visitation. Any visitor who refuses to comply with these safety mandates will not be allowed access to the facility. Authorities will be contacted if necessary.

Parents who wish to have conferences with teachers must call, email, or text the teacher/school to make an appointment ahead of time. The instructional block will not be interrupted or compromised. School administrators cannot guarantee a meeting at the time of an unscheduled visit but will respond to your concerns as soon as possible.

*** It is expected that all visitors will follow these procedures and will always conduct themselves in an appropriate manner. Profanity, threats, verbal and written offensive

communications and any other inappropriate actions will not be tolerated and will result in parental exclusion from the school building and activities for the safety of scholars and staff for a period of time, the duration of the school year, or indefinitely depending on the circumstances. During the exclusionary period, the parent will not be able to enter school property or attend any school events without an appointment approved by the school CEO. If necessary, parents/guardians will also be referred to the Philadelphia Police Department, charges will be filed, and a restraining order will be executed.

MESSAGES FOR SCHOLARS

When a message must be given to a scholar, we must locate the scholar and call the classroom. During class time, lessons to 24 other scholars are interrupted to relay the message. Thus, not only does the scholar receiving the message miss important instruction, but others do as well.

GLASW’s policy therefore is to NOT interrupt class to give a scholar a phone message. Scholars will be given messages during their lunch period or another designated time. Scholars are not allowed to receive calls from their parent/ guardian on personal cellular phones/ electronic devices while in the school building or before the end of the dismissal process.

SECTION III: ATTENDANCE, LATENESS AND EARLY DISMISSALS

ATTENDANCE

For children to do well in school, they are required to attend school at a 95% rate during the calendar year. Global Leadership Academy Charter School's responsibility is to create a welcoming and stimulating learning environment that fosters the academic development of each scholar. It is the responsibility of the parent (or guardian) to make sure that the scholar is at school on time, well-rested and ready to learn each day.

The school day begins promptly at 8:00 a.m. and ends at 3:45 p.m. The scholar's presence for the entire day is necessary to receive the entire day's instruction. Parents are strongly encouraged to schedule medical appointments outside of the school day. If that is not possible, every effort should be made to bring the scholar to school after the appointment or schedule appointments as late in the day as possible.

Regular attendance at school for scholars between ages 6 and 17 is compulsory by law and is a serious matter which requires reporting of scholars and parent/guardian who are chronically absent without excuse. This may lead to the involvement of courts may also result in penalties imposed on the scholar, his or her parent/guardian, or both.

As defined by the Pennsylvania Department of Education, “truancy” by a scholar of compulsory school age is “any unexcused absence from school.”

WHEN A SCHOLAR IS ABSENT FROM SCHOOL

Following a scholar's absence, the parent/guardian must immediately fill out the excused absence google form or send in doctor’s note upon a scholar's return to school stating the date and reason for the absence. **If a note is not received within three (3) days of scholar's return, the absence(s) will remain unexcused.**

EXCUSED OR LEGAL ABSENCES OR LATENESS

The following is a list of **excusable** reasons for absence, lateness, or early dismissal when the parent sends in a written note:

1. Scholar illness - a doctor's note is required if the absence is longer than five consecutive days. If there is a pattern of illness, a doctor's note is required also.
2. Serious illness or death of a family member
3. Doctor or other medical visit - a doctor's note is required upon return to school
4. Quarantine - a doctor's note is required upon return to school
5. Religious observances
6. Required court appearances

UNEXCUSED OR ILLEGAL ABSENCES OR LATENESS

All other absences are classified as unexcused and are considered to be illegal. Long-term absences for legitimate reasons will be handled on a case-by-case basis. The School Administration reserves the right to determine the validity of all excuse notes.

The following is a list of reasons **not excusable** for absence or lateness:

1. Woke up late

2. Out-of-town
3. Family travel
4. Family illness
5. Spending time at home with family members
6. Missing the bus (exception: if the SDP School buses are late or do not show up at designated stop) or other transportation issues

PROCEDURE/CONSEQUENCES FOR UNEXCUSED ABSENCES

- **Every unexcused absence** will result in a documented telephone call or other contact with the scholar's parent/guardian.
- GLASW will report unexcused absences directly to the Pennsylvania Department of Education through the Pennsylvania Information Management System (PIMS) system.
- At the **3rd unexcused absence**, GLASW will send the parent/guardian an official notice of the scholar's truancy, containing a description of the potential consequences that may ensue if the scholar becomes habitually truant (i.e. fines ranging from \$300 for the first offense up to \$750 for a third offense, community service, attendance at a course or program designed to improve school attendance, referral to county children and youth services, up to 3 days in jail for contempt of court, etc.).
- When the official truancy notice is transmitted to a person in parental relation to a truant scholar, who is not the biological or adoptive parent, the notice also will be provided to the scholar's biological or adoptive parent if the parent's mailing address is on file with GLASW and the parent/guardian is not precluded from receiving the information by court order.
- From the **4th unexcused absence**, GLASW will offer, in advance and in writing, a School Attendance Improvement Conference to the parent or guardian of a truant scholar in grades K-5 and, to the scholar to participate as well, if he or she is in grades 6-12. At the School Attendance Improvement Conference, the scholar's absences and reasons for absences will be examined. For scholar in all grade levels, an individualized School Attendance Improvement Plan will be developed using the same, or substantially similar, form prescribed by PDE, for the purpose of documenting the outcome of the conference. A Truancy Elimination Contract will also be developed for a truant scholar in 6th grade and above. Additionally, during the conference, a City of Philadelphia Department of

Human Services Parent/Guardian Consent to Disclose Educational Information form will be sought from the parent/guardian, should the scholar become habitually truant.

- From the **6th unexcused absence of a scholar with an IEP**, GLASW will convene, in addition to the School Attendance Improvement Conference, an IEP meeting for revisiting the scholar's IEP so that goals for attendance may be established.
- If the parent/guardian of a truant scholar decides not to participate or fails to attend the School Attendance Improvement Conference then, after attempts to contact the parent or guardian in writing and by telephone, GLASW must still hold such conference and develop a written School Attendance Improvement Plan.

When a Scholar is Habitually Truant (6+ Unexcused Absences)

- For a **habitually truant scholar under age 15, who has accumulated 6 or more unexcused absences**, GLASW either will refer the scholar to a school-based or community-based attendance program **or, upon accumulation of 10 unexcused absences for excessive truancy**, will refer the scholar to the county’s District Attorney’s office and/or the county’s children and youth agency (DHS) for services or for possible disposition as a dependent child. GLASW will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.
- For a **habitually truant scholar above age 15, who has accumulated 6 or more unexcused absences**, GLASW either will refer the scholar to a school-based or community-based attendance program **or, upon accumulation of 10 unexcused absences for excessive truancy**, will file a citation in Truancy Court against the scholar or the person in parental relation who resides in the same household as the scholar. GLASW will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.

When a Scholar is Excessively Truant (10+ Unexcused Absences)

- **After accumulation of 10 days of absence per school year, whether excused or otherwise**, a physician’s excuse will be required for any additional absences. Absences not covered by the appropriate documentation will be considered illegal.
- For an **excessively truant scholar under age 15, who has accumulated 10 or more unexcused absences**, GLASW will refer the scholar to the county’s District Attorney’s

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office and/or children and youth agency (DHS) for services or for possible disposition as a dependent child. GLASW will verify that official truancy notice were sent and that a School Attendance Improvement Conference was held. In addition, GLASW may bring to court the parent/guardian of an **excessively truant scholar under age 15 who has accumulated 10 unexcused absences**, by filing a citation in Truancy Court. GLASW will verify that that official truancy notice was sent, and a School Attendance Improvement Conference was held.

- For an **excessively truant scholar above age 15, who has accumulated 10 or more unexcused absences**, and who continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program or refuses to participate in a school-based or community-based attendance improvement program as recommended through the School Attendance Improvement Conference, GLASW may refer the scholar to the county’s District Attorney’s office and/or children and youth agency (DHS) for services or for possible disposition as a dependent child. When referring a **habitually or excessively truant scholar above age 15** to DHS or filing a citation with the Court, GLASW will verify that official truancy notice was sent and that a School Attendance Improvement Conference was held.
- GLASW will follow the Charter School Truancy Intervention Protocol (TIP) of Global Leadership Academy Southwest including, but not limited to, designation of an Attendance Designee and Court Representative, when referring habitually truant scholars of GLASW, who reside in Philadelphia, to DHS and/or to Truancy Court.
- While GLASW will not expel, suspend, reassign, or transfer a scholar for truancy, consistent with the attendance policy governing school attendance in Global Leadership Academy Southwest, excessive infractions of the policy requiring the attendance of enrolled scholars may constitute misconduct and disobedience to warrant the scholar's referral to the Disciplinary Committee of the Board of Trustees of GLASW. This may include any or all of the following:
 - Directing that the scholar report for detention(s)
 - Placing the scholar on probation
 - Suspending the scholar from no-academic school activities or extracurricular activities
 - Mandating attendance at an inter-session, Saturday school, or other additional session(s)

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- MTSS referral
- Retaining the scholar if excessive truancy results in consequent failure to achieve academic standards for promotion to the next grade; or
- Any other interventions and/or consequences as may be appropriate in order to deter additional unexcused absence (but which do not result in any more missed classroom instruction).

Any scholar who is illegally absent from school for 10 consecutive school days is subject to removal from the active roll of Global Leadership Academy Southwest, resulting in return of the scholar to his or her home school district, unless either of the following applies:

- The charter school has been provided with evidence that the absence may be legally excused; or
- Compulsory attendance prosecution has been or is being pursued.

22 Pa. Code § 11.24, “Unaccounted absences,” states: Scholars whose names are on the active membership roll, who are at any time in the school term absent from school for 10 consecutive school days, will thereafter be removed from the active membership roll unless one of the following occurs:

- GLASW has been provided with evidence that absence may be legally excused; or
- Compulsory attendance prosecution has been or is being pursued.
- The district has been provided with evidence that absence may be legally excused; or
- Compulsory attendance prosecution has been or is being pursued.

LATENESS

All scholars are considered late if they arrive to school after 8:20 A.M. During the first period the teacher will take attendance.

Scholars arriving after morning admission should immediately go to the designated area to sign the late book. During this time, scholars will be given a late slip in order to be admitted to class.

Note: Scholars who are late may not be allowed to go to their class immediately so as not to interrupt and disrupt the lessons of on-time scholars.

Scholars arriving late because of a doctor or dentist appointment must have a note and report directly to the main office.

EARLY DISMISSALS

Taking children from class before the regularly scheduled dismissal time interferes with the instructional time, they receive during the school day. We do understand that situations such as doctor or dentist appointments warrant a child to be picked up from school prior to the end of the day; however, we ask that the dismissals be as limited as possible.

- Send a note with the child stating the time the child will need to be dismissed and the reason for dismissal (the note should be submitted to the teacher)
- All scholars must be picked up by a parent or guardian for all early dismissals.
- If someone other than the parent or guardian is designated to pick up a scholar, parents must notify the **Attendance and Enrollment office** by 12:00 noon. (*Note: in cases of extreme emergencies, an exception may be made*)
- The adult should come prepared with proper identification.
- Scholars must be picked up **no later than 3:10 P.M** for an early dismissal on 4:00 pm dismissal days and **no later than 11:10 am** for an early dismissal on 12:00 pm dismissal days. **No early dismissals will be granted after 3:10 P.M.**
- **UNDER NO CIRCUMSTANCE WILL A SCHOLAR BE RELEASED TO ANYONE UNDER THE AGE OF 18.**

SECTION IV: ACADEMIC EXCELLENCE

Global Leadership Academy Southwest provides scholars with a rigorous and challenging curriculum uniquely designed to prepare them for high academic achievement in successive school environments. Our goal is to graduate scholars who not only had the opportunity to experience academic excellence, but who also have acquired the knowledge and skills necessary to thrive in high school and beyond.

For information about GLASW's curriculum, please contact your scholar's homeroom teacher.

HOMEWORK POLICY

Effective homework has a definite place in all schools. The GLASW way is quality not quantity. A home assignment should be made as an extension of school activities. Homework should provide an opportunity for scholars to become self-directing. There are many worthwhile home activities, which may be used to reinforce and enrich school experiences. We want to see subject integration, family involvement, extended activity, and meaningful planning in homework design. It is the GLASW Way that all scholars in grades kindergarten through eight have homework each evening, Monday through Thursday. Friday homework is left to each teacher's discretion. Homework reinforces the concepts taught in school during the day. Please take the time to review homework with your children every night. If your child states that homework is not given on any night, Monday through Thursday, please discuss this with your teacher. If this occurs on several occasions, please inform the Academy Leader or Principal. If your scholar cannot complete homework assignment successfully, independently, inform their teacher immediately.

MULTI-TIER SYSTEM OF SUPPORT

Global Leadership Academy Southwest's Multi-Tier System of Support (MTSS) includes identification procedures and strategies for determining the eligibility of our scholars to receive interventions, behavior modifications, special education services, academic acceleration, and gifted services. The scholar who performs above or below the norm of his or her peers deserves an appropriate individualized instructional education plan. Teachers will act, as the scholar's advocate by recognizing scholar's needs for greater academic support or challenge. In such cases, teachers will complete a referral form after speaking with parent/guardian and MTSS team.

The Multi-Tier System of Support (MTSS) requires educational interventions to be implemented in the general education classroom. Educating all scholars necessitates that teachers be able to use strategies that are appropriate for a variety of learning styles, needs, and characteristics represented in their general education classrooms. Effective accommodations benefit all scholars. The following are instructional strategies used in educating our scholar population in all content areas.

- * For large group instruction, combine modes of presentation; verbal directions combined with visual cues
 - * Provide visual demonstration of new techniques
 - * Use verbal prompts
 - * Preview major concepts and help scholars relate them to concepts and terms that are already familiar to the scholar
 - * Avoid continuous use of oral/auditory teaching
 - * Vary the mode of presentation; auditory learners require auditory cues; visual learners require sight cues; tactile learners require touching; kinesthetic learners require physical movement; many learners require multiple modes.
 - * Adjust language level so that concepts match the developmental and intellectual level of the scholars
 - * Limit number and length of directions
 - * Reinforce successive approximations to the targeted goal
 - * Give immediate feedback
 - * Break down tasks into small manageable units
 - * Review directions with individual scholars
 - * Assess, evaluate, and monitor scholar progress, adjusting instruction
 - * Move from the concrete to the abstract
 - * Apply skills to practical everyday experiences
 - * Provide peer tutors
 - * Assign a peer to act as a model and demonstrate correct response
 - * Use cooperative learning groups
- * Provide cues, gestures, and proximity positioning, to remain on task

REPORTCARD GUIDELINES

Global Leadership Academy Southwest utilizes a trimester reporting system. This means that the length of the school year will be divided into 3 relatively equal time periods. Interim reports will be distributed for all scholars two (2) times per year. At the end of each designated period, scholars will receive an official report of their performance in school. Satisfactory progress is defined as earning grades of 80-100 and by maintaining character points of 80 or above.

FIRST TRIMESTER

This period will cover approximately 12 weeks of instruction. At the end of the 1st Marking Period GLASW will host Parent Conferences with two weeks' notice – at which time the parent(s) will receive his / her child's report card for the 1st trimester.

SECOND TRIMESTER

The second period will cover approximately 12 weeks of instruction after the first twelve weeks. Parent conferences will be held after this trimester. If a scholar has not performed satisfactorily (earned a grade of 79 or above in any subject, met the 2nd or 3rd grade benchmark goals, and/or maintained a 79 or above in character) parents will be notified immediately, and the following is deemed mandatory to improve scholar progress:

1. "In Danger of Being Retained" will be notated on his / her report card
2. Scholar will automatically be enrolled in the recommended intersession program designed to aid the scholar in qualifying for promotion at the end of the 3rd trimester. **Be strongly advised, that participation in Intersession is strongly recommended, but does not guarantee promotion at the end of the academic school year.**

THIRD TRIMESTER

This period will cover approximately 12 weeks of instruction after the first twenty-four (24) weeks. At the end of the 3rd Marking Period scholars will receive a cumulative grade that averages their performance for the entire school year of instruction.

Toward the end of the 3rd trimester final decisions will be made regarding scholar promotion or retention. If a scholar is in danger of retention, or required to attend the 3rd intercession, parents will be notified prior to report card distribution.

Upon notification, parents will be required to attend a conference to discuss scholar options. The scholar's status, promoted or retained, will be notated on his / her report card.

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*******IMPORTANT NOTICE*******

Scholars who have not made growth in Reading by the end of each trimester are not eligible to receive higher than a “75” on their report card in reading

FOR K-6TH GRADE SCHOLARS WHO ARE PERFORMING BELOW GRADE LEVEL IN READING:

Scholars will receive 60% of their instructional grade and 40% of the assigned grade due to their IRLA if they are reading BELOW GRADE LEVEL.

Scholars who are not reading on grade level in reading will have their final grade adjusted using this formula:

$$(\text{Instructional Grade} \times .60) + (\text{Modified Grade} \times .40) = \text{Final Grade}$$

RELA Modified Grade Scale for Below Level Readers	
1-3 months worth of growth in reading level using IRLA	75
3-6 months of growth in reading level using IRLA	70
6-9 months of growth in reading level using IRLA	65
9 months-1 year of growth in reading level using IRLA	60

Example: It is the fourth month of school at GLOBAL LEADERSHIP ACADEMY SOUTHWEST. Child A is in 3rd grade and is reading at a 2.4 grade level using their results from IRLA. Their RELA grade denotes that this child is instructional performing at an 87% with teacher modifications. Let’s calculate this child’s final grade for their Report Card using the formula from above.
 $(87 \times .60) + (75 \times .40) = \text{Final Grade}$
 $(52.2) + (30) = \text{Final Grade}$
 $(82.2) = \text{Final Grade}$
82.2% is the Final Grade

Scholars who receive a modified RELA grade can still earn Honor Roll Distinction if the final grade meets the requirements

HONOR ROLL

At the end of each trimester, scholars who have met the following criteria will be recognized for their accomplishments and will receive an Honor Roll Certificate:

- ❖ All A’s = Distinguished or A’s and B’s = Meritorious
 - (No more than 2 B’s in one Trimester)
- ❖ Have maintained satisfactory attendance and lateness
 - (5 or less days absent/late for that trimester)
- ❖ Have maintained satisfactory character grades (80 or above)
 - If scholars have not maintained an 80 or above in character, they will not receive honor roll

SCHOLAR PLACEMENT

All new scholars will receive a reading inventory assessment and a mathematics placement test. Based upon the results of inventory scholars will be taught on the appropriate level. Scholars will be promoted in accordance with the completion of all necessary instructional programs. **Scholars who have not made a year’s worth of growth at the end of Grade 2 or 3 may not be promoted to the next grade based on our Board policy.**

CRITERIA FOR PROMOTION AND NON-PROMOTION

"Retention in grade level" and "failure" causing retention in grade level are not synonymous in concept. "Retention in grade level" implies that a scholar is receiving instruction appropriate to his/her "ability" to learn and "perform", although the instructional level may be significantly below the expected "average" norm. For example, a first grader at the end of the school year may be receiving instruction in reading at a pre-primer level and performing satisfactorily. However, that scholar may be a candidate for retention in grade level because he or she has not completed enough of the first-grade program to conjecture success in second grade. The scholar's second year in the same grade would continue at the point in which instruction terminated in the first year.

"Failure" implies completing a program unsatisfactorily. School employees shall exercise all available options not to place a scholar in a setting where failure is predictable. As a scholar matures and likewise demands more independence, he/she may choose not to comply with minimal standards of mandated program, although he/she has evidenced that his/her performance could be satisfactory. All effort shall be directed toward changing the "attitudes" that may have led to failure.

PROMOTION

Standard policy of the Charter School shall be to promote a pupil to the next grade level if, in the judgment of the teacher(s), the scholar's achievement and performance have been satisfactory at the expected level of learning and if the higher grade level is more easily able to accommodate the scholar at the appropriate level of instruction.

GRADE K SCHOLAR

- Received no less than 7 Proficient targets in any core subject (Reading, Mathematics, or Writing)
- Must receive no less than 8 Proficient targets in Character
- Must receive recommendation from administrator and teacher for promotion

The following guidelines identify Kindergarten scholars who may be recommended for summer school and/or retention in kindergarten:

A Kindergarten scholar lacking all or any combination of the skills needed for promotion (listed below) may be deemed suitable for recommendation to attend summer school and/or, upon written consent of his or her parent, a growth year in his or her current grade level as determined by the instructional staff. Before making such recommendation(s), such Kindergarten scholar will have been afforded additional instructional opportunities through a learning plan developed in MTSS and/or by, through or in conjunction with, the Instructional Support Team.

Academic Area	Grades Needed for Promotion
Letter Identification	Scholar can identify 26 out of 26 letters
Matching Sounds to Letters	Scholar can give the sound of 20 out of 26 letters
Independent Reading Level Assessment	Scholar reads at a level 1G or higher
Reading	Scholar is Proficient in 7 out of 10 Reading Readiness report card categories
Sight Word Recognition	Scholar recognizes 30 out of 60 IRLA Sight Words
Writing	Scholar is Proficient in 7 out of 10 Writing Readiness report card categories
Mathematics	Scholar is proficient in 7 out of 10 report card concept skills
Character/ Behaviors that Promote Learning	S Average (scholar has less than 5 N’s for character and work habits)
Attendance	Scholar has less than 5 unexcused absences

GRADES 1-7 SCHOLAR

- RECEIVED no final average below a 70% in any core subject (Reading, Mathematics, Science, Global Studies, or Writing)
- MUST demonstrate growth across curriculum assessments over the current academic year
- MUST receive recommendation from administration and teacher for promotion

GRADE 8 SCHOLAR

- MUST demonstrate growth across curriculum assessments over the current academic year
- RECEIVED no final average below a 70% in any core subject (Reading, Mathematics, Science, Global Studies, or Writing)
- MUST participate successfully in a service-learning project
- MUST receive administration and teacher recommendation for promotion/ retention

NON-PROMOTION

A scholar is retained in the present grade level, if in the judgment of the scholar’s teacher(s) and in consultation with the appropriate members of the professional staff, it is believed that the scholar can benefit by the retention, and if that present grade level can best accommodate the scholar at the appropriate level of instruction. Final determination made by Chief Executive Officer.

Factors to be considered in retention/failure of scholars:

- a. Mental potential
- b. Achievement/Performance
- c. Attitude/Interest
- d. Chronological age
- e. Development - physical, emotional, social
- f. Previous retention

SCHEDULE FOR REPORTING PROMOTIONS/NON-PROMOTIONS

Recommended Schedule: The following schedule is intended to outline the planning, evaluation and study that preceded the final recommendation for promotion or non-promotion of scholars. It is the policy of the Board that each scholar shall be moved forward in a continuous pattern of achievement and growth that corresponds with his/her own development and the system of grade levels and academic standards established for each grade. A scholar shall be promoted when s/he has successfully:

- Completed the course requirements at the presently assigned level.
- Achieved the academic standards established for the present level, based on the professional judgment of his/her teachers and the results of assessments.
- Demonstrated proficiency to move ahead to the educational program of the next level.
- Demonstrated the degree of social, emotional, and physical maturity necessary for a successful learning experience at the next learning level.

RETENTION STEPS

- Child has been reviewed by the MTSS Team who will then:
 - Notify parent of child’s lack of academic progress
 - Develop strategies and interventions to address child’s barriers of learning
 - Continuously monitoring child’s progress and provide assessment at MTSS reviews
- Retention requires recommendation of MTSS Team
- Notify parent in advance of the possibility of retention of a scholar by the end of 2nd trimester.
- Require that all retention decisions be finalized by the end of Spring Intersession
- The parent will have the right to appeal the MTSS team’s recommendation for promotion or retention.
- The CEO reserves the right to make the final decision.

INTERSESSION

GLASW has a year-round school model offering three intersessions throughout the school year: winter, spring, and summer. These intersessions operate from 8am to 12pm and transportation is not provided. During the winter and spring intersession we offer extracurricular activities for scholars for a small activity fee.

Also, during the winter and spring intersessions we offer tutoring in mathematics and language arts for scholars who are: (1) not performing at a proficient or advanced level on school wide or state testing; (2) who are reading one year or more below their suggested reading level according to the American Reading Company 100 Book Challenge; (3) have been recommended by their teacher(s) for varied reasons; (4) significant attendance issues.

During our summer intersession we provide enrichment for our extended school year scholars (ESY), scholars who are identified for the Academics Plus Program, and/or scholars who have been recommended for retention. Recommendations made for retention are not lifted due to the participation of a scholar in our summer intersession.

rites of passage

Global Leadership Academy Southwest does not host a standard “Graduation Ceremony” for eighth-grade scholars. We conduct a “Rites of Passage Ceremony”. We hold fast to the philosophy that children/scholars do not “graduate from the 8th grade,” but move forward and embark upon their high school journey. Upon completion of high school, they will graduate then, and will pursue their collegiate/post-high school endeavors.

The Rites of Passage Ceremony is based on various African traditions, customs and cultures and involves a variety of symbolism. There is a Libation Ceremony which begins the ceremony. Libation is a ceremony that gives every participant and attendee an opportunity to honor those individuals in their lives who have impacted/influenced them in a positive way. However, they are no longer present physically to share with them the joy of the event. This ceremony has no religious affiliation.

Water is utilized to represent the source of life and the sustainer. A plant is utilized to represent life itself. There is a sand crossing component to symbolize the completion of one journey and the embarking on the next.

We take pride in our Rites of Passage Ceremony, and it has been a part of the culture since GLASW’s inception. Rites of Passage is a special INVITATIONAL PROGRAM based on criteria that

is outlined in portfolio requirements. **IN ADDITION TO PORTFOLIO REQUIREMENTS** please note the following:

- A scholar failing two (2) subjects (Major) will not be eligible for promotion to the next grade and will not be permitted to participate in Rites of Passage.
- Scholars must maintain satisfactory character points (70% or higher 2/3 Trimesters) based on our character point grid to participate in Rites of Passage.
- Rites of Passage is not a right, but a privilege and scholars who have not earned their participation in Rites of Passage will not be allowed to participate.
- All final decisions on scholar participation in the Rites of Passage ceremony will be at the discretion of the CEO/Principal.
- Scholars that have two (2) or more unsuccessful trimesters (70% or below) in Character Grade will not be permitted to participate in Rites of Passage or any other Closing Ceremony Activities.

STATE MANDATED TESTING ELECTRONIC DEVICES

To maintain an optimum testing environment for scholars, the Pennsylvania Department of Education has stated that schools are required to develop and implement procedures preventing the use of cell phones and electronic devices during PSSA and Keystone Exams. Global Leadership Academy Southwest has adopted a new cell phone/electronic device/camera policy for PSSA and Keystone testing. Because of the serious implications that may occur as a result of the regulations on cell phones, electronic devices, and cameras in school buildings, GLASW has adopted a strict process for cell phones, cameras, and all other electronic devices during testing.

During testing, scholars may not have a phone, electronic device or camera on their person. When scholars enter the testing site, scholars will be directed to turn in any cell phones, paging devices or any other electronic devices where they will be securely stored. At the end of testing, scholars will be personally handed their devices.

If a scholar fails to turn in their phone, camera or other electronic device, his/her test will not be scored, and disciplinary action will take place. This rule applies to areas outside the testing room such as restrooms, cafeteria, etc. No exceptions will be made.

All stakeholders must understand that the integrity of the test cannot be compromised. PDE asks for full adherence, as does Global Leadership Academy Southwest, with this policy.

According to the state regulation, if a scholar displays, turns on or uses paging / texting / photography devices during the administration of a PSSA or Keystone test (in any area of the campus including restrooms, cafeteria, hallway, etc.), the scholar’s test will be coded as an “O”. This code designates a test administration irregularity and determines that scholar’s test will not be scored by the state.

PARENT VIEWING OF STATE-MANDATED TESTING

Any parent who wishes to view the PSSA or the Keystone Exam must schedule an appointment with the testing coordinator during the viewing window. To ensure the security and confidentiality of the assessment, the following procedures will apply:

1. Before inspection of the assessment, the parent is required to sign a Security Certificate or Confidentiality Agreement, that he or she will not discuss, disseminate, or otherwise reveal the content of the assessment to anyone, including his or her own child(ren).
2. The testing coordinator and community coordinator will escort the parent during his or her visit to the Community Room where the assessment can be viewed.
3. At no time will the parent be left alone with the assessment at any time during the visit.
4. Parent will not be allowed to write notes or receive photocopies of the test.
5. While inspecting the assessment, the parent will not be allowed to be in possession of any electronic device which can be used to photograph or duplicate test materials, access the Internet, or communicate with others. Prohibited electronic devices during inspection of the assessment by a parent include, but are not limited to cell phones, smart phones, E-readers, Nooks, Kindles, iPads, iPods, tablets, and camera-ready devices.
6. The parent will be required to log into the test coordinator's book with the date, time and test that was reviewed.

OPTING OUT OF THE PSSA

The Pennsylvania System of School Assessment ("PSSA") is a state-mandated standardized assessment. Under 22 Pa. Code Section 4.4, a parent has a right to have his or her child excused from the PSSA, if the state assessment conflicts with the parent's religious beliefs. Global Leadership Academy Southwest's policies and procedures for a parent who may be considering refusing his or her child from taking the PSSA are as follows:

1. The parent/guardian must send a written request to the CEO, stating that the parent/guardian believes that the PSSA may conflict with the parent/guardian's religious beliefs and that, therefore, the parent/guardian requests an opportunity to

- inspect the assessment. A written statement is needed that simply states, "I am informing my Scholar's School of my intent to refuse my scholar from taking the PSSA on religious grounds if, upon inspection of the assessment, the assessment is in conflict with my religious beliefs." GLOBAL LEADERSHIP ACADEMY SOUTHWEST may not question the beliefs of the scholar's parent/guardian.
2. Opportunity to review the assessment by a parent/guardian who believes that it may conflict with religious beliefs will be scheduled before the assessment window.
 3. The PSSA is copyrighted property of the Commonwealth of Pennsylvania. Copying or duplicating material from the assessment is a violation of the federal Copyright Act. Penalties for violations of the Copyright Act may include the cost of replacing the compromised test item(s) or fines of no less than \$750 up to \$30,000 for a single violation. 17 U.S.C. Section 101 et seq.
 4. In order to ensure the security and confidentiality of the assessment:
 - Before inspection of the assessment, the parent is required to sign a Security Certificate or Confidentiality Agreement, that he or she will not discuss, disseminate, or otherwise reveal the content of the assessment to anyone, including his or her own child(ren).
 - The testing coordinator and community coordinator will escort the parent during his or her visit to the Community Room where the assessment can be viewed.
 - At no time will the parent be left alone with the assessment at any time during the visit.
 - The parent will not be allowed to write notes or receive photocopies of the test.
 - While inspecting the assessment, the parent will not be allowed to be in possession of any electronic device which can be used to photograph or duplicate test materials, access the Internet, or communicate with others. Prohibited electronic devices during inspection of the assessment by a parent include, but are not limited to cell phones, smart phones, E-readers, Nooks, Kindles, iPads, iPods, tablets, and camera-ready devices.
 - The parent will be required to log into the test coordinator's book with the date, time and test that was reviewed.
 5. If, after inspecting the PSSA, a parent still wishes for his or her child to be excused from taking the assessment, the parent must submit another written request to the CEO prior to the assessment window. Simply needed is a written statement stating, "After inspection of the PSSA, I am informing my Scholar's School of my intent to refuse my scholar from taking this assessment because it is in conflict with my

religious beliefs." GLOBAL LEADERSHIP ACADEMY SOUTHWEST may neither question the beliefs of the scholar's parent nor deny the exemption claimed for his or her religious beliefs.

6. Any scholar who is exempted from the PSSA due to parent refusal on religious grounds will be provided with an alternative learning environment during the assessment.

SECTION V: SPECIAL EDUCATION

A special education program is designed to meet a scholar's unique needs if the scholar qualifies for special education. To qualify for a special education, a scholar must be diagnosed with an intellectual disability, emotional disturbance, orthopedic impairment, hearing impairment, deafness, speech or language impairment, visual impairment including blindness, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities. Diagnosis is generally made by the school psychologist through the evaluation process, but also by a child's own physician, psychologist, or mental health provider. A scholar must not only be diagnosed with at least one of these disabilities, but also must be determined to need special education and related services -- which determination is made by the child's parent and a school team of qualified professionals. All scholars who are eligible for special education have the right to a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

REQUEST FOR SPECIAL EDUCATION EVALUATION

A school professional may recommend that a child be evaluated to determine if the scholar has a disability. Parents/guardians may also contact the child's teacher or another school administrator to request an evaluation. This request may be verbal, but it's best to put it in writing. Once the written or verbal request is made, within 10 days the school will either issue a "Permission to Evaluate" (PTE) or a Notice of Recommended Educational Placement (NOREP) to explain, in writing, why the evaluation request is denied. For questions, please contact the Special Education Compliance Monitor assigned to your scholar's school.

REQUEST FOR 504 SERVICE PLAN

A parent/guardian can request for their scholar to have a 504-service plan. The request should be made in writing and the parent/guardian should include any relevant medical records along with specific services or accommodations the parent/guardian believes the scholar needs and/or the modifications the parent would like the school district to make if the parent/guardian is requesting a modification. These requests can be provided to the scholar’s teacher, special services liaison, or another school administrator.

REQUEST FOR LANGUAGE ACCESS

Parents/guardians have the right to communications and information from the school in their preferred language. If parents/guardians speak and/or write a language other than English, an interpreter must be provided for calls and meetings with school staff, and written communications from the school must be translated into their preferred language. Teachers and school staff should use multiple resources to provide language access, such as Language Line, bi-lingual counseling assistants, and translation request forms to engage with the school’s English learners and multilingual parents/guardians. Schools must record a parent/guardian’s preferred language and provide parents/guardians information about their rights to language services and how to access resources in their preferred languages.

OVERVIEW OF THE SPECIAL SERVICES PROCESS

SCREENING

Systematic screening activities are undertaken when teachers or parents note concerns regarding a scholar's academic performance and/or functioning:

- Review of scholar data (cumulative records, enrollment records, health records, and report cards) of newly enrolled scholars.
- Hearing Screening
- Vision Screening
- Motor Screening
- Speech and Language Screening
 - Academic Screening

EVALUATION

When the screening is reviewed through the MTSS (Multi-Tier Support System) and it indicates that a scholar may need specialized instruction, a Permission to Evaluate (PTE) will be issued to

seek parental consent to conduct an evaluation. Once parental consent for an evaluation is obtained, the school follows timelines and procedures as specified by law. The Evaluation will include measures to determine whether a scholar has a disability and requires specialized instruction or needs any related services. The evaluation must be conducted in accordance with specific timelines under the protection of procedural safeguards. The evaluation process results in a written evaluation report called an Evaluation Report (ER). This report makes recommendations about a scholar's eligibility for special education services based on the presence of a disability and the need for specially designed instruction.

When screening through the MTSS indicates that a scholar exhibits characteristics associated with superior intellectual potential, a gifted PTE (Permission to Evaluate) will be issued. An evaluation will be completed which includes measures to determine a scholar's cognitive ability and their advanced academic achievement. The evaluation process results in a (GWR) Gifted Written Report. This report makes recommendations about a scholars' eligibility for gifted education services. Gifted education services may be provided inside the regular education classroom.

EDUCATIONAL PLACEMENT

An Individualized Education Program (IEP) team makes the determination of whether a scholar is eligible for special education. A single test or procedure may not be the sole factor in determining that a scholar is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one regular education teacher of the scholar (if the scholar is, or, participating in the regular education environment), one special education teacher and a representative of Global Leadership Academy Southwest. If the scholar is determined to be eligible for special education services, the IEP team develops a written education plan called an Individual Education Program (IEP). The IEP shall be based on the results of the multidisciplinary evaluation.

An IEP describes a scholar's current educational levels, goals, objectives, and the individualized programs and services, which the scholar will receive. IEPs are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of intervention and the location of the intervention. Placement must be made in the least restrictive environment in which the scholar's needs can be met with special education and related services. All scholars with disabilities must be educated to the maximum extent possible with children who are not disabled.

The IEP team may decide that a scholar is ineligible for special education services. In that instance, recommendations for educational programming in regular education may be developed.

Parents who think their child is eligible for special education services may request, at any time, that GLASW conduct a multi-disciplinary evaluation. Requests for multi-disciplinary evaluation should be made in writing to the Special Education Coordinator or the Principal. If a parent makes an oral request for a multidisciplinary evaluation, GLASW will provide the parent with a PTE form to obtain written permission to begin the evaluation process. Parents also have the right to obtain an independent educational evaluation.

Please refer to the below Annual Public Notice for additional information on Special Education Services and Programs.

ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES & PROGRAMS

Each school district, intermediate unit and charter school must establish and implement procedures to identify, locate and evaluate all scholars who may need special education, related services, or other accommodations because of a scholar's disability. This notice, highlighting special education services and identification activities and procedures, is provided to help identify these scholars, aid parents, and to describe parental rights concerning confidentiality of information, which is maintained not only during the identification process, but also throughout scholars' enrollment.

The content of this notice has been written in English. If a person does not understand any part of this notice, they should contact any individuals at the address and telephone number listed at the end of this notice and request an explanation.

IDENTIFICATION ACTIVITY (CHILD FIND)

"Child Find" or identification activities are performed to find a scholar who is suspected as having a disability that would interfere with his or her learning unless special education programs and related services, or other accommodations, can be provided and a free appropriate public education ("FAPE") can be made available. The types of disabilities, that if found to cause a scholar to need services are: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning

disabilities, speech or language, traumatic brain injury and visual impairment including blindness.

The identification activities are sometimes called screening activities and may include reviewing group data, conducting hearing and/or vision screening, assessing a scholar's academic functioning, observing the scholar, and determining his or her response to attempted redirection and/or remediation.

Once identified as a scholar who is suspected of having a disability, he or she is evaluated by the school, but only if the parent has given consent to proceed with the evaluation process. GLOBAL LEADERSHIP ACADEMY SOUTHWEST cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of a scholar's parent. For additional information related to consent, please refer the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net. Once written parental consent is obtained, GLOBAL LEADERSHIP ACADEMY SOUTHWEST will proceed with the evaluation process. Input from parents provide an important source of information for identification.

If a parent believes that his or her scholar may be eligible for special education, the parent may initiate evaluation procedures by forwarding a written statement to the Special Services Liaison, Principal or CEO stating his or her concerns about the scholar, with a request for the scholar to be evaluated.

Child Find activities are also conducted for scholars who may be eligible for services or accommodations under Section 504 of the Rehabilitation Act of 1973 and Chapter 15 of Title 22 of the Pennsylvania Code.

Questions or concerns may be directed to GLASW's Special Education Coordinator or Chief Executive Officer at the address and phone number at the end of this notice.

SIGNS OF POTENTIAL DEVELOPMENTAL DELAYS AND OTHER RISK FACTORS THAT COULD INDICATE DISABILITY

Each scholar develops at his or her own pace and the range of normal is quite wide. However, it is helpful for parents to be aware of signs of potential developmental delays or other risk factors that could indicate disability -- and need for evaluation and/or support and services in school -- particularly if, when compared to other scholars of the same age, problems are

noticed in one or more areas of physical development, cognitive development, communication development, social and emotional development, and adaptive skills:

- Speech or Language Skills -- involving ability to express and receive information at age-appropriate levels
- Cognitive Skills -- involving ability to learn, solve problems and remember tasks
- Gross Motor Skills -- involving ability to use the large muscle groups that assist in walking, running, standing, sitting, changing positions, and maintaining balance and coordination
- Fine Motor Skills -- involving ability to grasp, pinch and eat and dress
- Social and Emotional Skills -- involving ability to interact with others, understand social rules, demonstrate social reciprocity and self-regulation
- Adaptive Behavior -- involving everyday skills for functioning such as bathing, dressing, grooming, feeding oneself or performing age-appropriate skills independently

Risk factors for developmental delay are genetic, environmental or a complex mix of factors.

Questions or concerns may be directed to GLASW's Special Education Coordinator or Chief Executive Officer at the address and phone number at the end of this notice. Any parent wishing to initiate an evaluation may forward a written statement to the Special Services Coordinator, Principal or CEO stating his or her concerns about the scholar, with a request for the scholar to be evaluated.

Confidentiality of Information

Global Leadership Academy Southwest maintains records concerning all scholars enrolled in the school, including scholars with a disability, or suspected of having a disability, in accordance with state law and federal law, namely, The Family Educational Rights and Privacy Act ("FERPA"). A record of GLASW's identification activities for a scholar constitutes an education record for him or her that the school maintains in the strictest confidence, as the school does for all other education records, that contain confidential and personally identifiable information including the scholar's name, the name of the scholar's parents or other family member, the address of the scholar or family, a personal identifier such as social security number, or a list of characteristics or other information that would make the scholar's identity easily traceable.

Global Leadership Academy Southwest will gather information regarding a scholar's academic, intellectual, physical, mental, emotional and health functioning through testing and assessment, observation of the scholar, as well as through review of any records made available

to the school from the scholar's physician and/or other providers of services such as any outside agencies.

Global Leadership Academy Southwest protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records; training provided to all persons who need to use the information; and maintaining, for public inspection, a current list of employees by names and positions who may have access to the information.

When information gathered is no longer needed to provide educational services to a scholar, Global Leadership Academy Southwest will destroy the information at the request of the parent, after a year, but general information such as the scholar's name, address, phone number, grades, attendance record and classes attended, and grade level completed, may be maintained without time limitation.

A parent has several rights regarding the confidentiality of his or her scholar's records, including the right to inspect and review any education records pertaining to his or her scholar that are collected, maintained, or used by GLASW. Global Leadership Academy Southwest will comply with a parent's request to review the records without unnecessary delay and before any meeting regarding planning for a scholar's special education program or IEP, and before a hearing in the event of disagreement about a scholar's special education needs. In no event may Global Leadership Academy Southwest take more than 45 days to furnish a parent with the opportunity to inspect and review his or her scholar's records.

A parent of a scholar with, or suspected of having, a disability, has the right: to an explanation of the records; to be provided with a copy of the records, if otherwise, the parent would be effectively prevented from exercising his or her right to inspect and review the records; and to have a representative inspect and review the records upon a parent's authorization. Upon a parent's request, GLASW will provide the parent with a list of the types and location of education records collected, maintained, or used by Global Leadership Academy Southwest.

Furthermore, a parent of a scholar with, or suspected of having, a disability has the right to request the amendment of his or her scholar's education records that the parent believes are inaccurate, misleading, or violates the privacy or other rights of his or her scholar. Global Leadership Academy Southwest will decide whether to amend the records within a reasonable time of receipt of a parent's request. If Global Leadership Academy Southwest refuses to amend the records, the parent will be notified of the refusal and right to a hearing. The parent

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will be given, at that time, additional information regarding the hearing procedures. Upon request, Global Leadership Academy Southwest will provide the parent with a record of the hearing to challenge information in their scholar's education files.

Parental consent is required before personally identifiable information contained in a scholar's education records is disclosed to anyone other than officials of the school collecting or using the information for purposes of identification activities and evaluation, or for any other purpose to make FAPE available to the scholar. A school official has a legitimate educational interest in the education record if the official needs to review the education record to fulfill his or her professional responsibility. Additionally, Global Leadership Academy Southwest, upon request, discloses records without consent to officials of another school or school district in which a scholar seeks or intends to enroll.

When a scholar reaches age 18, the rights of the parent with regard to confidentiality of personally identifiable information is transferred to the scholar. A parent may file a written complaint alleging that the rights described in this notice were not provided to the following:

Pennsylvania Department of Education, Bureau of Special Education
Compliance Division
333 Market St.
Harrisburg, PA 17126-0333

Complaints alleging failure regarding confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

PROGRAM DEVELOPMENT AND PROVISION OF SERVICES

Once the evaluation process is complete, a team of qualified professionals and the parent or guardian determines whether the scholar is eligible for special education and related services. If the scholar is eligible, the Individualized Education program team meets, develops the program and determines the educational placement. Once the IEP team develops the program and

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determines the educational placement, Global Leadership Academy Southwest staff will issue a Notice of Recommended Education Placement/Prior Written Notice (NOREP/PWN). A parent's written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Global Leadership Academy Southwest provides a continuum of placements with provision of special education services and related supports and services at no cost to the scholar or family.

Also, in compliance with state and federal law, Global Leadership Academy Southwest will provide to each scholar with a disability under Section 504 of the Rehabilitation Act, having a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school's program, without discrimination or cost to the scholar or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program (and extracurricular activities) to the maximum extent appropriate to the scholar's abilities.

EQUAL OPPORTUNITY IN EDUCATIONAL PROGRAM OR ACTIVITIES

Global Leadership Academy Southwest will not discriminate in educational programs or activities based on race, color, national origin, age, sex, sexual orientation, handicap, creed, marital status or disability. No scholar enrolled at Global Leadership Academy Southwest will be denied equal opportunity to participate in age and program-appropriate instruction or activities for any reason prohibited by federal or state law.

ENGLISH LANGUAGE LEARNER’S POLICY

It is the policy of the school to ensure English Language Learners have equitable access to educational opportunities by providing them with high quality, rigorous instruction, and appropriate support services in accordance with the distinctive linguistic and socio-cultural needs of this group.

PURPOSE

A primary goal of the school is to prepare all scholars to meet high academic standards and to be well prepared for higher education and employment.

This policy sets forth the school’s responsibilities for the education of English Language Learners (ELLs).

The school commits to providing high quality, rigorous instruction, and appropriate support services in accordance with the distinctive linguistic and socio-cultural needs of this group.

Recognizing its responsibility to provide optimal conditions for acculturation, the school also commits to education which speaks to the specific life skills needed by immigrant and refugee children as they adjust to life in the United States.

Moreover, the school commits to creating meaningful partnerships with parents of ELL scholars, families, and communities:

1. to support the successful academic and social achievement of ELL children,
2. to infuse cultural knowledge and understanding into curriculum content that is reflective of the rich cultures and histories of the school’s scholars and families, to fulfill the overarching purpose of the Language Policy for English Language Learners,
3. to ensure ELLs have equitable access to educational opportunities, as mandated by state and federal requirements for ELLs,
4. to meet state standards and the need to align with federal law and court orders, and
5. to ensure accountability for the academic achievement of ELLs at the school level, which rests with the CEO, instructional staff, and support staff.

GOALS

English Language Learners (ELLs) must have the opportunity to acquire English and content in an efficient and effective manner, be prepared to meet rigorous promotion and graduation requirements and develop an understanding of and appreciation for their own and other scholars’ linguistic and cultural heritages.

In addition, they should have access to programs of instruction which help them to maintain and develop proficiency in their home languages(s) to the greatest degree possible.

They should also be able to participate fully in the life of their schools.

Towards that end, the school is committed to the following:

1. providing instructional programs and interventions to enable ELLs to attain high levels of English proficiency,

2. providing instructional programs and interventions to enable ELLs to attain academic excellence across all content areas,
3. providing equitable access for ELLs to all programs and services available to English speaking peers and their families,
4. providing culturally and linguistically competent services to ELL scholars and families.
5. incorporating the diverse knowledge and resources represented by ELLs, their families, and their communities into the curricular and extracurricular mainstream of the school,
6. providing access to language services for ELLs and their families to help them to participate meaningfully in school life and school community activities,
7. providing programs which promote appreciation of diversity and cross-cultural communication, between and among ELLs and non-ELL scholars and families; and
8. providing ways for parents and caregivers to fully participate in the school and securing regular feedback within the ELL population.

POLICY PROCEDURES

Intake, Identification, Placement, Program Exit, and Monitoring

1. School staff shall ensure accurate and timely assessments for initial placement screening, including for scholars seeking first-time enrollment at the school, level-to-level movement, and exiting from the ESOL Program, as well as prompt attention to ELLs in the Comprehensive Scholar Assistance Process (CSAP).
2. School-wide procedures shall be specified for:
 1. new scholar intake process that complies with the legal rights of immigrant and refugee families and provides appropriate data collection and screening for language needs; this includes for scholars identified as migrant, too,
 2. identification of scholars as ELs, whereby Parent permission to identify scholars as ELs, including screening for English language proficiency, is **NOT required**, per Pennsylvania Department of Education (PDE); Local Education Associations (LEAs) are required to notify parents in a timely manner of the process for identifying their children as ELs, the results of that process, and the recommended program placement.
 3. no delay in enrollment administering a home language survey, in accordance with the U.S. Department’s Office for Civil Rights, and, if necessary, the WIDA ACCESS PLACEMENT TEST (W-APT) (if the survey shows the scholar’s first language was not English, or if there is a language other than English spoken at home); this includes for scholars identified as migrant,

4. notification to all parents within 30 days of the beginning of the school year or 14 calendar days within the year of their scholar’s EL identified status in the parent’s preferred language, per PDE’s adopted checklist for screening, identification, and programming procedures,
5. review of scholar’s scores when transferring into the School with an ACCESS score from a previous LEA or state program; the scholar’s score will be reviewed in accordance with PDE’s identification process; if the score is above 4.5, then the scholar will be reclassified according to PDE guidelines; if the transfer score is below 4.5 the scholar will not be rescreened, but their ELD program decision will be made in accordance with PDE guidelines,
6. exemption from an English language instructional program: composite proficiency score of 4.6 or higher meets the minimum requirement for a scholar to be exempted from an English language instructional program; scores of 4.5 and below are an indicator that a scholar is in need of an English language instructional program; in either case, additional criteria must inform the identification/placement decision; additional criteria must include previous grades and performance on state assessments,
7. assessment of language proficiency of new scholars for possible placement in an ESOL program (this includes possible placement in a bilingual program with an ESOL component) and in levels within the program; the School uses the WIDA recommended and approved assessment to determine Language proficiency levels, which is aligned to the required annual State ELP assessment, ACCESS for ELLs, to assess scholars for placement in language instructional programs for ELLs, as part of the PDE adopted identification checklist and procedures
8. movement from level to level, including uniform descriptions of ESOL levels to be used across the school,
9. ongoing assessment of learners while they are placed in an ESOL program,
10. exiting from ESOL programs (involving more than one measure of proficiency, i.e., a language proficiency measure and a standardized reading score),
11. exemption from formal ELP assessment, by meeting two of the following three criteria: final grades of B or better in core subject areas; scores on district-wide assessments, comparable to the Basic performance level on the PSSA; scores of Basic in Reading, Writing, and Math on the PSSA or an equivalent assessment from another state,
12. monitoring of scholar progress through ESOL levels to ensure timely interventions, including referral to CSAP,

13. monitoring of exited ELLs for two years after exiting from the program, with potential for provision of ESOL and/or other services if needed, including for special services, if needed, or for other support services, such as MTSS,
14. re-designation during the active monitoring phase that an EL is struggling academically, as a result of persistent language barriers, active assessment and monitoring is re-engaged, and the school may redesignate the former EL as an active EL and re-enroll him/her in the LIEP; in redesignation cases such as these, the monitoring process starts over from year 1.

PARENT’S LIMITED RIGHT TO OPT OUT OF ELD PROGRAMS

- 22 Pa. Code § 4.4(d)(3) of the Pennsylvania State Board of Education regulations requires school entities to adopt policies that permit parents to have their children excused from specific instruction only when the instruction conflicts with the family’s religious belief.
- Parental Right to Refuse English Language Development Services Refusal of English Language Development (ELD) programs and/or services indicates an informed, voluntary decision by the parent to not have the child placed in any separate, specialized ELD service or instructional program. A “waiver” indicates a desire by the parent to waive the child from participation in all or some of the English Language Development programs or services offered by the school.
- LEA Obligations Under the Parent Refusal of ELD Program Scenario Specialized services or instruction are those only provided for English Learners, for example ELD pull out classes, ESL tutoring, after school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.
- LEAs may not recommend that a parent opt a child out of EL programs or services for any reason.
- Parent may opt their scholar back-in to the ELD programs and services by requesting an ELD Program Inclusion Form located on the school website or upon request.
- Though a scholar may opt out of ELD Programming, they will still receive basic interventions through MTSS and general education curriculum delivery in the general education classroom. The school will continue to follow parent

notification procedures built-in to their overall school program for scholars who are struggling including but not limited to: parent report card conferences, parent instructional phone calls, referral to MTSS, placement in classroom-based intervention groups, etc.

- In addition, EL opt-out scholars are still required to participate in the PA state ACCESS 2.0 assessment given annually, until such time they obtain English Proficiency by meeting the state exit criteria and is reclassified non-EL status.

ACCESS TO SCHOOL PROGRAMS

1. ELLs are entitled to equitable access to all programs available to their English-speaking peers—including, but not limited to, special admissions programs, gifted and talented programs, extended school activities, college credit accumulation, and extracurricular activities.
2. ELLs will receive the bilingual assistance, translations, and other services necessary to ensure meaningful participation.
3. Collaboration between educators and support staff in the ESOL and Special Education shall ensure that ELLs with disabilities are identified appropriately and can access a continuum of both ESOL and native language support, and Special Education services that meet their language and disability needs.
4. When an English language (EL) scholar is considered for reclassification, the process outlined in PA Department of Education’s Required Reclassification, Monitoring, and Re-designation of ELs is followed. An EL with a disability may be considered for reclassification if: 1) The scholar has an IEP; 2) The scholar has been continuously enrolled in an EL program for at least four years; 3) the scholar’s overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles; and 4) the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

ACCOUNTABILITY

ELL SCHOLAR ACHIEVEMENT

1. The school is responsible for ensuring that ELLs not making adequate progress are provided the necessary interventions and supports to help them to achieve; ELLs are graded in the classroom using the same grading system as all other scholars; the School ensures the assessment processes align to the academic standards and PA ELP; and the

School uses the State ELP ACCESS assessment annually to measure progress and/or attainment of the scholar’s English language proficiency for each language domain.

2. Direct responsibility shall lie with school staff for supporting, overseeing, and delivering instruction to ELLs.
3. School staff shall be accountable for the periodic monitoring of academic progress and changes in the content and organization of instruction to meet the needs of ELLs and provide opportunities for them to achieve at high levels.
4. Accordingly, ESOL staff shall ensure the proper placement of ELLs in programs and ESOL level for age and grade appropriateness; adequate provisions for monitoring exited ELLs; and accurate record keeping.
5. The school is responsible for the development and implementation of ESOL curriculum and shall use school-wide data to drive instruction, to make curricular revisions and plan interventions for the ESOL scholar population.

ELD Instructional Models are based on PDE LIEP program classifications adopted by the school. (See attached ELD Instructional Models, LIEP Classifications, and Recommended Service Hours).

ELP STANDARDS

The PA ELPS PreK–12 is an overlay to the academic standards and will be incorporated in planned instruction for ELLs by all teachers who work with these scholars. Both the standards and the framework shape our approach. Guidance and support for this incorporation must come from the PA-certified ESL teacher on staff and/or qualified outside consultants. Especially for the increased incremental demands of language in the high school grade level cluster, dedicated GLAW ESL teachers will use the PA English Language Development Standards to help scholars communicate information, ideas, and concepts necessary for academic success in the Social and Instructional, Language Arts, Mathematics, Science, and Social Studies content areas. The WIDA-based Pennsylvania English Language Proficiency Standards are available on the PDE website.

<https://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/ELD%20Standards.pdf>

ELLs AND STANDARDIZED ASSESSMENT

1. ELLs shall be included in large-scale assessments under optimal testing conditions.
2. In State assessments, they shall be given the accommodations allowed by State regulations.

REPORTS TO STAKEHOLDERS

1. Reporting on the progress of ELLs to families of ELL scholars, communities, and other stakeholders shall include data as required by legal mandates, including information on the demographics of the ELL population; the academic progress of ELL scholars; ESOL exit rates.
2. The availability of language programs, interventions, and support services; new initiatives and program changes; progress on major initiatives; and other matters of importance.
3. This information, in multiple languages, shall be communicated to ELL families and communities.
4. The school will develop ways for parents and caregivers of ELLs to participate in the school and provide regular feedback.

COMMUNICATION WITH PARENTS

- Communication with parents must be in the parent’s preferred language and mode of communication (per the Civil Rights Act of 1964, Title VI)
- Translation (written) and/or interpretation (oral) services, as needed, to communicate with parents.
- See translated documents necessary for communication with parents and scholars regarding general education and ESSA requirements at **TRANSACT** (<https://www.transact.com/essa/english-language-learners>)
- See also the ELD Parent Opt-Out Form (<https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/ELD%20Parent%20Opt-out%20Form.docx>)

TERMS

Comprehensive Scholar Assistance Process (CSAP)
English Language Development (ELD)
English Language Learners (ELLs) or English Learners (EL)
English Language Proficiency (ELP)
English as a Second Language (ESOL)
Every Scholar Succeeds Act (ESSA)
Local Education Associations (LEAs)
Multi-Tiered System of Supports (MTSS)
Pennsylvania Department of Education (PDE)

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Pennsylvania System of School Assessment (PSSA)
WIDA ACCESS PLACEMENT TEST (W-APT)

ATTACHMENTS

ELD Instructional Models rubric; LIEP Classifications; and Recommended Service Hours

IMPLEMENTATION

It shall be the responsibility of the CEO to implement this policy in accordance with current state and federal regulations. 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 apply.

CONTACT

If a parent wishes to learn more, or believes that his or her scholar may need to be identified, the parent is encouraged to contact:

Dr. Tamika M. Evans, CEO
Mrs. Alicia Kennedy, Director of Special Services
Global Leadership Academy Southwest
5200 Pine St. Philadelphia, PA 19143 (215) 471- 2978

SECTION VI: ENRICHMENT PROGRAMS

ACADEMICS PLUS

The Enrichment program is for scholars who have been identified as academically accelerated in the areas of Language Arts, Mathematics, or Science. Scholars can be referred to participate in the program through a Multi-Tier Support System (MTSS) based upon their class performance, assessments, standardized tests, independent work habits, and teacher recommendation. Scholars are provided differentiated instruction inside the regular education classroom to enhance the curriculum.

ART EDUCATION

Our scholars discover the value of art by making, judging, and learning about its role in all cultures and historical times. Trips to major Philadelphia museums and gallery art exhibits add a unique dimension to art classes. Scholars should come prepared with a positive attitude toward art and its contribution to their social and intellectual development. A portfolio of all artwork is kept for evaluation and presentation.

FOREIGN LANGUAGE

Through online technology programs and ongoing dialogue, scholars learn foreign language the way they learn English, by using it in a conversation. Proficiency, vocabulary and writing skills are built upon each year of this program. Foreign language computer programs and the instructor’s own travels, education and background serve to further enhance this multicultural course at our school.

MUSIC EDUCATION

Music, and how it relates to other disciplines, deserves serious and focused thought and study. At GLASW, the Music Program offers scholars the opportunity to have fun composing, performing, and listening to a variety of musical genres and styles.

Admission to the choir is based on the scholar's dedication. Scholars who wish to participate in choir must maintain good attendance at rehearsals. The choir performs a wide variety of repertoires and has lots of fun.

Scholars who wish to have instrumental music lessons will notify the music teacher of their interest. Acceptance will be determined based on his availability and the scholar’s classroom performance.

PHYSICAL EDUCATION

The physical education program is designed to increase the scholar’s awareness of the values of being physically fit in mind and body.

Activities include basic physical fitness, body conditioning, games, track and field, aerobics, and dance. Health Education is designed to help scholars deal with daily living issues.

Topics to be addressed: substance abuse, personal health and nutrition, human sexuality, diseases, consumer health, safety and first aid.

After school sports activities are offered such as golf, softball, track, flag football and basketball for scholars to join. A small activity fee is required for participation. Scholarships are available for scholars that meet the hardship requirement

CULTURAL INFUSION

Infusing the components of the life, legacy, and ancestry of the children that we are educating is essential. Our children cannot fully flourish without the presence of their reality being evident within their learning environment.

People of Afrikan descent in America and abroad lack that connection to the “Ties that Bind”, language, culture, and tradition, which serves as a catalyst for self-hatred, lack of unification, and the identity crisis that Afrikan Americans are plagued with. The origins/ ancestry of Afrikan American people did not originate with the Transcontinental Slave Trade. Educational settings must extend their lens far beyond the limited scope of such, and refrain from perpetuating the told lies and deceit as it pertains to the greatness of their true identity and portraits of our past. As people of Afrikan Descent, we lack the ability to connect to universal traditions and customs, positive images, and accurate accounts of our Heritage.

It is our obligation as educators at Global Leadership Academy Southwest to create a learning environment that is aesthetically reflective of positive self-images of Afrikan and People of Afrikan Descent.

GLOBAL EXCURSIONS/FIELD TRIPS

GLASW Global Excursions provide our scholars with a privileged opportunity to not only learn about, but to submerge themselves within the cultures and customs of many nations. It is our hope that through Global Studies, local, state and world travel will give our scholars a real-life opportunity to identify themselves through a "Global Lens" and will prepare them to lead and live as citizens of the world!

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RISING STARS EXCURSION FOCUS: COMMUNITY

- Kindergarten – Please Touch Museum, Liberty Bell, Fire House Hall
- First Grade- National Liberty Museum, Academy of Art & Natural Sciences
- Second Grade- Mural Arts Tour of Philadelphia

LEGENDARY LEADERS’ EXCURSION FOCUS: CULTURE, HISTORY, CIVICS, and GOVERNMENT

- Third Grade- Amish Farm Lancaster, PA
- Fourth Grade- State Capital, Harrisburg, PA
- Fifth Grade- Washington D.C.
- Sixth Grade- Civil Rights Excursion Atlanta, GA & Memphis TN

COLLEGIATE ACADEMY EXCURSION FOCUS: GLOBAL INFLUENCE, SOCIAL CHANGE, GOVERNANCE POLITICS

This is a mandatory excursion that is worth 35% of your child’s Global Studies Grade

- United Nation Trip, New York, NY
- Seventh Grade- Underground Railroad Excursion Ontario, Canada
- Eighth Grade Middle Passage Excursion- Nassau & Freeport Bahamas

***Note:**

Although the mandated expectation is that ALL GLASW scholars will participate in Global Excursions, this privilege is only extended to GLASW scholars who are in good character standing with the school. All attending GLASW scholars must have a minimum of 80 or higher in character points to travel with the school.

Scholars that are not permitted to attend due to behavioral concerns may be subject to further reprimand (suspension/ expulsion). Seventh and Eighth Grade excursions are mandatory and are worth 35% of your child’s Global Studies Grade

Parents who may want to chaperone on field studies are required to complete and submit a criminal background clearance along with a child abuse clearance to the school. All clearances are to be submitted to the Main Office. A copy will be placed on file for the parent and another copy will go into the scholar’s file.

A variety of educational trips are planned for scholars each year. A trip slip that gives permission for trips inside the city must be on file for each scholar prior to the start of the school year.

- Any fees required for school trips **must be paid by the due date** indicated on the permission slip.

- Depending upon the nature of the trip, money **may not be refunded** to scholars who have paid for a trip but failed to attend for any reason including disciplinary reasons.
- Only the cost of mandatory field studies can be offset by fundraising efforts.

PASSPORTS

- All scholars in grades 7 & 8 must have a passport for travel.

SECTION VII: SCHOLAR WELLNESS

HEALTHY CHOICES, NUTRITIOUS SNACKS & JUNK FOOD

Striving to provide our scholars with the most advantageous education we cannot neglect or ignore the vital responsibility of teaching them about a healthy lifestyle. We believe this encompasses social, emotional, and physical health. We know it will take the education of our scholars, their families, our community, and ourselves. We know that promoting our Healthy Choices/Wellness Initiative throughout our entire school –our scholars, their families, our faculty and staff and the surrounding community will benefit greatly.

IN A NUTSHELL: We are teaching healthy lifestyle and instilling lifelong habits in our scholars – increased physical activity, healthy food choices and positive social health (Global Greatness) also applies to our staff and entire school environment. We are educating everyone about healthy food choices and promoting more physical activity.

In the interest of promoting good nutrition and dental health habits, we at GLASW are making a conscious effort to make certain our scholars are fed a balanced and healthy meal on a daily basis. We also encourage you to supply your child with a nutritious lunch. **Gum and junk food contribute to littering, obesity and poor nutrition and are forbidden on the school premises and playground. Parents are asked to support this request by not sending junk food for snacks and lunch. Any scholar who visibly has junk food in school will have it confiscated and not returned.**

Parents, if you need assistance on choices you may go to one of the following websites listed

here, talk to your child’s teacher, our cafeteria manager, our CEO or Principal. Remember parents are the biggest influence on their child’s health habits. Let’s work together to educate our children and help them adopt habits that will ensure them a long, healthy life.

- www.kidshealth.org click ‘Parents site,’ next, type in snacks in the search box, you will find lots of educational articles as well as yummy recipes.
- www.dole5aday.com ----a great site to explore for the whole family

BIRTHDAY PARTY ADHERANCE TO WELLNESS POLICY

GLOBAL LEADERSHIP ACADEMY SOUTHWEST recognizes that birthdays are a special day for our scholars. We must also ensure that party celebrations do not disrupt the learning process. GLOBAL LEADERSHIP ACADEMY SOUTHWEST adheres to our wellness policy that recognizes the importance of wellness, good nutrition, and an active lifestyle in the overall health of our scholars. The school and our staff are responsible for positively influencing scholar beliefs and habits in these areas. Frequent birthday celebrations with cookies, cupcakes and other sweets are not in alignment with these learning goals. **Birthday parties cannot take place during instructional time.** Parents must notify teachers in advance if they would like to bring in a healthy snack for the class in celebration of your child’s birthday. This snack will only be distributed during lunch and recess times. Soda, balloons, and goodie bags are not appropriate for school and will not be permitted.

HEALTH EXAMINATION POLICY

1. Purpose

- 1.1 In compliance with the State School Code, the Board shall require that scholars of this School submit to appropriate health and dental examinations to ensure each scholar’s health status is at an optimal level and that achievement is not lessened as a result of unresolved or undiagnosed health problems.

2. Authority

- 2.1 Each scholar shall receive a comprehensive health examination in the first, sixth, and ninth grades or as mandated. Parents are expected to obtain these mandatory examinations at their own expense or at the Regional Health Center.

- 2.2 Annual vision screenings shall also be given to each scholar. Other tests as determined by the Pennsylvania Advisory Health Board shall be as follows: hearing tests for children in grades kindergarten, one, two, three, seven and eleven; tuberculosis (PPD) tests for children in grades one and nine; height and weight examinations for children in kindergarten through 8th grade including body mass index.
- 2.3 For each scholar transferring to the school, the CEO shall request an adequate health record from the transferring school.
- 2.4 The individual scholar records of health examinations shall be maintained as a confidential record subject to statute and the policies of this school.
- 2.5 A scholar who presents a statement signed by his/her parent or guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the scholar presents a substantial health menace to the health of other persons.
- 2.6 Where it appears to school health officials or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the child shall be so informed, and a recommendation shall be made that the parent consult a private physician or dentist or the Regional Health Center. The parent shall be required to report to the school the action taken after such notification.
- 2.7 When the parents or guardians inform the school of financial inability to provide an examination, the school shall advise them of the special medical procedures available.
- 2.8 Parents and guardians of scholars who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination and encouragement that the parent or guardian attends. Such notice may also include notification that the parent may have the examination conducted privately at the parents’ expense and encouragement that the parent does so in the interest of providing continuity in the scholar’s health care; and notification that the scholar may be exempted from such examination if it is contrary to the parents’ religious beliefs.

3. Delegation of Responsibility

- 3.1 The CEO shall instruct all staff members to observe scholars continually for conditions that indicate physical defect or disability and to report such conditions promptly to the school nurse.
- 3.2 When the CEO receives a report of the existence of a communicable disease in a scholar’s family, the school nurse must be notified.
- 3.3 A school nurse discovering a scholar in school with a communicable disease shall notify the CEO immediately; the CEO shall provide for the reporting of this information as noted above.
- 3.4 A scholar with a communicable disease may not be readmitted to school except upon written receipt of a physician's certificate of recovery or a statement that the illness is not communicable, or upon instruction from the school nurse.

USE OF MEDICINE/MEDICAL EQUIPMENT POLICY

1. Purpose

- 1.1 Board of Trustees recognizes that a number of scholars have medically certified conditions requiring medication, equipment, or machinery to be administered during school hours in order to maintain health and to function in the school setting.

2. Definition

- 2.1 This policy shall apply only to medical measures necessary to maintain a scholar in school and which can be administered by school staff. Medication, equipment, and machinery requested for acute conditions or for recovery purposes shall not be approved.

3. Delegation of Responsibility

- 3.1 The CEO shall have authorization to determine procedures for staff development in the use of medication and equipment, assign responsibility for delivery of services, and school placement of scholars with such medical needs.

4. Criteria

- 4.1 All medication (prescription and over the counter) must be brought to the school Health Office by the parent/guardian. Scholars, at no time, should be in possession of any types of medication. Scholars may not keep any medications with them or in their school bags during the school day. All medications are kept in the health office.

As to the possession and use of asthma inhalers, however, a scholar must demonstrate the capability for self-administration and responsible behavior. The scholar must verify with the school nurse his/her ability to administer the medication and that they have permission to do so. The scholar is restricted from making the inhaler available to other scholars. For asthma inhalers, the school requires a written statement by a doctor or other prescribing medical professional indicating the drug, the dose, the timing of the dose and the diagnosis/reason the medication is required; a requirement for a written request from the scholar's parent/guardian that the school comply with the orders of the doctor; and the ability of the school to reserve the right to require the doctor to provide a statement justifying the continued use of the inhaler beyond a certain time period.

- 4.2 All medications (prescription and over the counter) must be presented to the school Nurse in the original, labelled container from the pharmacy or drug store. Pharmacists will provide additional labeled containers for prescription medications if asked.
- 4.3 All medications (prescription and over the counter) must be accompanied by written permission from both a physician and the parent/guardian. The required form is available from the school nurse.
- 4.4 Parents who wish to give medication to their children during the school day must administer it in the office of the school nurse.

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- 4.5 Medication in baggies or foil wrappings will not be accepted or administered. Vitamins, antacids, acetaminophen or ibuprofen, and lactose products (example: Dairy Ease) must also be accompanied by written permission from a physician and parent/guardian with clear instructions for dosage and administration times. Parents whose children may require an Epi-Pen or EZ Pen for severe allergy reactions, must provide a supply to be kept in the nurse’s office for use by their child.
- 4.6 Only the exact amount of prescription medication for the treatment period should be kept in the nurse’s office. Pharmacists will provide extra labeled containers if asked.
- 4.7 The School Nurse is charged with the final determination of what over-the-counter items fall under the category of medication and for developing procedures to carry out this policy.

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.

SUICIDE AWARENESS/PREVENTION

The impact of scholars' mental health on their academic performance and the effect of mental health issues and suicide on scholars and the entire school community are significant. The Board of Global Leadership Academy Southwest is committed to: maintaining a safe school environment; protecting the health, safety and welfare of its scholars; promoting healthy development; and safeguarding against the threat or attempt of suicide among school-aged youth. Therefore, in order to ensure the safety and welfare of its scholars, GLOBAL LEADERSHIP ACADEMY SOUTHWEST will take a multi-faceted approach to educate scholars and staff on the actions and resources necessary to prevent suicide and promote mental well-being.

PREVENTION EDUCATION FOR SCHOLARS

Scholars in grade 6 and above will receive age-appropriate lessons in their classrooms through health education or other appropriate curricula such the importance of safe and healthy choices, help seeking strategies for self-and/or others, promoting a climate that encourages

peer referral and emphasizes school connectedness, and addressing possible precursor problems such as depression and other mental health issues, anger, and drug use.

INTERVENTION/PREVENTION

Staff, scholars, parents, or guardians who suspect that a scholar may be contemplating suicide, or who becomes aware of any threat or witnesses any attempt towards self-harm that is written, drawn, spoken, or threatened, should immediately notify the CEO or Principal, who will ensure immediate involvement of the school's crisis response team and implementation of emergency response protocols.

If an expressed suicide thought or intention is made known to a member of the school community during an afterschool program and the CEO/Principal/Assistant Principal or other school administrator is not available, call for help:

- 215-686-4420 (Crisis Intervention Hotline in City and County of Philadelphia)
- 1-800-SUICIDE (1-800-784-2433) (Crisis Services of the Treatment Advocacy Center, National Hopeline Network)
- 1-800-273-TALK (8255) (National Suicide Prevention Lifeline/[suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org))

Thereafter, as soon as possible, inform the CEO/Principal/Assistant Principal of the incident and actions taken.

SCHOLAR HEALTH SERVICES POLICIES AND PROCEDURES

SCHOOL NURSE

Global Leadership Academy Southwest has a registered professional nurse who is responsible for handling a variety of scholar health concerns, promoting scholar health, and for maintaining all medical records on each scholar. The nurse coordinates and conducts all mandated screenings and health programs and works directly with scholars to provide care and to give guidance and educational support to scholars in health-related matters. Parents/guardians and scholars are asked to contact the school nurse regarding any special health problems.

If a scholar becomes ill during the school day, he or she should ask the teacher for a pass to go to the nurse’s office. The nurse will determine what care procedure will be followed.

The school nurse will:

1. Provide first aid in emergencies. The nurse will notify parents/ guardians when a scholar has been hurt or suddenly becomes seriously ill and needs immediate care from a doctor and/or hospital.
2. Notify parents/guardians when a scholar can no longer remain in class and needs to be taken home because of injury, illness or a communicable condition, such as the following: fever of 100.4 or more, suspected contagious disease, vomiting, diarrhea, head lice, cannot remain comfortably in class, and undetermined rash.

IMMUNIZATIONS

The Pennsylvania Public School Code now requires all public schools, including charter schools, to determine that a scholar has been immunized in accordance with state law prior to admission to school. The school nurse is responsible to review each scholar's immunization records to ensure that he or she meets state requirements.

A scholar whose parent or guardian fails to provide complete and accurate immunization records to the school nurse risks exclusion from school until state immunization requirements are met.

SCHOLARS IN ALL GRADES (K-8) NEED THE FOLLOWING VACCINES:

- 4 doses of tetanus, diphtheria and acellular pertussis (usually given as DTP or DTaP or DT or Td) (1 dose on or after the 4th birthday)
- 4 doses of polio (4th dose on or after 4th birthday and at least 6 months after previous dose given, but a 4th dose is unnecessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)
- 2 doses of measles (usually given as MMR)
- 2 doses of mumps (usually given as MMR)
- 2 doses of rubella (German Measles) (usually given as MMR)
- 3 doses of hepatitis B
- 2 doses of varicella (Chickenpox) or evidence of immunity

SCHOLARS ENTERING 7TH AND 8TH GRADE NEED THE FOLLOWING VACCINES:

- 1 dose of tetanus, diphtheria, acellular pertussis (Tdap) on the first day of 7th grade
- 1 dose of meningococcal conjugate vaccine (MCV) on the first day of 7th grade

On the FIRST DAY OF SCHOOL, unless a scholar has a medical or religious/philosophical exemption, a scholar must have had at least one dose of the above vaccinations or risk exclusion. If a scholar does not have all the doses listed above, needs additional doses, and the next dose is medically appropriate, the scholar must receive that dose within the first five (5) days of school or risk exclusion. If the next dose is not the final dose of the series, the scholar must also provide a medical plan within the first five days of school for obtaining the required immunizations or risk exclusion. The medical plan must be followed, or the scholar may face exclusion from school.

The school nurse will review the scholar's immunizations to verify the scholar meets the standards set by the Pennsylvania Department of Health. If a scholar's immunization records do not meet state requirements, the scholar will not be permitted to attend school.

In the event that immunization is against a scholar's religious beliefs, or a parent has a strong moral or ethical conviction against immunization, the parent must provide the school nurse with a written statement stating the reason for the objection. If immunization is not medically advisable at a particular time, a physician must sign the "Statement of Exemption to Immunization Law" form. **If a scholar is exempt from immunization, he or she may be excluded from school during an outbreak of a vaccine-preventable disease.**

It is the school nurse's responsibility to ensure that all scholars have been properly immunized in accordance with the Pennsylvania Department of Health regulations. In the event that a scholar is missing the appropriate records or does not have up-to-date immunizations, the school nurse will send a letter home to notify the parent or guardian. If the up-to-date immunization records are not brought to the school within the first 5 days of school and/or there is no documentation to support that a scholar received the out-of-date immunizations, the scholar may be excluded from school.

**SCHEDULE OF REQUIRED DENTAL AND PHYSICAL EXAMINATIONS AND REQUIREMENTS FOR
PHYSICIAN'S AUTHORIZATION AND OTHER FORMS**

State law requires scholars to have updated health and dental examinations upon entering a school for the first time and at the following intervals:

- Updated dental assessments when starting 3rd and 7th grades
- Updated health assessments when starting 6th and 9th grades

We recommend that you submit a copy of updated health and dental assessments every year after your scholar sees his or her physician and/or dentist, so that the school nurse will have current information.

A doctor’s authorization also is required for any of the following:

- Any medication given
- Any controlled drug
- Emergency medication kept in hand, i.e., inhalers, Epi-pens (physician instructions required)
- Annual update of doctor’s authorization for long-term care

Upon return to school after major surgery or hospitalization, a physician’s release must be presented to the school nurse, specifying any necessary restrictions or concerns.

When a scholar is excused from participation in physical education for medical reasons, he/she must provide the school nurse with a written excuse from a doctor or the parent/guardian.

Scholars participating in school-sponsored athletic programs must complete a physical examination every year of participation.

Please contact the school office to obtain the necessary health forms. Your scholar's health provider must complete the forms, which may be returned to the school nurse in person or by mail or fax.

MEDICATION

Scholars are not allowed to bring any kind of prescription or over-the-counter medication to school, except for management of Asthma, Diabetes, or severe allergic reactions (see below for additional information about these exceptions). All medications should, if possible, be given by the parent/guardian at home.

If medication must be administered at school, a physician must have prescribed the medication, and arrangements must be made through the school nurse’s office for the school nurse to administer the medication. The medication must be furnished by the parent/guardian, in the original container and be properly labeled, at a meeting with the school nurse. The parent/guardian and the nurse will verify the medication and the written order. The medication will be counted and documented. The parent/guardian must have the form for medication administration completed by the scholar’s healthcare provider.

ASTHMA INHALER

Scholars with asthma should bring an inhaler prescribed by their doctor to school each day in accordance with Act 187. This law permits scholars who, with a physician’s diagnosis of asthma, medication orders, parental permission, and demonstrable responsible behavior, to carry and self-administer their own medication via an asthma inhaler. In this situation, the school nurse will communicate the exception in writing to the appropriate staff members, so they are aware that a particular scholar is permitted to carry his/her inhaler. As supported above, exceptions also must be approved by the CEO, though the school nurse may make an exception on a temporary basis when unusual circumstances exist. Global Leadership Academy Southwest is relieved of any responsibility for the benefits or consequences of the prescribed medication and bears no responsibility for ensuring that the medication is taken.

As part of responsible behavior, the scholar must notify a staff member as soon as breathing becomes difficult, and following each use of the inhaler, the scholar must notify the school nurse.

The scholar is prohibited from making medication or any medical equipment available to other scholars. Any scholar who does so will be in violation of, and therefore subject to discipline under, the Scholar Code of Character. Violation of school policy and procedures also may result in restriction of the scholar’s privilege to self-administer medication or equipment.

SELF MONITORING AND/OR MANAGEMENT OF DIABETES

Global Leadership Academy Southwest recognizes that some scholars may have medically certified diabetes requiring medication, equipment or machinery to be administered during school hours in order to maintain health and to function in the school setting.

Diabetic scholars may possess on their persons, including bookbags and handbags, all necessary supplies, equipment and prescribed medication to perform self-monitoring and treatment.

Upon written consent of a scholar's parent/guardian, the scholar with diabetes will be permitted to perform blood glucose checks, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school-related activity. The consent form must include a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the scholar has successfully demonstrated capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication.

Global Leadership Academy Southwest is relieved of any responsibility for the benefits or consequences of the prescribed medication and bears no responsibility for ensuring that the medication is taken.

As part of responsible behavior, the scholar must notify the school nurse following each use of medication or equipment for the scholar's diabetes-related condition.

The scholar is prohibited from making medication or any medical equipment available to other scholars. Any scholar who does so will be in violation of, and therefore subject to discipline under, the Scholar Code of Character. Violation of school policy and procedures also may result in restriction of the scholar's privilege to self-administer medication or equipment.

SEVERE ALLERGIC REACTIONS

Upon written consent of a scholar's parent/guardian, a scholar at risk for severe and life-threatening allergic reaction will be permitted to carry and self-administer EpiPen or other epinephrine auto injector. The consent form must include a statement from the treating physician, certified registered nurse practitioner or physician assistant indicating that the scholar has successfully demonstrated capability of independent monitoring and responsible behavior in self-administering treatment or prescribed medication.

Parents/guardians of scholars with severe allergies are requested to provide the school nurse with an extra EpiPen or other epinephrine auto injector in case of an emergency. The school is under no obligation to maintain a supply of EpiPens or other epinephrine auto injectors, and is

relieved of any responsibility if a scholar's parent/guardian has not provided the school nurse with an extra EpiPen or other epinephrine auto injector for his or her scholar, or for the benefits or consequences of self-administration thereof, and bears no responsibility.

As part of responsible behavior, the scholar must notify the school nurse following each use of an EpiPen or other epinephrine auto injector.

The scholar is prohibited from making the EpiPen or other epinephrine auto injector available to other scholars. Any scholar who does so will be in violation of, and therefore subject to discipline under, the Scholar Code of Character. Violation of school policy and procedures also may result in restriction of the scholar's privilege to self-administer medication or equipment.

ILLNESS OR INFECTIOUS CONDITION

A scholar may not attend school if any of the following symptoms are present or suspected by a physician or the school nurse:

- Fever: Scholars should remain home or be sent home if they have above-normal temperature.
- Conjunctivitis (“pink eye”): A scholar may return only after discharge discontinues and 24 hours of treatment is completed.
- Rashes: Unidentified rashes must be diagnosed by a health care provider.
- Impetigo: Your scholar must be seen by a health care provider.
- Diarrhea: The scholar experiences diarrhea two days in a row or three times in one day.
- Vomiting: The scholar experiences repeated forceful evacuation with other symptoms or the scholar's inability to eat.
- Lice (see below).
- Ringworm (see below).
- Any other contagious condition: measles, chickenpox, mumps, whooping cough, or streptococcal infections that are still contagious.

In addition, a scholar shall not attend school if he or she is experiencing any unusual discomfort such as an earache or other pain that causes the scholar to cry or to experience significant pain.

Cooperation of parents/guardians with this policy, as mandated by state law, will minimize the number of days that scholars and staff are sick, thus helping to maintain a healthy learning environment.

Source: 28 Pa Code §§ 27.71 - 27.73

LICE AND RINGWORM

Title 28, Chapter 27 of the Pennsylvania Department of Health’s Regulations of Communicable and Non-Communicable Disease, governs the exclusion from school and readmitting to school of scholars regarding infectious conditions such as lice and ringworm. If a scholar has been ~~se~~ diagnosed by a physician or is under such suspicion by the school nurse, the scholar will be excluded from school for the period of time until he or she is judged noninfectious by the school nurse or by the scholar's physician.

A scholar with lice should be treated with a lice shampoo, and the school nurse must be notified of appropriate treatment.

A scholar with ringworm of the body must be treated with an anti-fungal ointment and covered. Ringworm of the scalp requires treatment prescribed by a physician and must be covered while at school. The school nurse must be notified of appropriate treatment.

The scholar will be readmitted to school if the nurse is satisfied that the live infestation is noncommunicable, or when the scholar presents a certificate from a physician stating they are noninfectious.

BED BUGS

While bed bugs are not known to transmit disease, their occasional transport into school can cause a disturbance. It is sometimes possible for a few bed bugs to be carried to school from home by hiding in clothing or a backpack. Below are several steps that you can take to help reduce the risk of bed bugs hitchhiking to school:

1. Please keep all clothes, shoes, backpacks, lunch boxes, coats, homework, books, and laptops away from beds and upholstered furniture.

2. Any items that are stored near beds or other furniture should be placed in a clear plastic bin or plastic bag until the scholar needs to take them outside the home.
3. If you suspect that these items have been in contact with beds or other furniture, please place these items in a dryer on medium-high heat for at least 20 minutes. If any of these items can be laundered, washing, and drying on the hottest settings that the fabric can safely withstand (at least 113 degrees F for at least 1 hour) is recommended to kill bed bugs. The higher the temperature, the shorter the time needed to kill bed bugs at all life stages.
4. Use a protective cover that encases mattresses and box springs. Check the cover regularly for holes.

Global Leadership Academy Southwest will help by discretely conducting its own check of items that are brought to school if there is information or reasonable suspicion that bed bugs were carried into school. This check will be accomplished without interruption to your scholar’s education.

ONGOING NEED FOR CURRENT INFORMATION

If a scholar has any chronic health problems, parents/guardians must update his/her health status yearly. There may be instances when it would be essential for the school nurse to be able to immediately contact a scholar's parent or guardian. It is very important that the nurse have current telephone numbers in order to contact a parent, guardian or designated person in case of an emergency.

TRANSPORTATION

It is the responsibility of a scholar's parent/guardian to provide transportation home, to a doctor, or by ambulance if such a need arises. It is the parents’ responsibility to obtain medical attention unless an emergency is so serious that the scholar must be taken immediately from school to a doctor. In case of such an emergency, the parent/guardian will be notified as soon as possible, and a school employee will remain with the scholar until the parent/guardian arrives at the school or treatment site. Global Leadership Academy Southwest is not responsible for any costs of emergency care or transportation.

RETURN TO SCHOOL AFTER ACCIDENT

If a scholar returns to school following an accident with restrictions, a physician's note outlining the restrictions must accompany the scholar. The scholar or the scholar's parent/guardian is required to deliver the physician's note outlining the restrictions to the school nurse on the first day the scholar returns to school following an accident.

HOMEBOUND INSTRUCTION

The purpose of homebound instruction is to provide scholars with some level of instructional services during a temporary period of absence so that, on return to school, they can re-engage successfully with their instructional programs.

A scholar may be eligible for homebound instruction if he or she is confined to home or hospital for physical disability, illness, injury, urgent reasons, or when such confinement is recommended for psychological or psychiatric reasons. The term, "urgent reasons," will be strictly construed and does not permit irregular attendance. The scholar's condition must be temporary in nature, and the temporary condition must be anticipated to last more than four (4) weeks. Additionally, the scholar's need for homebound instruction must be formally documented by a physician or psychiatrist.

Any parent/guardian who wishes to enroll his or her scholar in homebound instruction should contact the Special Services Liaison or Principal for additional information.

SECTION VIII: SCHOLAR RECORDS AND PRIVACY

SCHOLAR RECORDS

In accordance with state and federal regulations, Global Leadership Academy Southwest has established policies and procedures to ensure the confidentiality of scholar records. Any parent with questions concerning scholar record information for his or her child should make this request in writing. For more information, please refer to the below Annual Notice of Rights - FERPA (Family Education Rights and Privacy Act), Annual Notice of Rights.

ANNUAL NOTICE OF RIGHTS FERPA

Scholars and their parents have an expectation that their personal information is safe, properly collected and maintained, and that it is used only for appropriate purposes and not improperly disclosed. Therefore, the following annual notice is given:

The Family Educational Rights and Privacy Act (FERPA) affords parents, guardians, and Scholars over 18 years of age (“eligible Scholars”) certain rights with respect to the Scholar’s education records. These rights are:

1. The right to inspect and review the Scholar’s education records within 45 days of the day the school receives a request for access. Parents, guardians, or eligible Scholars should submit to the CEO a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent, guardian or eligible Scholar of the time and place where the records may be inspected.
2. The right to request the amendment of the Scholar’s education records that the parent, guardian, or eligible Scholar believes are inaccurate, misleading, or otherwise in violation of the Scholar’s privacy rights under FERPA. Parents, guardians, or eligible Scholars who wish to ask the school to amend a record should write the CEO, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible Scholar, the School will notify the parent, guardian or eligible Scholar of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing

procedures will be provided to the parent, guardian or eligible Scholar when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the Scholar’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a Scholar seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 30303-5920
Directory Information

FERPA permits the school to disclose appropriately designated “directory information” without prior parental consent, unless the school is advised to the contrary in accordance with its procedures. Directory information means information contained in the educational record of a Scholar which is generally not considered harmful or an invasion of privacy if disclosed. The primary purpose of directory information is to allow the school to include this type of information from a Scholar’s education records in certain school publications. Examples of directory information include, but are not limited to:

- Scholar name
- Address
- Telephone number

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- Photograph
- Participation in officially recognized activities, clubs, and sports
- Honors and awards received
- Grade Level
- Dates of attendance
- Date and place of birth
- Weight and height of athletic teams
- Graduation date

Examples of how GLOBAL LEADERSHIP ACADEMY SOUTHWEST may reveal directory information include disclosing the directory information in the following, by way of example:

- Annual yearbook
- Newsletters, newspapers, or other news sources
- Class lists
- Activities or sports sheets
- Honors or other recognition lists
- Staff and/or Scholar Directories and/or listings
- A playbill showing Scholar’s role in a drama production
- School Website
- School Bulletin Board

These examples are for illustration, only, and do not constitute an exclusive list of the manner in which directory information may be disclosed. This notice provides a parent or eligible Scholar with an opportunity to object in writing to any or all of those types of information that the school has designated as directory information.

Any refusal with the types of information subject to disclosure as directory information must be submitted in writing to the CEO on or before October 1st of the school year.

SECTION IX: CODE OF CHARACTER AND DISCIPLINARY POLICIES AND PROCEDURES

Global Leadership Academy Southwest does not support a traditional “Code of Conduct.” Instead, we implement a “CODE OF CHARACTER” in effort to build the necessary virtues and moral fabric within the consciousness of our scholars, and not merely subject them to reprimand for unacceptable behaviors. The goal is to teach and provide replacement behaviors for those scholars who may only have been accustomed to resolving conflict in a manner that is not conducive to our learning environment.

To maximize the potential in each scholar, everyone must follow the Code of Character, which embraces GLOBAL LEADERSHIP ACADEMY SOUTHWEST' Core Jewels of Character, and our School Wide Positive Behavior Intervention Support Program (SWPBIS) which we refer to as Global Greatness. Our Global Greatness (SWPBIS) focuses on three major areas of character development: **RESPECT, RESPONSIBILITY, & SAFETY**

GLA JEWELS OF THE MONTH

1. August- FAIRNESS
2. September- INTEGRITY
3. October- RESPECTFULLNESS
4. November- RESPONSIBILITY
5. December- CARING
6. January- RESILIENCY
7. February- DIVERSITY
8. March- VIRTUOUS/ NOBLE
9. April- CITIZENSHIP
10. May- TENACITY
11. June- TRUSTWORTHINESS

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT

SWPBIS here at GLOBAL LEADERSHIP ACADEMY SOUTHWEST is the proactive and intentional structuring of learning environments needed for all Scholars to achieve social, emotional, behavioral, and academic success. The home and school share the responsibility for developing good citizens. Parents, teachers, and Scholars must work together to maintain safe learning

environments.

Our Scholars here at GLOBAL LEADERSHIP ACADEMY SOUTHWEST must be leaders with integrity who continually show the ideals of responsibility, respect, and safety. Our Scholars, through SWPBIS, must:

- Know exactly what is expected of them.
- Recognize they have the responsibility to behave positively.
- Know the rewards and consequences that will result according to displayed behaviors whether positive or negative

AS ACTIVE PARTICIPANTS IN THE CREATION OF A POSITIVE SCHOOL CLIMATE THAT IS DIRECTLY ALIGNED WITH SWPBIS CRITICAL TO LEARNING, ALL SCHOLARS ARE EXPECTED TO:

- MAINTAIN AND MANIFEST ALL OF THE GLA JEWELS & GLOBAL GREATNESS (SWPBIS)
- Wear the appropriate uniform daily
- Speak respectfully to peers and adults
- Arrive to school and class daily on time and on task with the appropriate tools for learning
- Practice positive peer interaction
- Respect self and others
- Respect the personal space and property of others
- High regard for school and surrounding community

AS ACTIVE PARTICIPANTS IN THE CREATION OF A POSITIVE SCHOOL CLIMATE ALL PARENTS ARE EXPECTED TO:

- Support the policies of the Global Leadership Academy Southwest, the Code of Character and school handbook.
- Teach scholars to respect the rights of others, including other scholars and staff.
- Emphasize the importance of being prepared for school and adhering to school norms.
- Communicate scholar needs and concerns, and in return, also respond to school outreach regarding scholar needs, concerns and successes.
- Respect all members of the school community and comply with school norms when entering the school building, on school property, or through email and social platforms.

BRANCHING MINDS

Branching Minds is a web-based behavior improvement system. It gives general and special educators the training, recommendations, and decision-driving data they need to manage classroom behavior and help their Scholars succeed academically for the (K – 8th) of GLASW. It allows accurate and itemized documentation of occurrences, research-based interventions that can be implemented to support the behaviors of concern that have been recorded, professional development, positive behavioral support plans based on the data recorded in the system.

Live School (School Wide Electronic Behavior Modification Tool)

LiveSchool is an app that assists GLOBAL LEADERSHIP ACADEMY SOUTHWEST into fostering a positive learning environment.

Through LiveSchool our staff can:

- Track points, merits, and comment on positive Scholar behaviors Track school-wide behaviors altogether
- Communicate effectively with parents and Scholars about daily Scholar behaviors
- Provide instant feedback regarding positive Scholar behaviors
- Provide weekly paychecks to Scholars
- Connect Scholar points to school incentives and rewards
- Connect data to improve the display of positive Scholar behaviors
- LiveSchool is also aligned with the following systems: SWPBIS & MTSS

LiveSchool allows GLOBAL LEADERSHIP ACADEMY SOUTHWEST to reinforce norms and expectations and provide a pathway to success for all scholars.

CODE OF CHARACTER AND CONSEQUENCES

WHEN DOES THE CODE OF CHARACTER APPLY?

The Code of Character applies to school community members while they are in school and/or at any school sponsored activity such as a class trip or a sporting event. The Code of Character also applies to all scholars while they are traveling to and from school, using any mode of transportation, including walking, public transportation, taxi services etc.

Additionally, the Code of Character applies to conduct that occurs off-grounds, virtually, and/or after-hours (including weekends), if the conduct materially impacts the school community (meaning the conduct has a noticeable or considerable impact).

BULLYING, HARASSMENT & DISCRIMINATION

BULLYING

Global Leadership Academy Southwest recognizes the negative impact that bullying has on scholar health, welfare, and safety and on the learning environment at school. We also recognize that bullying creates an atmosphere of fear and intimidation and detracts from a safe environment.

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

1. Substantially interfering with a scholar’s education
2. Creating a threatening school environment
3. Substantially disrupting the orderly operation of the school

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

1. It is aggressive behavior or intentional harm doing
2. It is carried out repeatedly over time
3. It occurs between people where there is an imbalance of power (i.e., physical strength, mental capacity, popularity, or social skills)

Act 26

On July 10, 2015, Governor Wolf signed PA House Bill 229 into law.

HB 229 is now Act 26 of 2015. Act 26 amends Title 18 (Crimes and Offenses) of the Pennsylvania Consolidated Statutes, in assault, further providing for the offense of harassment.

- Defines cyber harassment of a child and makes it a crime
- Explains what occurs if a juvenile is charged with this offense
- Defines the following: emotional distress, repeatedly communicates and seriously disparaging statement

The school will formally report to the authorities the occurrences of cyber bullying/ harassment that have been duly investigated and well-founded via the investigative process to the local authorities. Anyone found responsible of acts of cyber bullying/ harassment will be subject to the penalties consistent with local law enforcement and GLASW Code of Character and board policies.

HARASSMENT

It is the Global Leadership Academy Southwest’s policy to maintain an educational environment in which harassment including sexual harassment, sexual assault and sexual violence in any form is not tolerated.

Global Leadership Academy Southwest defines harassment as verbal, nonverbal, written, graphic or physical conduct relating to an individual’s known or perceived race, color, ethnicity, age, religion, sex, sexual orientation, gender identity or expression, ancestry, national origin, marital status, pregnancy, English language proficiency, veteran status, disability, or other protected classification.

Harassment includes unwelcome conduct such as graphic, written, electronic, verbal, or nonverbal acts including offensive jokes, slurs, epithets, and name-calling; ridicule or mockery; insults or put-downs; offensive objects or pictures; physical assaults or threats; intimidation; sexual misconduct; or other conduct that may be harmful or humiliating or interfere with a person’s school or school-related performance when:

1. Such conduct is sufficiently severe, persistent, or pervasive and;
2. A reasonable person in the complainant’s position would find that it creates an intimidating, threatening, or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities, or opportunities offered by a school.

Harassment does not have to include the intent to harm, be directed at a specific target, or involve repeated incidents.

DISCRIMINATION

Discrimination: To treat individuals differently based on a protected classification including race, color, ethnicity, age, religion, sex, sexual orientation, gender identity or expression, ancestry, national origin, marital status, pregnancy, English language proficiency, veteran status, disability, or other protected classification. A single incident of discrimination may implicate more than one protected class.

Global Leadership Academy Southwest does not discriminate in employment, education programs, or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity, expression (known or perceived), sex, handicap, disability, nationality, citizenship, union membership, or limited English proficiency.

Global Leadership Academy Southwest’s policy of non-discrimination extends to all other legally protected classifications as listed below:

Title II of the Americans with Disabilities Act of 1990, as amended (ADA), is a federal law prohibiting discrimination against individuals with disabilities and, together with Section 504 of the Rehabilitation Act of 1973 (Section 504), ensures to deaf and hard-of-hearing scholars, parents, staff, and community members the right of equal access to services and accommodations provided by Global Leadership Academy Southwest through enhanced

PARENTS/GUARDIANS AND AUTHORIZED VISITORS

Our Board Policy states that a disabled parent/guardian or authorized visitor to a school event that requires a reasonable accommodation to assist in his/her attendance/participation in the event should contact the event administrative organizer at least three (3) business days in advance of the scheduled event or three (3) days following receipt of notice of the event, whichever accomplishes the earliest notice to the school.

Requests should be made as early as possible because some accommodations require additional time to prepare/arrange

TITLE IX

Title IX is a federal law that prohibits sex and gender-based discrimination. In line with federal regulations (Title IX), the district defines Title IX sexual harassment as any instance of quid pro quo harassment by a school’s employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act)

Examples of potential Title IX Sexual Harassment violations are:

1. Bullying or Harassment based on sex or gender identity or expression
2. Bullying or Harassment based on Pregnant or Parenting status
3. Bullying or harassment in the form of:
 - a. Comments, threats, gestures, or rumors of a sexual nature
 - b. Sharing/showing images/videos of a sexual nature
 - c. Non-consensual sex acts and sexual violence

Such conduct must have taken place during a school education program or activity and against a person in the United States to qualify as sexual harassment subject to Title IX regulations.

*NOTE: Not all unwelcome sexual conduct meets the definition of Title IX sexual harassment. Conduct that does not meet this definition might be considered harassment as defined in the Behavior Matrix of the Code of Conduct.

***** If there are concerns or questions related to Title IX, please contact the school’s CEO**

TRANSGENDER AND GENDER NON-CONFORMING SCHOLARS

Transgender and gender non-conforming scholars are afforded certain rights under school policies, which are:

1. The right to privacy, and this includes the right to keep one’s transgender identity private at school.
2. School personnel should not disclose information that may reveal a scholar’s transgender identity or gender nonconformity to others, including parents and other school personnel, unless the scholar has authorized such disclosure.
3. Scholars have the right to be referred to by their chosen name and pronouns.
4. The right to be included in the group that corresponds to their gender identity.
5. The right to have access to the restroom or locker room that corresponds to their gender identity.

SCHOLARS EXPERIENCING HOMELESSNESS

Global Leadership Academy Southwest considers scholars who lack a fixed, regular, and adequate nighttime residence, as experiencing homelessness. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; refugee or migratory children because they are living in circumstances like those described above.

Unaccompanied youth also fall under this category and can be described as a youth not in the physical custody of a legal parent or guardian and youth living on their own in any of the homeless situations described above. Children and youth who meet the criteria of being homeless, even if unaccompanied by a guardian, must be given full and equal access to an appropriate public education and success in the educational program. The permanency and adequacy of the housing conditions will be considered when determining if a scholar qualifies. These children and youth may enroll in:

- The school the scholar attended when permanently housed (school of origin).
- The school in which the scholar was last enrolled (school of origin).
- Any school that non-homeless scholars who live in the catchment area in which the child or youth experiencing homelessness is living are eligible to attend (new neighborhood school).

An unaccompanied homeless youth with a disability may also need to have a surrogate parent appointed by the district within 30 days if the youth have no one to serve in this role.

SCHOLARS IN FOSTER CARE

A child in foster care will remain in their school of origin (the school where the child was enrolled at the time of placement), unless a determination is made that it is not in their best interest to attend that school. If a scholar in foster care has experienced a change in placement, a Best Interest Determination (BID) meeting will be held to determine if the scholar should remain in the school of origin or if they should transition to a new school. Foster parents and/or foster care workers should not make any changes to enrollment for scholars who are in foster care without a BID meeting being held first. Please contact the Office of Scholar Rights and Responsibilities for additional information.

SCHOLAR BEHAVIOR AND DISCIPLINE MATRIX

Scholars receiving disciplinary action can expect that school officials will:

1. Give the scholar an opportunity to respond to concerns by writing or sharing a statement and/or presenting relevant additional information
2. Permit the scholar to choose not to provide a statement
3. Discuss the scholar’s behavior challenges and partner with the family to provide ways to address it
4. Inform the scholar and parent/guardian of disciplinary action and/or next steps to be taken
5. Document the problematic behavior, intervention, agreements reached in conferences.
6. Provide documents in the scholar and parent/guardian’s preferred language

The Behavior Matrix of the Code of Character provides definitions for behaviors that are considered dangerous and/or disruptive to the school learning environment and community. The behavior matrix also provides guidance as to the levels of interventions and consequences that school administrators can implement for specific violations.

Global Leadership Academy Southwest is committed to achieving educational equity and reducing disproportionality in exclusionary discipline. GLASW follow the MTSS process to ensure scholars are receiving appropriate supports prior to a serious incident. Parents/guardians who have any questions or concerns related to discipline are encouraged to contact the school principal and/or the Office of Climate and Culture.

SUSPENSION PROCEDURES

According to Pennsylvania law, suspension is defined as the denial of the right to attend school and to take part in any school function for any period of up to ten (10) days. Suspensions must be preceded by notification to the scholar and parent/guardian in writing. For the purposes of the Code of Character, suspensions comprise of three categories: in-school, short-term, and long-term.

IN-SCHOOL SUSPENSIONS

In-school Suspension is an exclusion from a classroom for disciplinary purposes that allow a scholar to remain under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as scholars under their supervision.

OUT OF SCHOOL SUSPENSIONS

Kindergarten, first, and second grade scholars will not be suspended unless their actions result in bodily injury (BI). Scholars in 3rd through 8th grade may be suspended when they have violated the Code of Character and a suspension is deemed appropriate for the offense.

SUSPENSIONS VARY IN LENGTH

1. Short-term Suspension is an exclusion from school and/or any school activity or function for a period of one to three days.
2. Long-term Suspension is an exclusion from school and/or any school activity or function for a period of four to ten school days.

Scholars who are suspended must meet with the principal or designee prior to the suspension, unless it is clear that the health, safety, or welfare of the school community is compromised. During the conference, the scholar should be given a suspension notice. The parent/guardian must also be notified, and a parent conference should be scheduled before or upon the scholar’s reinstatement to school after suspension.

PARENT CONFERENCE PROCEDURES

At parent conferences, parents/guardians can expect that school administrators will adhere to the following protocol:

1. Notice of a conference must be provided to the parent/guardian in their preferred language in writing and either hand-delivered to the home, sent by mail, faxed, emailed, or communicated by other reasonable means.
2. At the conference, the parent/guardian or caregiver may request to review and have a copy of the scholar’s records and any witness statements, with other scholar names and information redacted. Interpretation will be provided if requested.
3. School administrators will discuss the challenging behavior/incident that led to the suspension
4. School administrators will inform the parent/guardian of any further disciplinary action and provide an overview of the parent/guardian’s due process rights regarding the disciplinary action, including the right to view evidence.
5. Schoolwork for scholars with more than a four (4) day suspension must be provided to the parent/guardian at the conference, which is due upon reinstatement.

6. Schools must make every attempt to engage a guardian or parent when the scholar returns after a suspension. Scholars may not be kept out of school as a result of the parent or guardian’s inability to meet with school staff.

DISCIPLINARY HEARING PROCESS

Disciplinary Hearing Referrals only apply to 6th Grade through 8th Grade scholars. Kindergarten through 5th Grade scholars cannot be referred for a disciplinary hearing, including lateral and Alternative Education for Disruptive Youth (AEDY) transfers.

Scholars who are exhibiting a pattern of disruptive behavior(s) and/or committing serious violation(s) of the Code of Character may be referred to the Office of Scholar Rights and Responsibilities for a scholar disciplinary hearing. Prior to making a referral, schools must complete a Behavior Performance Review (BPR) for regular education scholars or a Manifestation Determination for scholars with an Individualized Education Plan (IEP) or 504 plan and share the results of the review at the parent/guardian conference. If the behavior is deemed a manifestation of the scholar’s disability or if the scholar is “thought to be” to have a disability, schools cannot move forward with a discipline hearing.

Scholars referred for a hearing will be suspended and provided the procedures indicated in the suspension procedures section of the Code of Conduct. The parent/guardian will receive written notice in their preferred language of the suspension and referral for disciplinary transfer prior to the hearing. The scholar has the right to return to school pending the outcome of the hearing, unless the behavior of the scholar continues to create such a risk of harm to the school community. In this case, then the school may request an interim placement.

Scholars who are referred for a disciplinary hearing receive full due process to determine whether the scholar should be removed from their current school placement. Disciplinary hearings will be conducted by an impartial hearing officer. Scholars and parents/guardians going through the disciplinary hearing process have the following rights:

- Parent/guardian may request a copy of their child’s records and any evidence the school plans to present which will be provided within 48 hours.
- Parent/guardian and scholar may request an interpreter in the language of their choice.

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- Parent/guardian may bring their own witnesses and/or character statements to the hearing.
- Parent/guardian may bring a representative and/or advocate.
- Parent/guardian and scholar has two opportunities to attend the hearing.
- Parent/guardian may ask questions of the school and present evidence if it relates to the incident.
- Decisions will be mailed and/or emailed to the parent/guardian within 5 days of the hearing.
- Parent/guardian may appeal the hearing decision within 15 days of the hearing.
- All hearings are audio-recorded. After the hearing, parents may request a copy of the recording which will be provided to you within 48 hours.

HEARING DECISIONS

An impartial hearing officer will consider all evidence, dialogue in the hearing, and a scholar’s academic, behavior and attendance records when making a decision on the outcome. The outcome may be one of the following:

- Scholar remains in current school placement with a behavior contract.
- Scholar remains in current school placement without a behavior contract. In other words, sufficient consequences were already provided prior to the hearing.
- Scholar remains in current school placement due to insufficient evidence.
- Scholar is laterally transferred to another district or contract-operated school for the remainder of their education.
- Scholar is transferred to an Alternative Education for Disruptive Youth (AEDY) placement until goals created at the start of the program are met.

ALTERNATIVE EDUCATION FOR DISRUPTIVE YOUTH (AEDY) PROGRAM

- Pennsylvania’s Alternative Education for Disruptive Youth Program (AEDY) provides a combination of intense, individual academic instruction and behavior modification counseling in an alternative setting to assist scholars in returning successfully to the regular education setting.

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- AEDY Transition Programs provide education to scholars in grades 6-12 who have been removed from the regular education setting for certain disciplinary reasons. Scholars must have a hearing prior to placement unless an immediate transfer is warranted because of a serious situation. The school programs help scholars work on their behavior while at the same time continuing with their education.
- English Learners (EL) cannot be placed at disciplinary schools that cannot meet their language instruction needs and must be taught by qualified teachers with ESL Teaching Credentials using materials that are appropriate for their ages and levels of proficiency.
- The School District and the AEDY Program work with families to create behavioral goals based on their reason for placement and assessments. Scholars receive a formal periodic review (progress review) before their presumptive exit date. Once behavioral goals are met, scholars prepare to transition to the regular education setting with a transition plan. Placements in AEDY Transition Programs are temporary. Scholars may only remain until they have met their behavioral goals.

SAFETY INTERIM PLACEMENT

- Schools may request a safety interim placement (temporary school assignment) to an AEDY program for the limited situations where the school has documented that a regular education scholar’s continued presence poses a threat to the school community. If an interim assignment is granted by the Office of Scholar Rights and Responsibilities, a hearing must be held as soon as possible after that assignment.
- Scholars with disabilities are not able to receive safety interim placements unless there are special circumstances. Please read the next section to learn more about discipline for scholars with disabilities.

DISCIPLINE FOR SCHOLARS WITH DISABILITIES

Scholars with disabilities must be provided with a Free and Appropriate Public Education (FAPE). In July 2022, the United States (U.S.) Department of Education, Office for Civil Rights, released guidance further explaining that Section 504 requires schools to provide behavioral supports and services to scholars with disabilities who need them in order to receive a FAPE. Additional information and resources can be found here.

SCHOLARS IDENTIFIED AS INTELLECTUALLY DISABLED

Scholars who are identified as intellectually disabled can only be removed from the school building for suspension or a disciplinary hearing if there is written agreement from the parent/guardian or written approval from the Bureau of Special Education of the Pennsylvania Department of Education (PDE). PDE can be contacted by calling 717-783-6913 or by visiting the PDE website.

All Other Scholars Receiving Special Education Services or a 504 Plan

The district may suspend scholars who are receiving special education services for up to ten (10) consecutive school days or fifteen (15) cumulative school days in one school year without providing special education services as outlined in their IEP.

If schools are considering 1) a disciplinary hearing referral and/or 2) a suspension for a behavior for which the scholar has received 10 cumulative days of suspension during this school year, the following steps must be completed first:

- Provide written notice to the parent/guardian of the recommended disciplinary action and an invitation to participate in the Manifestation Determination Meeting with the scholar’s IEP team.
- This meeting should take place within 24 hours of the incident (or within 24 hours of the school becoming aware of the incident).
- The purpose of the Manifestation Determination meeting is to answer two questions:
 - Was the conduct caused by, or did it have a direct and substantial relationship to, the scholar’s disability?
 - Was the conduct a direct result of the school’s failure to implement the scholar’s IEP?
- During the Manifestation Determination meeting, the scholar’s most recent evaluation, IEP and placement will be reviewed as well as the details of the incident that led to proposed discipline.
- The completed Manifestation Determination must be signed by the parent/guardian and IEP team, including School Psychologist.

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- Issue a Notice of Recommended Educational Placement (NOREP) with the results of the determination and a copy of the Procedural Safeguard Notice (PSN) to the parent/guardian.
- If the parent/guardian disagrees with the decision that is made at the Manifestation Determination Meeting, they can request an expedited Special Education Hearing and the commonwealth-appointed hearing officer will review the manifestation determination. Directions on requesting a hearing can be found in the NOREP and must be completed within ten (10) days.
- Ensure IEP is in compliance as well as other corresponding documents if applicable. For example, a Functional Behavior Assessment (FBA) or Positive Behavior Support Plan (PBSP) may be needed in accordance with the IEP.

PROCEEDING WITH DISCIPLINE

- If the behavior IS NOT deemed a manifestation of the scholar’s disability, schools may proceed with the recommended disciplinary action in accord with the Code of Conduct.
- If the behavior IS deemed a manifestation of the scholar’s disability, the proposed disciplinary action of a suspension reaching 10 cumulative days and/or a disciplinary hearing referral or may not be implemented.

SPECIAL CIRCUMSTANCES/45 DAY PLACEMENT

- Schools may request a 45-day placement at an AEDY program if the incident involved one of the three code violations listed below per IDEA:
 - Possession a weapon
 - Possession of illegal drugs
 - Causing Serious Bodily Injury (SBI)
- As defined by IDEA, bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
- SBI but be substantiated through medical documentation submitted to the Office of Scholar Rights and Responsibilities.
- A 45-day placement allows the scholar to receive interventions in an AEDY setting while the school team re-assess the scholar’s Individualized Education Plan (IEP) or 504 plan.

- If the behavior is not one of these three special circumstances, is a manifestation of the scholar’s disability and the scholar is likely to cause injury to themselves or others, a school administrator can request an expedited hearing conducted by a special education hearing officer to obtain a 45-day placement. This request should be made by a school administrator to the Office of General Counsel.

EXPULSION PROCEDURES

According to Pennsylvania law, expulsion is defined as an exclusion from school and any school activities for more than ten (10) school days. Scholars who have committed an offense subject to expulsion will be referred for an informal disciplinary hearing and AEDY placement, at which point it will be determined if a scholar should be recommended for formal expulsion.

The formal expulsion hearing process includes the following due process requirements:

- Notification of the violation(s) in writing by certified mail to the scholar’s parent/guardian in their preferred language.
- At least three 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 scholar may request the rescheduling of the hearing when he/she demonstrates good cause for an extension.
- The hearing shall be private unless the scholar or parent/guardian requests a public hearing.
- Representation by counsel at the parent/guardian expense and parent/guardian may attend the hearing.
- Disclosure of the names of witnesses against the scholar and copies of their written statements or affidavits.
- The right to request that witnesses against the scholar appear in person and answer questions or be cross-examined.
- The right to testify, make arguments and present witnesses on the scholar’s behalf.
- A written or audio record shall be kept of the hearing and a copy made available to the scholar at the scholar’s expense, or at no charge if the scholar is indigent.
- The hearing shall be held within 15 school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:

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- The need for laboratory reports from law enforcement agencies.
- Evaluations or other court or administrative proceedings are pending due to the scholar invoking their rights under the Individuals with Disabilities Education Act (IDEA).
- 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.
- Notice of a right to appeal the results of the hearing shall be provided to the scholar and the parent/guardian with the expulsion decision in their preferred language.

If a scholar is expelled by the school board, the parent/guardian of the scholar has 30 days to provide written documentation that the scholar is in another educational program. If they are unable to find an alternative educational program, Global Leadership Academy Southwest will provide for the scholar’s education.

A scholar who has been permanently expelled from Global Leadership Academy Southwest by the affirmative vote of a majority of the school board may apply for readmission. The school board delegates authority for all readmission decisions to the Chief Executive Officer/Superintendent or their designee. Temporarily expelled scholars need not apply for readmission because they are automatically readmitted to Global Leadership Academy Southwest at the end of the expulsion period. Readmission decisions are final and not subject to review by appeal to the school board or the courts.

SCHOLARS CONVICTED OR ADJUDICATED DELINQUENT FOR SEXUAL ASSAULT

While schools have limited authority to impose code of conduct consequences for conduct outside the school setting, Pennsylvania law establishes disciplinary requirements when a scholar has been convicted or adjudicated delinquent of sexual assault upon another district scholar. School setting – means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised, or sanctioned by the school

SEXUAL ASSAULT – MEANS ANY OF THE FOLLOWING OFFENSES:

- Rape.
- Statutory sexual assault.
- Involuntary deviate sexual intercourse.
- Sexual assault.
- Aggravated indecent assault.
- Indecent assault.

SCHOLAR RESPONSIBILITIES

Scholars who have been convicted or adjudicated delinquent for sexual assault of another scholar in the school district must give notice to the school within 72 hours of the conviction or adjudication.

SCHOOL RESPONSIBILITIES

If a convicted or adjudicated scholar has not already been expelled, transferred to another school or an AEDY Transition Program, or if the victim attends the same school, schools must take action to either transfer the scholar to another school, transfer the scholar to an AEDY Transition Program, or expel the scholar. Prior to any transfer or expulsion, the district must provide due process.

In the case of a scholar with a disability, including a scholar for whom an evaluation is pending, prior to implementing any disciplinary removal or considering a change of placement for the

scholar, the district will coordinate with the scholar’s Individualized Education Program (IEP) team and take all steps required to comply with state and federal laws and regulations, and Board policies.

If the sexual assault occurred in a school setting the school principal or administrator will notify the Title IX Coordinator who will determine whether the incident has been addressed in accordance with Global Leadership Academy Southwest’s Harassment and Discrimination policy and procedures.

The school will ensure that the convicted or adjudicated scholar is prohibited from taking part in the following activities at the same time as the victim:

1. Attend the same school.
2. Receive transportation in the same school vehicle.
3. Participate in the same school-sponsored activity.

RETURN TO SCHOOL

A scholar who is expelled, transferred, or reassigned, may return to the scholar’s originally assigned school only if one (1) of the following circumstances occur:

1. The victim is no longer enrolled in the district.
2. The conviction or adjudication has been reversed and is not pending appeal.

TRANSFER SCHOLARS

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When Global Leadership Academy Southwest receives a scholar who transfers from a public or private school during or after an expulsion period for an act or offense involving a sexual assault conviction or adjudication, the district may assign that scholar to an alternative assignment or may provide alternative education services.

Prior to admission to the school, a parent, guardian or other person having control or charge of a scholar is required, upon registration, to provide a sworn statement or affirmation stating whether the scholar was previously or is presently expelled under the provisions of this section. The registration shall include the name of the school from which the scholar was expelled with the dates of expulsion and shall be maintained as part of the scholar’s disciplinary record. Any willful false statement made under this subsection shall be subject to 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities).

WEAPONS/ACT -26

Possession of weapons in the school setting is a threat to the safety of scholars and staff and is prohibited not only by law.

Act 26 (24 P.S. Section 13-1317.2) is a Pennsylvania law that requires the referral for expulsion of any scholar who possesses a weapon on school property, at a school function, or going to or from school.

The term “weapon” will mean any object, device, or instrument designed as a weapon or capable of threatening or inflicting serious bodily harm or which may be used to inflict self-injury. This definition includes, but is not limited to any firearm, shotgun, or rifle, whether loaded or unloaded; any knife, cutting instrument, or cutting tool; any nunchaku; any chemical agent such as pepper spray or mace; laser pointer; stun gun; incendiary device; any other tool, instrument or object used or intended to be used to inflict serious bodily harm to another. The term “weapon” will also include any simulated, replica, toy, or look-alike weapon.

Scholars are prohibited from possessing and bringing any weapon within 100 feet of any school building, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or to a school-sponsored activity.

A scholar is regarded as in possession of a weapon when the weapon is found on the person of the scholar; in his or her locker; or under the scholar's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the scholar is coming to or from school or a school-sponsored activity.

Being in possession of a weapon is not limited to using it or intending to use it. Merely carrying the weapon, keeping it in a locker, backpack or purse, or even holding it for a friend, is sufficient.

As required by Act 26, Global Academies will notify the Police upon discovery of any weapon covered by the Act.

By signing our handbook acknowledgement form parents understand the seriousness of this policy. **Parents must speak with children regarding the consequences of bringing any sharp item or weapon-like item to school. This includes jewelry with sharp edges, pocketknives, nail files, toy guns, etc.** Consequences of non-adherence to this mandate will lead to possible arrest and/or expulsion from school.

TERRORISTIC THREATS

Global Leadership Academy Southwest recognizes the danger that terroristic threats by scholars present to the safety and welfare of other scholars, staff and community, even if the result is fear or disruption without physical injury. Therefore, Global Academies will not tolerate any such conduct by any scholar, which is prohibited.

“Terroristic threat” is defined as a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

Any scholar, whom the CEO/Principal/ School Climate and Culture Coordinator

determines, after investigation, to have engaged in such conduct, alone or having any part thereof, will have committed the offense of “terroristic threat.” Such scholar may be recommended for expulsion, with report made to law enforcement officials.

ASSAULT ON SCHOOL PERSONNEL

A scholar will be recommended for expulsion, with report made to law enforcement officials, if he or she commits an assault against a teacher, administrator, a member of the Board of Trustees of Global Leadership Academy Southwest, or other employee who is acting within his/her duties in a situation where his/her authority to act is apparent, or as a result of his/her relationship with the school.

SUBSTANCE ABUSE

The Board of Trustees of Global Leadership Academy Southwest 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 of Trustees is committed to the prevention of drug and alcohol abuse and accepts the responsibility for instructing scholars in the nature of these substances.

Scholars are absolutely prohibited from using, possessing, soliciting, distributing, and being under the influence of any controlled substances during school hours, at any

time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school and school-sponsored activities.

Because substance abuse is a serious problem, the Pennsylvania General Assembly enacted Section 1547 of the Pennsylvania Public School Code, requiring schools to implement a comprehensive alcohol, tobacco, drug and other substance abuse program.

Global Leadership Academy Southwest employs a multi-faceted approach to its program.

PREVENTION

Annual, age-appropriate instruction is provided to all scholars in every grade, from kindergarten to 12th grade, regarding the dangers of alcohol, tobacco, drug and other chemical substance abuse. Instruction also will address scholar self-esteem, self-awareness, personal worth, and decision-making to enable scholars to make informed choices involving chemical use.

In service training is also provided to instructional staff.

IMMEDIATE INVESTIGATION AND ACTION

Where, despite prevention efforts, Administration has received information concerning possible or actual incidents of possession or sale of chemical substances, the matter will be immediately investigated, and all necessary actions taken in compliance with state law and procedures set forth in any memorandum of understanding with local law enforcement officials.

An immediate investigation will be conducted by school officials if "reasonable suspicion" exists regarding a scholar's possession, use or sale of chemical substances. The basis for reasonable suspicion will include:

1. A statement from an eyewitness or informant
2. Symptoms such as, but not limited to, intoxication, slurred speech, unsteady walk, impaired coordination, slowed reflexes, an odor, expression such as flat affect, brief intense euphoria, repetitive physical mannerisms, violence, nausea, or elevated heart rate
3. A scholar's past history for use or possession of drugs or alcohol
4. Any other independent evidence which gives rise to a reasonable conclusion that a scholar is in violation of the school's substance abuse policy

While the above factors, standing alone, may not always suffice in supporting a reasonable suspicion of use or possession of a prohibited substance, a combination of factors will strengthen the school's reasonable suspicion position.

If reasonable suspicion exists, the school's policies regarding search and seizure, reporting to the police, and Code of Character including appropriate disciplinary action also apply.

Scholars who are found not to be in possession of alcohol, drugs, or other health endangering substances, will be promptly excused and no further action will be taken.

Investigations and actions under this policy and related policies serve the foremost purpose of protecting the health and welfare of school community members.

INTERVENTION

Except for the most egregious of circumstances where a scholar's conduct has so endangered another member of the school community that expulsion from school is warranted, Global Academies' multi-faceted approach to substance abuse includes involvement of the school's Scholar Assistance Team, who have been trained to understand the issues of scholar chemical

use, abuse and dependency, and who play a primary role in the identification and referral of scholars coming to their attention for assistance in removing barriers to learning that may have led to destructive substance use.

The Scholar Assistance Team members are trained to identify problems, determine whether or not the problem lies within the responsibility of the school, and makes recommendations to assist the scholar and his or her parent.

Where the problem is beyond the scope of school, the Scholar Assistance Team will inform the scholar's parent/guardian of the problem affecting the scholar's performance in school and will provide the family with information so that they may access services within the community. Scholar Assistance Team members do not diagnose, treat or refer a scholar to treatment, however, but may refer a scholar for an assessment for treatment.

For scholars who receive treatment through a community agency, the Scholar Assistance Team, in collaboration with the scholar's parent and the agency, plans in-school support services during and after treatment.

At all phases of intervention, scholar confidentiality will be maintained, except when collaboration with an involved community agency requires information sharing.

The scholar's parent/guardian has the right to have full access to all school records under applicable state and federal laws and regulations, and to be involved in all phases of the scholar assistance program -- which underscores the role of the scholar's parent/guardian with decision-making responsibility regarding the resolution of their scholar's problems.

USE OR POSSESSION OF TABACCO

The Board of Trustees of Global Leadership Academy Southwest recognizes that smoking presents a health hazard which can have serious consequences, both for the smoker and nonsmoker. Thus, smoking will not be permitted anywhere on school property.

The use of tobacco is defined as the possession and/or use of any cigarette, pipe, cigar, chewing tobacco, snuff or other smoking or tobacco product, smokeless tobacco in any form, e-cigarette and/or paraphernalia associated with tobacco use such as rolling papers, matches and lighters. Smoking means the burning of a lighted cigarette, pipe, cigar, or any other matter of material that contains tobacco, or use of a tobacco-free product such as, but not limited to, an e-cigarette.

Scholars will not use or possess any product containing tobacco, or a tobacco-free product such as an e-cigarette, while on school property or at a school-sponsored events. School functions will be defined as (a) on school property; (b) at any place where an interscholastic activity and/or athletic contest is taking place; (c) during the course of any field trip; (d) during the course of any trip or activity sponsored by or under the supervision of the school, its Board of Trustees or authorized agents; or (e) upon school transportation vehicles at any time.

CARE OF SCHOOL PROPERTY

Global Leadership Academy Southwest believes that it must help Scholars learn to respect property and develop feelings of pride in community institutions. The school also recognizes the relationship between effective use of property and the school’s financial solvency.

The Board of Trustees of Global Academies charges each scholar with the responsibility for the proper care of school property and school textbooks, supplies, computers and other equipment entrusted to his/her name.

Scholars who willfully cause damage to or deface school property will be subject to disciplinary measures. Scholars and others who damage or deface school property may be prosecuted and punished under the law. Parents/Guardians of scholars will be held accountable for their scholar's actions. The Board of Trustees may report to the appropriate authorities any scholar whose damage of school property has been serious or chronic in nature.

PHYSICAL RESTRAINT

Physical restraint of scholars by school personnel will be considered a reasonable intervention when used in the following circumstances:

- As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
- As reasonably needed to maintain order or prevent or break up a fight.
- As reasonably needed for self-defense.
- As reasonably needed to ensure the safety of any scholar, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a scholar, or to prevent self-injurious behavior.
- As reasonably needed to escort a Scholar safely from one area to another.
- If used as provided for in a Scholar's IEP or Section 504 plan or behavior intervention plan.
- As reasonably needed to prevent imminent destruction to school or another person's property.
- If scholar is deemed a danger to self or others

Non-violent Safe Hold (physical restraint), in accordance with the Crisis Prevention Intervention Model (CPI), will be considered a reasonable intervention when used solely as a therapeutic

intervention/ preventative measure. Nothing in this subsection may be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

***Please Note:

- Use of prone restraints is strictly prohibited.
- Restraints will be performed by trained/ certified crisis response team members.
- The restraint process is in accordance with The Crisis Prevention Intervention Model (CPI).
- Should the use of restraint become necessary for a Scholar with an IEP, the school will follow regulations regarding reporting and notification promulgated by the Pennsylvania Department of Education's Bureau of Special Education.

SEARCH & SEIZURE

Various types of school property including, but not limited to, lockers, storage bins and computer terminals are assigned to scholars for their convenience of storage or educational usage. School property remains the property of Global Leadership Academy Southwest. School property is not to be construed as belonging to, or for the sole use of a scholar, even though he or she assumes full responsibility for the security of such property.

In the interest of maintaining an educational environment and providing for the health and safety of all scholars, Global Leadership Academy Southwest reserves the right, when necessary, for the CEO or designee to search, without a warrant, a scholar, his or her locker, purse, book bag or backpack, or school computers, if there are reasonable grounds for suspicion that the scholar has violated or is violating state or federal laws, city codes, or school policies.

If a school official has reasonable suspicion that a scholar's locker contains illegal or unauthorized materials, the school may conduct a locker search upon notification to the scholar, who will be given opportunity to be present during the search. When school officials

have reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of scholars in school, the locker may be searched without prior warning.

Without notice or consent of the scholar or his or her parent, a scholar's person and/or personal effects (i.e., purse, book bag, backpack or athletic bag, electronic devices) or computer may be searched, whenever a school official has reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized material, contraband, evidence of a crime or evidence of a violation of the school's rules and policies.

If a search of an elementary scholar becomes necessary, he or she may be asked to turn his or her pockets inside-out, roll-up long sleeves or trouser cuffs, and/or remove his or her shoes. Although permissible, pat-down searches will be done only if safety is an immediate concern. In that event, two adults of the same gender as the scholar will perform the search. Pat-downs will be done only by the CEO, Principal/ School Climate and Culture Coordinator or designee of the same sex as the scholar. Parents will be immediately contacted if a dangerous or missing item is found on or in the possession of their child. Also, parent presence will be required if there is good reason to believe that an item of importance or value may be concealed in such a manner as not to be revealed by the above search procedures.

If items of importance or value are missing and there is a reasonable chance, they have not left a defined area, that area and persons in that area may be searched.

If a properly conducted search yields illegal or contraband materials, such findings will be turned over to proper legal authorities for ultimate disposition. Additionally, illegal or prohibited materials seized during a search may be used as evidence against the scholar in a school disciplinary proceeding.

TO SUMMMARIZE

Personal Searches - A scholar's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the scholar is in possession of illegal or unauthorized materials.

School Computers - School computers and any data they contain remain under the control of Global Leadership Academy Southwest and are subject to inspection at any time.

Locker Searches - Lockers may be searched if a school official has reasonable suspicion that the locker contains illegal or unauthorized materials. The scholar assigned to the locker will be notified, and opportunity to be present during the search will be given. When there is reasonable suspicion that the locker contains materials that pose a threat to the health, welfare or safety of scholars in school, the locker may be searched without prior warning or opportunity to be present during the search.

SECTION X: ELECTRONICS POLICY

CELLPHONE CHECK-IN AND CONFISCATION

- Scholars in grades 4-8 will be afforded an amnesty cell phone check in prior to the start of classroom instruction
- All phones will be collected, accounted for and secured until the end of the day or through our cell phone policy system, which is YONDER.
- Apple watches (electronic watch) are prohibited on school grounds. If an apple watch is confiscated by staff member(s), it will be secured in Main Office/ Office of the School Climate and Culture Coordinator until parent/ guardian retrieves it.

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- All scholars will submit and retrieve their phones by way of the classroom instructors (designated staff will collect phones in the morning and return in the afternoon or scholars will be provided designated spaces to lock up cell phones through our YONDER system).
- Scholars that do not check phones in and are caught with phones afterwards will have it confiscated and will be subject to reprimand in accordance with School Code of Character.
- First time phone and electronic watch are confiscated it will be secured in Main Office/ Office of the School Climate and Culture Coordinator until parent/ guardian retrieves it.
- Second occurrence scholars will be subjected to a parent conference and suspension.
- Third occurrence will be perceived as a blatant disregard for school rules/ regulations and result in suspension/ expulsion.

****Please Note: Lost or stolen cell phones/ electronic devices which are not properly checked-in are not the responsibility of the school.**

COMPUTER PRIVLEDGE AND ACCEPTABLE USE

Global Leadership Academy Southwest (GLASW) provides its scholars with digital learning tools, including iPads, tablets, laptops, desktops, and other digital devices, to enhance, enrich, and facilitate effective teaching, learning, and communication. These tools will support GLASW’s vision. They will also support our Technological vision of developing, by grade 8, Digital Citizens who have demonstrated, with proficiency, the ability to navigate digital literacy, higher order and inventive thinking, effective communication, and high productivity.

Responsible use of GLASW iPads, and other digital learning tools, are an essential part of our curriculum. These tools are intended for use inside of the school facility unless authorized, in writing by a designated school official, to be removed from the school premises.

All Digital Learning Tools and their related hardware, software, and accessories are the property of GLASW. They must be used in accordance with all related GLASW policies including the GLASW Acceptable Use Policy.

With privilege comes responsibility, therefore, as a condition of use, scholars and parents will sign a Digital Tools Responsibility Contract and Consent Agreement. By signing the Agreement, parents and scholars are acknowledging that they understand and will comply with the contents of the agreement, and the contents of the Technology section of this handbook.

OPPORTUNITIES/PRIVILEGES

- a. Scholars will have access to technology resources that facilitate teaching and learning and enhance communication.
- b. Scholars will have guided and monitored access (using electronic filtering, restrictions, and general adult supervision) to the Internet.
- c. Scholars are prohibited from accessing social media or any unauthorized communication, video, audio, or print media on any of the Digital Learning Tools.
- d. The Digital Learning Tools are provided for use in the pursuit of GLASW Scholar academic related business and are to be reviewed, monitored, and used only in that pursuit. Scholars ARE NOT permitted to use GLASW's technical resources for occasional, non-scholarly purposes.
- e. Scholars may be assigned a GLASW email account and password. This account is solely for the use of communications between teachers, scholars, and e-pals throughout the course of the school year. All communication via email is accessible by the IT consultant and school administration and must pertain to educational purposes only.

PRIVACY CONSIDERATIONS

- Files stored on school resources, including e-mail messages, are the property of GLASW. Global Academies reserves the right to inspect files stored on school resources for conformity with its policies, licensing standards and state or federal law.
- Disciplinary Actions: Violation may result in restriction or suspension of access to technology resources, financial restitution, or other disciplinary measures.

SCHOLAR RESPONSIBILITIES

- Scholars are to follow the Guidelines for Proper Care and other sections in the Digital Device Agreement.
- Scholars are responsible for using school technology resources to extend the learning experiences that are consistent with GLASW curriculum and programs.
- Scholars are responsible for adhering to established guidelines and standards for use of technology resources.
- Scholars are responsible for keeping equipment, programs, and files from being relocated, removed from school premises, corrupted, or modified without the permission of the building Technology Director or designee.
- Scholars are responsible for maintaining the privacy and integrity of passwords and of electronic communications.
- Scholars are responsible for adhering to all copyright and educational fair use guidelines.
- Scholars are responsible for avoiding use of technology resources in a way that is profane, obscene, or that advocates illegal acts, bullying, violence, or discrimination toward other people.

Scholars are responsible for their Digital Learning Tool and are expected to treat them with care and respect.

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- Do not, or allow other scholars to, eat or drink while using the iPad, or other Digital Learning Tool.
- Do not, or allow other scholars to, leave the iPad, or other Digital Learning Tool, exposed to direct sunlight.
- Do not, or allow other scholars to, drop the iPad, or other Digital Learning Tool, or enable situations that will allow it to fall.
- Give care appropriate for any necessary electrical device.
- Do not, or allow other scholars to, attempt to repair a damaged or malfunctioning iPad or other Digital Learning Tool.
- Do not, or allow other scholars to, attempt to upgrade the iPad or software of any GLASW Digital Learning Tool.
- Do not allow others to use you iPad, or other Digital Learning Tool, irresponsibly.
- Do not, or allow other scholars to, leave the iPad unattended.
- Do not, or allow other scholars to, leave the iPad in any secured or unsecured area.
- Do not, or allow scholars to, remove A/C adapters from the carts.

ETHICAL AND APPROPRIATE USE

- Scholars are expected to follow the GLASW Acceptable Use Policy and abide by all local, state, and federal laws wherever using the iPad or other Digital Learning Tool.
- Scholars will use the iPads, or other Digital Learning Tools, for educational experiences that are consistent with GLASW curriculum and programs.

MAINTENANCE

- The iPads, or other Digital Learning Tools, are school property and will be relinquished to the school daily, and at the conclusion of the academic school year, or upon withdrawing from GLASW.
- Scholars will surrender their iPad, or other Digital Learning Tool, at any time to IT staff for periodic review of the hardware for maintenance and software upgrades as deemed necessary.

SOFTWARE

- Scholars should not attempt to install software or change the system configuration including network settings.
- All school iPads, or other Digital Learning Tools, will be pre-loaded with the standard software in use at the time by the GLASW Tech department.
- Scholars will respect the copyrights and intellectual property rights of others, including the legal use of copyrighted software.

HARDWARE

Scholars may not install or repair hardware on the iPad or other Digital Learning Tools.

FILE SECURITY/SAFETY

- Scholars should regularly back up key data to the cloud.
- Scholars should keep the amount of data stored on the iPad to a minimum.

Theft: In case your iPad or other Digital Learning Tool has been lost, stolen, or damaged, contact your Teacher, Academy Leader, or Tech Department.

Scholars are expected to protect school iPads from theft; immediately notify your Teacher, Academy Leader, or Tech Department if a theft does occur.

FREQUENTLY ASKED QUESTIONS

Something is wrong with the iPad or other Digital Learning Tool, what do I do?

1. Restart the computer. Force quit the machine if you must.
2. Contact your Teacher, Academy Leader, or Tech Department.

iPad Access: Logging In

How do I login to the network at school?

1. Turn on the iPad.
2. Enter the passcode unique to the class the iPad is from.

What Operating system is on the iPad?

The iPad’s operating system should be current unless advised by the Tech Department.

May I remove the tags and labels on the iPad and decorate it to fit my personality?

No

May I install my own software on the iPad or other Digital Learning Tools?

No. However, if there is software that you are interested in, consult your Teacher, Academy Leader, or Tech Department.

I accidentally spilled water on the iPad or other Digital Learning Tools, what do I do?

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Contact an adult. If safe, dry the iPad and report the incident to your Teacher, Academy Leader, or Tech Department

For more assistance, please email GLASWHelpdesk@GA-Schools.org

ACCEPTABLE USE POLICY

As with all technology use at GLASW, adherence to the GLASW Acceptable Use Policy is required.

OFFICIAL EMAIL ADDRESS

Scholars in grades 6-8 may be assigned a GA-Schools.org Scholar email account. This account will be considered the scholar’s official GLASW email address until such time as the scholar is no longer enrolled at GLASW.

PROHIBITED CONDUCT

Scholar email may not be used in the following ways:

- Cyberbullying: To harass, threaten or intimidate others;
- To send obscene or sexually explicit language or images;
- Unlawful activities;
- Commercial purposes;
- Personal financial gain;
- False identity in email communications;
- Misrepresentation of the Global Leadership Academy Southwest;
- Interferences with GLASW technology operations through
 - Electronic chain letters

- Unsolicited electronic communications
- Listening to music during class, unless directly linked to educational class activities.
- Disruption of electronic communication

ACCESS RESTRICTION

Access to and use of scholar email is considered a privilege accorded at the discretion of GLASW. The school maintains the right to immediately withdraw the access and use of a scholar’s email when there is reason to believe that violations of law or school policies have occurred. In such cases, the alleged violation will be referred to the Assistant Principal for further investigation and adjudication.

PRIVACY

Files stored on school resources, including email messages, are considered property of GLASW. GLASW reserves the right to inspect files stored on school resources for conformity with its policies, licensing standards and state or federal law.

SECURITY

Wireless networks are great for sharing printers, files and an internet connection among different computers in the home, but they do come with some risks. Your router manual should provide instructions on how to set up a secure network, so refer to these first. If you need additional help, some basic steps are outlined below.

An unsecured wireless network is accessible by anyone within range of the network (300 ft. or more). An intruder may do any of the following:

- Slow your internet performance
- View your files on your computer

- Monitor your websites, read your emails and in
- Use your connection to spread spam or malicious software or perform other illegal activities.

For these reasons, it is important to make your home network secure. A secured connection can still be compromised, but it is much more difficult to do so.

SECURE WIRELESS

To setup up your secure network, you should first look at your router manual for directions. Below are some typical steps you would take:

- Physically connect your netbook (or instant messaging and copy usernames and passwords any computer) to the router using a CAT-5 ethernet cable such as the one below.
- Open your Internet browser (Google, Firefox, etc.) and type in the IP address of the router into the address bar. Typically, this address is 192.168.1.1 or 192.168.0.1.
- Most routers come with a standard username and password (such as admin/admin or admin and no password). You should now be able to access the settings of the router. Look for security settings.

From there it should be straightforward to choose your encryption method, choose a name for the network and choose a password. As with all passwords, choose something that uses a combination of different characters (such as numbers and symbols) making it difficult for a stranger to guess and that bears no relationship to the network name.

How to Avoid iPad or other Digital Learning Tools Problems

- Food and liquids should not be anywhere near an iPad or other Digital Learning Tools.
- Always travel with your Digital Learning Tool in its case.

- Always keep your chargers in the charging station.

***REMEMBER:** You are solely responsible for the iPad assigned to you.

- ALWAYS backup your data in an email account or cloud;
- Take care of the touch screen:
 - Do not use a cleaner or water on the screen.
 - When cleaning is necessary, wipe the surface lightly with a soft cloth such as a microfiber cloth.

***REMEMBER:** Each replacement iPad screen will cost \$100.00 plus installation

- Objects such as books, sports equipment, and musical instruments should never be placed or stacked on top of the iPad or other Digital Learning Tool.
- iPads or other Digital Learning Tools, and their cases should not be defaced in any way (adhesive stickers, drawings, engravings, etc.).
- Keep the iPad and cords away from traffic or potentially dangerous areas;
- Keep all magnetic devices away from the iPad.
- Users should not attempt to repair the iPad; GLASW tech staff will be responsible for determining repairs necessary.
- Do NOT leave an iPad unattended; extreme temperatures or sudden changes in temperature can damage an iPad.
 - iPads work best when used in temperatures between 35 and 90 degrees.

Scholars are responsible for their assigned iPad and are expected to treat the iPad with care and respect.

- iPads will remain in the classroom in a secured location. Scholars may not remove the charging block or cable from the charging station;
- Scholars are never recommended to lend their technology equipment to another scholar;

Theft or Damage: *In case your iPad has been lost, stolen, or damaged,* scholars are expected to notify their teacher, academy leader, or Tech Department as soon as possible.

VIOLATIONS

Scholars will be held accountable for violations of acceptable computer use. A scholar and his/her parent/guardian will also be responsible for damages and liable for costs incurred for service or repair. Violations of the Code of Character regarding use of computers include but are not limited to the following:

LEVEL I VIOLATIONS

1. Deliberate search or keying of a URL, domain name, or website in attempts to access inappropriate material
2. Attempting to login to computers or use software as anyone other than yourself
3. Providing personal information about yourself, your family or others electronically
4. Misrepresentation (forgery) of information
5. Plagiarism – according to Merriam-Webster is “to steal and pass off (the ideas or words of another) as one's own, use (another's production) without crediting the source; or to present as new and original an idea or product derived from an existing source
6. Misuse of computers for non-school related activities including gambling, shopping, online banking, personal transactions, and downloading of files (including but not limited to data, music, video, and games, Facebook, Twitter, etc.)

7. Misuse of Scholar electronic storage (local hard drive or file server) provided by GLASW to save personal files without authorization such as journals and MP3s
8. Bringing to school or using broadband routers/adapters or other types of wireless technology (including cellular, GPS, DSL)

LEVEL II VIOLATIONS

1. Harassment of any user by persistent annoyance, bullying, intimidation, attempting to embarrass or the interference in another user's work or e-mail (sending of unwanted or duplicate e-mail is also defined as harassment)
2. Creation of personal portals, web pages, music or game servers, or any other hosting device on school-owned equipment to store or share files such as music (MP3s for iPods), videos, games or any other file/application
3. Downloading and/or installation of freeware, shareware, or application software
4. Using websites, software, flash drives, fake wallpaper or any other method to create proxy servers to bypass the GLASW Internet filtering application

LEVEL III VIOLATIONS

1. Distribution of copyrighted software (software piracy is a federal offense punishable by fine or imprisonment)
2. Vandalism including any malicious attempt to erase, modify or destroy the data of another user and the creation or uploading/downloading of computer viruses
3. Theft of any computer, printer, speakers, mouse, or hardware, including mouse balls
4. Sabotage or deliberate destruction/alteration of software applications, operating systems, or computer files
5. Electronic distribution of inappropriate material (games, music, videos, pornography)

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6. Electronic distribution of inappropriate material of a defamatory, obscene, abusive, offensive, profane, threatening, or hateful nature
7. Engaging in any illegal activity electronically
8. Computer theft - any person who uses a computer or computer network with knowledge that such use is without authority.
9. Computer trespass - any person who uses a computer or computer network with the intention of deleting programs or data; obstructing, interrupting or interfering with the use of a program or data; or altering, damaging or causing malfunction of a computer, computer network or program.
10. Computer invasion of privacy - any person who uses a computer or computer network with the intention of examining personal data relating to any other person without authority
11. Computer forgery - any person who creates, alters or deletes data with the same act on a tangible document, would have committed forgery
12. Computer password disclosure - disclosing a number, code, or password without authority and which results in damages in excess of \$500
13. Falsely identifying a person or organization by using another person's name, registered trademark, logo, legal or official seal, or copyrighted symbol

***Please Note: These violations are in accordance with Code of Character Level of Occurrences and Occurrences Grid