

PARENT-STUDENT HANDBOOK 2026-2027

and Code of Conduct

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INTRODUCTION TO
LIFE MALE STEAM ACADEMY

This L.I.F.E. Male STEAM Academy Charter School (LMSA) Student –Parent Handbook has been prepared as a source of information for students and parents. Students are responsible for the contents. Parental and student signatures are required to show that a copy of this document has been received. **Please sign the signature page in the appendix and return it to the school to indicate that you have read and agreed to the following information.** The Student – Parent Handbook is not a contract between the school and parents or students. It can be amended at any time at the discretion of the school. If the school makes changes to the handbook during a school year, the principal of the school will communicate those changes in ways that are designed to inform parents and students of the new or revised information.

General Information

MISSION AND VISION

LIFE Male STEAM Academy prepares male scholars of all races and national origins to compete globally. We also increase the presence of African American and other underrepresented males in the STEM Pipeline.

LIFE MSA founders have embraced the mission of creating a STEAM-focused K-12 chool that will enroll male students of all races and national origins, while offering an academic environment that is especially supportive of African-American students. African-American male students, and other youth who have been underserved in public school programs, are also under-represented in the STEM pipeline. According to a recent ACT STEM Survey, 40 percent of Pennsylvania students display STEM college/career readiness, but only 10 percent of African American students possess STEM college/career readiness skills. The educational philosophy employed at LIFE MSA emphasizes core values which promote the social and emotional development of boys. Embedded in our name are the ideas and aspirations that we hold for all of our scholars:

LIVING: Develop life-long learners with successful careers who possess the ability to create, develop, and maintain positive relationships to be leaders in their families and communities.

INTELLIGENTLY: Develop multiple intelligences, academic skills, and techniques so students will have the depth and breadth of content, techniques, and academic concepts.

FULFILLING: Develop an appreciation for academic, personal, and professional success.

EXPECTATIONS: Develop a future first mindset based on an articulation of goals and appreciation for the possibilities of life.

The philosophy of LMSA is based on the belief that there is a critical need to teach male scholars from groups who have historically lacked access and opportunity how to use technology in ways that foster their own creativity, critical thinking, and collaborative problem-solving skills. The school model will provide the support they need to meet their own personalized learning goals regardless of the skill base they have upon entry. Instructional practices will emphasize mastery, critical thinking, and innovation which students develop as they progress through the school's integrated, project-based curriculum.

The overarching vision of LIFE MSA focuses on nurturing the intellectual capacity of all students through inquiry-based science, technology, engineering, arts and math education. This academic framework was selected because of its proven effectiveness in preparing male scholars for college success and career readiness. The founding group for LIFE MSA has developed a school model designed to guide male students in the Woodland Hills School District toward pathways for academic and career success that generations of students have been denied. The school model was created with the goal of transforming the education and workforce experiences of male students whose academic progress has been limited by numerous obstacles including poverty, community violence, and lack of access to rigorous learning opportunities. LIFE MSA will also serve as a catalyst to increase the presence of African-American males, and youth from other underrepresented groups in the STEM pipeline.

THE SEVEN WELLS OF LIFE AND CORE VIRTUES

The 7 " Wells" comprise the seven pillars around which our culture and identity are organized.

A LIFE Scholar Is WELL-READ

You must study to have something to say. Books open doors and allow you to have something valuable to contribute to any conversation.

A LIFE Scholar Is WELL-TRAVELED

You will be exposed to other cultures, people and places, and learn to celebrate diversity to ensure that everyone is respected, accepted, and appreciated. Seeing the world outside of your own community opens your eyes to a world of possibilities.

A LIFE Scholar Is WELL-SPOKEN

You will develop verbal and written abilities to communicate with precision, grace, confidence, and style. You will be inclusive of an academic community that ignites a passion for learning and inspires habits of critical thinking, collaboration, and self-discipline.

A LIFE Scholar Is WELL-DRESSED

You must model success and represent what is possible. When you enter the public, as a LIFE scholar, your attire should be representative of a future decision maker, servant leader, and KING.

A LIFE Scholar Is WELL-BALANCED

You will be taught to possess healthy minds that reside in healthy bodies governed by healthy values.

A LIFE Scholar Is WELL-CONNECTED

You will be working in collaboration with other brothers, learning as much from each other as in the classroom. As an institutional ideal, brotherhood extends to all students, faculty, and staff. This is evidenced by the way we work and learn together and how we challenge and support each other. The goal is to achieve our most important objective, which is the making of a well-rounded man.

A LIFE Scholar Is WELL-LED

Faculty and staff will model success by representing what is possible, provide access to resources as a conduit of information and knowledge, facilitate opportunities by serving as a reference and means to possibility, and inspire minds to create a burning desire to achieve in LIFE.

KINGS-LMSA Core Virtues

Additionally there are **Core Virtues** which foster the cultivation of character strength that cuts across all areas of life. Taken together they form the acronym **KINGS**, to reinforce our ultimate goal of Self-Regulation, Self-awareness and Unselfish service to others. for LIFE Scholars upon graduation. This differs from mere obedience and compliance, although adherence is a necessary starting point. Ultimately a compliant or obedient person must come to internalize and voluntarily practice each virtue, free of compulsion, with an understanding of its benefits. All virtues are important in creating for comprehensive success, but the following focal virtues are identified as especially essential to academic achievement and overall success for LIFE Scholars:



These five virtues are drawn from a comprehensive list of over 20 virtues which are also referenced throughout the course of the year and academic career at LIFE. The above virtues are spotlighted throughout the year with an emphasis on specific behaviors which reflect each character strength. At LMSA character is not only proactively nurtured but it treated as a major determinant of both academic and life success.

To embed the aforementioned wells and core virtues into the behavior of our scholars, we intentionally cultivate and reinforce these dispositions in a number of ways. These include but are not limited to the following.

KINGS Table

CULTURE Class

PBIS and MTSS System

Weekly and Monthly Recognition

The LMSA House System (2027)

CARING and COLLABORATIVE SCHOOL COMMUNITY

At the heart of the Caring and Collaborative School Community concept are four additional ideas that we believe should influence the decisions and behaviors of teachers and students every day. As students learn important academic skills, they can also learn and live by the values of fairness, respect, helpfulness, and responsibility. When adults teach students how to work together, they accept each other's differences and play by the rules – rules that they have helped to shape. When a classroom becomes a caring community of learners, the graduates are not just good students; they are the children who will become the adults you would want to have as colleagues, friends, and neighbors. The core principles underlying the structure and pedagogy of the Caring School Community concept are:

Respectful, Supportive Relationships Among Students, Teachers, and Families

Stable, supportive relationships with peers and adults create a sense of safety and belonging for students, allowing them to take the risks that true learning entails. Mutually respectful relationships among teachers and between families and the school enable communication and coordination in students' best interests.

Frequent Opportunities for Students to Help and Collaborate with Others

Students learn to work with others through opportunities to collaborate in academic group work, community service, and other realms. By doing so, they cultivate both concern for others and the motivation to work for the welfare of others.

Frequent Opportunities for Student Autonomy and Participation in Decision Making

When students have a genuine say in the life of the classroom and school, they become committed to the decisions they help to make and feel responsible to the community they have helped to create.

Emphasis on Common Purpose and Ideals

When a school community deliberately emphasizes the importance of learning and of behaving humanely and responsibly, students have standards of competence and character by which to live and learn.

NONDISCRIMINATION

L.I.F.E. Male STEAM Academy Charter School does not discriminate on the basis of race, color, religion, gender, national origin, age, disability, military status, genetic information, or on any other basis prohibited by law in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended. The school will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational programs.

SCHOOL HOURS

The hours of operation for LIFE MSA are as follows: 7:35 a.m. until 3:14 p.m. Students can be dropped off as early as 7:30 a.m. Students will begin entering the breakfast and school area at 7:40 a.m. Students who arrive after 8:24 a.m. are considered late. Breakfast will be served starting at 7:35 a.m. until 8:30 a.m.

Each day, with the exception of partial days or extended days (field trips etc.) dismissal is at 3:14pm. All students who are being picked up must therefore be picked up at this time. A fifteen minute grace period is extended to families who are picking up LIFE Scholars by car. Students may not leave the building during lunch or at any other time during the school day unless officially excused.

SCHOOL MAILING ADDRESS AND PHONE NUMBER

LIFE MSA's mailing address is: **777 Penn Center Blvd., Suite 102, Pittsburgh, PA 15235**.

The phone number for the school is **(412) 745-5433.**

LMSA BOARD of DIRECTORS

Dr. Darryl Canady
Dr. David Griffin
Jemelle Holmes-Davis
Tawana Purnell
Dr William Simmons
Gregory Spencer
Vivian Wilson

LMSA ADMINISTRATION

Dr. Darryl Canady
Taleeta Canady

Kevin Bivins
Malcolm R. Thomas
Charlene Hill-Coleman

LETTER FROM THE HEAD OF SCHOOL

Head of School Message:
Dear Esteemed Parents/Guardians and Scholars,

I extend a warm welcome to the commencement of the 2025-2026 academic year at L.I.F.E. MALE Steam Academy Charter School (LMSA). At LMSA, we are dedicated to cultivating an environment where young men aspire to achieve their utmost potential in life.

Enclosed, please find the L.I.F.E. Male STEAM Academy Charter School 2025-2026 Student – Parent Handbook. This comprehensive guide serves as a valuable resource, offering insight into our school's policies, procedures, the academic calendar, and other pertinent information for the upcoming academic year. It is imperative that all parents/guardians and students familiarize themselves with the handbook, as it plays a pivotal role in facilitating effective communication and understanding among our school community.

In our pursuit of excellence, we recognize the significance of individual achievement. Each scholar at LMSA brings a unique set of talents, capabilities, and aspirations to our community. We firmly believe that the personal success of every student is integral to the overall success of our institution. This academic year, we are excited to announce the addition of sports and clubs, providing scholars with additional avenues to explore and excel beyond the classroom. These extracurricular activities will not only foster teamwork and leadership but also contribute to the holistic development of our students.

Our commitment extends beyond academic pursuits. At LMSA, we are dedicated to creating a safe and secure school environment. We emphasize transparent communication, fair and consistent application of expectations, and the establishment of trust within our school community.

As we embark on this educational journey together, I extend my best wishes for a safe, enriching, and productive school year. Your partnership in nurturing the growth and achievement of each scholar is invaluable, and together, we will make this academic year a resounding success.

Sincerely,

Kevin Bivins
Head of School
L.I.F.E. Male STEAM Academy Charter School

Notice: There are several forms in the back of this handbook that require signature

PARENT-SCHOOL PARTNERSHIP

Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parents are partners with teachers, administrators, and the Board and are encouraged to:

Review the Student - Parent Handbook with your child prior to signing and returning to the school the written statement that you understand and consent to the responsibilities outlined in the Student Code of Conduct (see Code of Conduct).

Encourage your child to put a high priority on education and to commit to making the most of the educational opportunities provided by the school.

- Become familiar with the academic program offered at LIFE MSA and feel free to ask the principal any questions, including concerns about placement or assignment.
- Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs. Such a removal cannot be for the purpose of avoiding a test and may not prevent the student from attending for an entire semester. Monitor your child's progress and contact teachers as needed. Take advantage of all opportunities to stay informed regarding your child's activities, as well as school activities and any issues in general. Follow up on a matter not resolved administratively by presenting it to the Board for review according to policy.
- Review your child's student records when needed. You may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments administered to your child.
- Become a school volunteer. For further information, contact the principal.
- Participate in PTO-Parent Teacher Organizations.
- Being aware of the school's ongoing bullying and harassment prevention efforts.

STAFF DIRECTORY 2026-2027

Employee	Department	Email	Employee	Department	Email
Dr Daryl T Canady	Founder	dcanady@lifesteam.org	Michael Kosko	Physical Education	mkosko@lifesteam.org
Rev Taleeta Canady	CEO/Co-Founder	tcanady@lifesteam.org	Eric Laurenson	Science	elaurenson@lifesteam.org
			Derek Martin	Computer Science	dmartin@lifesteam.org
Kevin Bivins	Head of School	kbivins@lifesteam.org	Alton Mitchell	Music Teacher- Band Dir	almitchell@lifesteam.org
Malcolm R. Thomas	Dean of Students/ Culture	mthomas@lifesteam.org	Jennifer Phillip	Student Success Coach	jphllip@lifesteam.org
Charlene Hill-Coleman	HR Director	chill-coleman@lifesteam.org	William Roberson	Teacher-Mathematics	wroberson@lifesteam.org
Ola Flowers	Social Studies/Admin	oflowers.lifesteam.org	Adolfo Rodriguez	Teacher-ELA	arodriguez@lifesteam.org
			Bernard Scott	Teacher- Math	bscott@lifesteam.org
Sherie Charles	Administrative Assistant	scharles@lifesteam.org	Nicholas Smith	Fab Lab Instructor	nsmith@lifesteam.org
JohnKarl Council	Student Information Systems Coordinator	jcouncil@lifesteam.org	Tiffany Sozinski	Teacher-English	Tsozinski@lifesteam.org
Timothy Ferguson	Head of Security	tferguson@lifesteam.org	Scott Stewart	Teacher Assistant	sstewart@lifesteam.org
COUNSELING			Summer Terrell	Learning Exceptionalities	sterrell2@lifesteam.org
Sharon Jones	Cashmere Starks	Learning Exceptionalities	Cashmere Starks	Learning Exceptionalities	cstarks@lifesteam.org
Kim Booth	School Counselor	kbooth@lifesteam.org	Gerald Warrick III	Teacher Assistant and Athletic Program Assistant	gwarrick@lifesteam.org
Michael Booth	Physical Education	mbooth@lifesteam.org	Kevan Whalen	Teacher-Social Studies	kwhalen@lifesteam.org
Linda Colbert	Learning Exceptionalities Teacher	lcolbert@lifesteam.org	Khayree Wlson	Director of Basketball Operations and School Engagement	kwilson@lifesteam.org
Caleb Coleman	Teacher-Art	ccoleman@lifesteam.org	Stephanie Zolbrod	Reading Specialist/ Reading Teacher	szolbrod@lifesteam.org
Juanita Collins	Food Service	jcollins@lifesteam.org	**MEDICAL TEAM-SMART Center**		
Harold Correll	Spanish	hcorrell@lifesteam.org	Van Lee	SMART Utilization and Engagement	vlee@lifesteam.org
Lashawn Digbohou	Math Teacher	ldigbohou@lifesteam.org			
Andrew Dixon	Teacher-Science	adixon@lifesteam.org	Christopher Conti	Physician	cconti@lifesteam.org
Ron Graham	Coordinator- Learning Exceptionalities	rgraham@lifesteam.org			
Tyler Gregory	Social Studies	tgregory@lifesteam.org			
Terron Jackson	Teacher Assistant/	tjackson@lifesteam.org			

LIFE Male STEAM Academy

2026-2027 CALENDAR

8/10 New Teacher Orientation
8/11, 12 & 13 -Full Day PD
8/14 -Clerical All Day All Staff
8/17-In-Service Day (noon)
8/17-6th Grade & new middle school students Parent Orientation 3:30-4:45
8/17-7th-11th Parent Orientation 5:00-6:15
8/18-First Day for 6th Grade (Others Remote)
8/19-First Day for 9th-10th & 11th Grades (7 & 8 Remote)
8/20-First Day in Person 7th - 8th)
T=16 **S=10**

9/3-Vision Clinic
9/7-Labor Day (No School)
9/14-Dual Learning Day
9/17-Grades Updated
9/21-Progress Reports
9/23-Audiology (Hearing) Clinic

T=21/37 **S=21 /31**

10/7- -Parent/Teacher Conf. (No School)
10/12-Mobile Dentist
10/16 Dual Learning Day
10/19-Remote Instruction
10/21-Grades Updated
10/21-End of First Quarter
10/22-Second Quarter Begins
10/23-Report Cards
10/27-Open House

T=22/59 **S=21/52**

11/10 Dual Learning Day
11/11-Veterans Day (no school)
11/23-Grades Updated
11/25-30-Thanksgiving Holiday

T=16/75 **S=16/68**

12/13-Winter Concert
12/21-Remote Instruction
12/22-31-Winter Break

T=15/90 **S=15/83**

1/1-Winter Break
1/4-School Resumes
1/12-Grades Updated
1/12-End of Second Quarter
1/13-Third Quarter Begins
1/14-Report Cards
1/18-MLK Day (No School)

T=19/109 **S=19/102**

AUGUST 2026

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2/8-Remote Instruction
Parent/Teacher Conf.
2/12-Dual Learning Day
2/12-Grades Updated
2/15-Presidents' Day (No School)
2/16-Progress Reports
2/24 -Black History Program

T=19/128 **S=19/121**

3/10-Remote Instruction
3/16-College Day
3/17-Career Day
3/18-Grades Updated
3/18-End of Third Quarter
3/19-Fourth Quarter Begins
3/22-Report Cards
2/26- Holiday-Good Friday
3/29-31-Spring Break
T=19/147 **S=19/140**

4/1-2-Spring Break
4/5-School Resumes
4/18-Spring Concert
4/27-Grades Updated
4/29-Progress Reports
4/26-30 PSSA Testing

T=20/167 **S=20/160**

5/3-14-PSSA Testing
5/17-5/28-Keystone Testing
5/26-8th Grade Promotion
5/27-End of Year Picnic
5/28-Last Day for Scholars
5/28-Grades Updated
5/28-Fourth Quarter Ends
5/31-Memorial Day (No School)
T=20/188 **S=20/180**

6/2-Last Day for Teachers
Report Cards Mailed
6/18 Juneteenth Observance Day

T=2 **S=0**

7/5-4th of July Observance

GRADING PERIODS

1st Grading Period Ends	10/21	45 Days
2nd Grading Period Ends	1/12	45 Days
3rd Grading Period Ends	3/18	45 Days
4th Grading Period Ends	5/28	45 Days
TOTAL		180 Days

Teacher Days 182 Days

ACADEMIC DISHONESTY/CHEATING/PLAGIARISM

LIFE MSA expects its students to maintain the highest degree of academic ethics. This means putting the utmost effort into all class work and assignments and avoiding the ethical pitfalls of plagiarism and cheating.

Cheating: Cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values of our school. Education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities. Students are expected to produce their own work except on projects designated by the teacher as cooperative efforts. If a student is in doubt about the ethical standards applicable to a particular situation, then the student is responsible for clarifying the matter with the teacher.

Cheating includes, but is not limited to:

- Copying, text messaging, faxing, e-mailing, or in any way duplicating assignments that are turned in wholly or in part, as original work
- Giving or receiving answers during tests or quizzes
- Taking credit for group work when you have not contributed an equal or appropriate share toward the final result
- Accessing a test or quiz for the purpose of determining the questions in advance of its administration

If your child is caught cheating and you are called, please remember that this is a learning experience. Please help your child to accept the consequences for his/her inappropriate actions.

Plagiarism: Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of our school. Plagiarism interferes with the assessment and feedback process that is necessary in order to promote academic growth. Plagiarism may prevent further instruction in areas of weakness and delay the student in reaching his or her potential.

Plagiarism includes, but is not limited to:

- Taking someone else's assignments or portion of an assignment and submitting it as your own
- Submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- Presenting the work of tutors, parents, siblings, or friends as your own

ASSESSMENTS, GRADES, AND REPORT CARDS

Teachers will be required to keep grades for all students. At least one formal assessment will be given each week in each academic subject. Assessments may include: end of chapter book tests, teacher-made quizzes and/or tests, student presentations and reports, essays, lab reports, projects, hands-on skills checks, benchmarks, and any other assessments that may reflect an understanding of the Pennsylvania Core Standards and/or objectives that pertain to the week's learning. All assessments should align with the objectives submitted in weekly lesson plans and should reflect the pertinent Pennsylvania Core Standards. All formal assessments are to be signed by the parent/guardian and returned to the teacher the next day.

Teachers must keep appropriate documentation to support any grade they assign. Teachers are also expected to keep daily attendance records. Grades must be updated weekly.

Progress reports will be distributed to all students mid-way between each report card period. Each progress report must be signed by a parent/guardian and returned to the homeroom teacher the next day.

Report cards will be issued approximately every **nine weeks**. Parents will be contacted if a student is receiving below a C in any class. Conferences are scheduled each marking period to discuss academic performance.

ATTENDANCE

There is a direct relationship between regular attendance and academic success. Students with good attendance records generally achieve better grades, enjoy school more and are more employable after high school than those with poor attendance records. All students are expected to attend school regularly and to be on time to classes in order to derive maximum benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

- **Absences**

  Parents/guardians should contact the school office whenever a student is absent from school. A written excuse from the parent/guardian must be presented to the teacher when the student returns to school. Given one of the following explanations in writing, the school will regard the student's absence as excused: a.) illness, b) death in the family, c) required court appearance, d) inclement weather which would be dangerous to the life or health of the child, e) legal quarantine, f) emergency conditions as determined by the principal, and g) prior permission from the principal and consent from the parent/guardian. Students who are absent from school may not attend or participate in after school practice or events.

  After three consecutive days of absence due to illness, homeroom teachers will contact the student's parents/guardians to check on the condition of the student. The school nurse may be required to make a follow-up call to the family. If after five days the student has not returned to school, a doctor's note may be required regarding the absence.

  If a student returns to school without a note from the parent/guardian explaining the absence, the teacher will call the parent/guardian to remind them to send the note the next day. If a note is not received within three school days of the absence, the absence will be regarded as unexcused.

  Official attendance will be taken every day during the 1st period. **Students must be in their assigned classrooms by 8:12 am.**

- **Student Absence on Religious Holidays**

  No student who is absent from school because of a religious holiday identified as such by the State Department of Education, may be deprived of any award or of eligibility or opportunity to compete for any award because of such absence. If a student misses a test or examination because of a religious holiday, he/she must be given the right to take an alternate test or examination. To be entitled to these privileges, the student must present a written excuse signed by a parent/guardian. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence. Such absences must not be recorded on any transcript or application or employment form or any similar form.

- **Tardiness**

Any student who arrives at school **after 8:12 is considered tardy**. *Any student arriving late must sign in at the main office with an adult*. Due to the high amount of traffic and nature of our campus being a shared space we ask that parents **please do not drop students off in the parking lot without an adult escort when they are late**. The proper entry must be made in the attendance database and parents will be notified by 9:30am if students have yet to arrive at school. ***All students arriving after 9:30 am must be accompanied by a parent.***

If a student exhibits a repeated pattern of tardiness a parent conference will be scheduled to determine the causes of this pattern and how best to rectify it. If the pattern of tardiness continues, more serious action may need to be taken and the appropriate authorities will be notified.

- **Truancy (Calls home daily for absent students)**

The Pennsylvania Department of Education states that truancy is an unexcused absence from school. When a student reaches the third unexcused absence in a school year, the school will send parents/guardians a written notice within ten (10) days of the child's third unexcused absence explaining that the child is truant and describing the consequences if the child becomes chronically truant (sixth unexcused absence in the current school year). A meeting will be scheduled to discuss the reasons for the child's truancy and to develop a plan to help the child overcome barriers to school attendance. Once a child is chronically truant, a school attendance improvement conference will be held to identify the barriers to school attendance the child is facing and address them by creating a plan to help the child attend school on a regular basis. Students who are chronically truant may be referred to an attendance improvement program, county Children and Youth Services agency, or the courts. Where efforts to work with the family have no impact on the student's excessive absences, legal intervention may be pursued.

PA Code 1146. Notice of Truancy Hearing.

Upon receiving written notice of a hearing regarding a citation or complaint for truancy against a child or a person in parental relation pursuant to 24 P.S. § 13-1333.1 when the child is the subject of a dependency proceeding, the county agency shall serve a copy of the notice upon the dependency court and parties.

Students must be in attendance at least half a day prior to participation or departure for participation in any school-sponsored activity or practice that day or the following day. An exception to the half-day attendance policy may be made if a student presents a doctor's note verifying that he/she was in the office for medical treatment. Extenuating circumstances will be reviewed by the principal. A student shall be excused for a temporary absence due to a medical appointment providing the student is in attendance part of that school day. If a student provides medical documentation and makes up work missed, the absence will not be counted against the student's attendance record. Absences for an entire day for a doctor's appointment will be treated as an excused absence.

AUTHORITY OF ADULT SCHOOL EMPLOYEES

The adult employees of LIFE MSA have certain responsibilities to the school. In order to carry out these responsibilities they have had certain authority granted to them. Included is the authority to correct students when the occasion demands, whether the employee is a teacher, a clerk, a custodian or a cafeteria worker. Students are expected to accept such direction as though the principal were giving it. Failure to cooperate will result in disciplinary action.

BATHROOM POLICY

Restroom access during class is allowed for emergencies only. Students are strongly advised to use the restroom before and after each class. Permission from the teacher is required, and a pass will be issued before departure. The student must return the pass upon reentry to the classroom. To prevent misuse, teachers retain the right to regulate and limit excessive bathroom visits. Your cooperation ensures a focused and uninterrupted learning environment. Thank you for understanding and adhering to this policy.

BREAKFAST AND LUNCH

The school has breakfast and lunch available to all students each day. The parents/guardians of all students must fill out a federal free/reduced lunch form regardless of whether or not they plan to use the program. Families that qualify will receive free or reduced pricing for breakfast and lunch. Families may also choose to have their children eat breakfast at home and/or send a bag lunch to school with their child.

BULLYING, HARASSMENT, AND INTIMIDATION

LIFE MSA prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

Definition of Bullying, Harassment, and Intimidation

"Harassment, intimidation, or bullying" means any gesture or written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on school worksites, at any school-sponsored function or on a school bus and that:

a) a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his/her person or damage to his/her property; or

b) has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Examples of prohibited harassment include, but are not limited to:

- derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; bullying, threatening or intimidating conduct; name- calling or slurs, taunting, teasing (even when presented as "jokes"), or rumors; aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or aggressive conduct such as theft or damage to property. Examples of prohibited sexual harassment may include touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications or contact.

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

Not all acts of bullying against students, however, are motivated by characteristics such as the target's race, color, religion, gender or sexual orientation. Some acts of bullying are simply one child exercising power and control over another either in isolated incidents (e.g., intimidation, harassment) or as patterns of harassing or intimidating behavior (e.g., bullying).

In all instances of harassment, intimidation or bullying behavior occurring off school grounds, consequences may be exercised when it is reasonably necessary for the offending student's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other students, staff or school grounds, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of LIFE MSA.

All acts of harassment, intimidation or bullying that include the use of school worksites (e.g., school computers, other electronic or wireless communication devices) are prohibited**,** whether the subject or recipient of the bullying is on or off school worksites.

LIFE MSA expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities, with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment, consistent with the Code of Student Conduct.

LIFE MSA believes that standards for student behavior must be set cooperatively through interaction among the students, parents, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff and community members.

LIFE MSA believes that the best discipline is self-imposed, and that it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities for helping students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

LIFE MSA requires the principal or designee to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation or bullying, consistent with the Code of Student Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation or bullying. Appropriate consequences and remedial actions are those that are graded according to the severity of the offenses, consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by the principal or principal's designee in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation or bullying by students:

- age, developmental and maturity levels of the parties involved
- degrees of harm
- surrounding circumstances
- nature and severity of the behaviors
- incidences of past or continuing patterns of behavior
- relationships between the parties involved
- context in which the alleged incidents occurred.

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board of Directors approved Code of Student Conduct. Remedial measures shall be designed to correct the problem

behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of consequences include the following (see appendix LMSA Levels of Intervention):

- Restorative Discipline (see Restorative Discipline)
- admonishment
- temporary removal from the classroom
- deprivation of privileges
- classroom or administrative detention
- referral to disciplinarian
- in-school suspension
- out-of-school suspension (short-term or long-term)
- legal action
- expulsion

Examples of remedial measures for personal infractions include:

- restitution and restoration
- mediation
- peer support group
- recommendations of a student behavior or ethics council
- corrective instruction or other relevant learning or service experience
- supportive student interventions, including participation of the Social Worker and Dean of School
- behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate
- behavioral management plan, with benchmarks that are closely monitored
- assignment of leadership responsibilities (e.g., hallway or bus monitor)
- involvement of principal or designee who handles student behavior
- student counseling
- parent conferences

LIFE MSA requires the principal and/or the principal's designee to be responsible for receiving complaints alleging violations of this policy. All school employees as well as all other members of the school community, including students, parents, volunteers and visitors, are required to report alleged violations of this policy to the principal or the principal's designee. While submission of the report form is not required, the reporting party is encouraged to use the report form available from the principal or available at the school's main office. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal action for violations of the Code of Student Conduct may not be based solely on the basis of an anonymous report.

LIFE MSA requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.

Since some acts of harassment, intimidation, or bullying may be bias-related acts and potentially hate or bias crimes, school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern.

LIFE MSA prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the principal after consideration of the nature, severity, and circumstances of the act, in accordance with case law, federal and state statutes and regulations, and LIFE MSA's policies and procedures.

LIFE MSA prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying:

- Students. The consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion.
- School Employees. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies, procedures and agreements. This includes but is not limited suspension without pay to termination.
- Visitors or volunteers. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by the school administrator after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

The administration of LIFE MSA annually shall distribute the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment, intimidation, and bullying that occur on school worksites, at school-sponsored functions, or on a school bus. The admin team shall post the policy on the school's website as well as annually notify students and parents/guardians that the policy is available on the website. The school administrators shall develop and implement a process for annually discussing LIFE MSA's policy on harassment, intimidation, and bullying with students.

BUS – STUDENT BEHAVIOR

At LIFE MSA, our high expectations for student behavior extend to the school bus as well. School rules (such as no fighting or cursing) still apply. Students are also expected to work with the school bus driver to ensure that all students have a safe bus ride to and from school. A violation of the rules for the bus may result in disciplinary action.

CARE OF SCHOOL PROPERTY

Each student is entrusted with the responsibility of caring for school property, including textbooks, supplies, and equipment. Willful damage to school property may result in disciplinary measures. Individuals causing damage or defacement could face legal prosecution. Furthermore, parents/guardians are accountable for their child's actions, and in the event of property damage, they may be required to cover associated costs. This collective commitment to the proper care of school resources fosters a conducive learning environment and cultivates a sense of shared responsibility within our school community.

CELL PHONES AND OTHER TELECOMMUNICATION DEVICES

Students are not permitted to use or possess cell telephone, pager or other telecommunication on school property during the school day unless on a field trip where phone use is permitted. Possession or use of a cell phone or other telecommunication devices will

be considered a violation of school policy. Devices must be turned in at check-in upon arrival to campus. The school day is defined as the time a student enters the building prior to entering the academic floor until dismissal from the last academic period. A student who is in violation of these guidelines will have the device confiscated and will be subject to disciplinary action.

- **Infraction 1:** Phone must then be turned over to an administrator until the end of the day. Detention issue and parent contact. Refusal to surrender device will result in a parent being called to retrieve the device and/or the student being sent home for the reminder of the day
- **Infraction 2**: Parent(s) must come to retrieve the phone along with the conference.
- **Infraction 3**: Scholar loses phone privileges until further notice. Parent conference will be required
- Chronic phone violations may result in loss of phone privileges for the year

CHILD ABUSE/NEGLECT – MANDATED REPORTING

Pennsylvania law requires that any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report it immediately to the Pennsylvania Department of Human Services by calling 1-800-932-0313. Professionals who come in contact with children (i.e. mandated reporters) are required to report such cases when they have reasonable cause to suspect that a child is being abused.

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

All school employees shall immediately report child abuse directly to the Pennsylvania Department of Human Services. After reporting the incident to the Pennsylvania Department of Human Services, the person reporting the alleged abuse will notify the principal or principal's designee of the report, in accordance with local procedures.

A call to the Pennsylvania Department of Human Services sets in motion the investigative process, which includes steps to be taken to protect the child or children involved.

A. Non-institutional Child Abuse – abuse and neglect suspected of taking place in the home or community by a parent/guardian or any other person having custody or control of the child. A report may be made in person or by telephone to the Pennsylvania Department of Human Services.
B. Institutional Child Abuse – abuse and neglect suspected of taking place in school or other institutional setting. A report may be made in person or by telephone to the appropriate authorities.

In an effort to prevent and intervene in instances of child abuse and neglect, the school shall cooperate with the Pennsylvania Department of Human Services in early identification, reporting, and investigation of suspected child abuse cases.

CODE OF CONDUCT AND CHARACTER

A POSITIVE LEARNING ENVIRONMENT

The Code of Conduct is a set of collective commitments and one of the many supports in place to ensure that all students experience a positive learning environment. A positive learning environment requires that all students feel safe, welcomed, respected, and ready to learn. Utilizing restorative processes and principles of positive behavior support, all students are taught common expectations and are reinforced for appropriate behavior. Recognizing students for following expectations and demonstrating positive behavior is our focus at LMSA.

- Is proactive, preventive, supportive and corrective rather than reactive or punitive
- Offers a range of educational opportunities tailored to the unique needs of individual students
- Makes the three components of progressive discipline- reflect, repair, and teach- the primary goal of disciplinary action
- Protects students from behavior which threatens their health, safety, or welfare, or which interferes with learning
- Minimizes distractions and disturbances
- Is free of drugs, weapons, and harassment

THE STUDENT CODE OF CONDUCT IS IN FORCE:

- On school property prior to, during, and following regular school hours.
- On school property prior to, during and following any school activity
- While students are in a virtual/hybrid environment under the jurisdiction of LIFE Male STEAM Academy
- While students are on the school bus, at the bus stop, to and from the bus stop, or in a district vehicle
- At all school and district sponsored events and activities where school administrators have jurisdiction over students, on or off campus.
- If an act interferes with the educational rights of another student, causes a substantial or material disruption of the school environment, or has a harmful effect on the other students, the community, or on the orderly educational process.

The LMSA Administration has the authority to suspend or expel students for activities occurring off of school premises when a student's out-of-school conduct indicates that the student presents a threat to the health, safety, or welfare of other students and/or staff. The receipt of an Attorney General's notice that a student has been arrested for a crime that may jeopardize the health, safety, or welfare of other students and staff is sufficient evidence to warrant the initiation of disciplinary action. The Student Code of Conduct is not all-inclusive, and disciplinary action may be taken by the administration for any student behavior that is deemed inappropriate. The District and School's purview extends to any and all behavior that impacts the School community, regardless of where the student behavior takes place, including on social media. Students are expected to follow the school rules as outlined in this handbook as well as individual teachers' classroom rules.

AT LMSA ALL SCHOLARS WILL BE TAUGHT THAT:

1. **I am responsible for my behavior**
2. **My behavior affects others and my own life outcomes**
3. **I'm expected to carry out an accountable consequence**
4. **I am expected to consistently improve and can change my behavio**

PRELIMINARY REQUIREMENTS: UNIFORMS

- **Students must be in uniform prior to entering the instructional environment.** Uniforms are a requirement at LMSA. This includes a shirt, tie, blazer and approved pants. There are no outdoor coats, hats, hoods or head coverings of any kind permitted to be worn during school. (include loaner items and items for purchase)

- NOTE: Students may be provided attire if it is available in emergency situations (shirts, ties etc.) It is however the responsibility of LMSA Families to ensure that your child has these items prior to arriving at school. Blazers do not need to be worn while working or during Specials.

DRESS CODE – SCHOOL UNIFORMS

To help create an environment conducive to learning, students at LIFE MSA are required to wear the designated school uniform. The Board believes that such a policy helps to create an environment conducive to learning and will permit students to focus their attention on academics and on those aspects of their personalities that are truly important.

To ensure that the school's uniform policy has its desired effect, it is important that it be implemented consistently. School administrators, faculty and staff should respond immediately to violations of this policy. The school uniform requirements for LIFE MSA are as follows:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FULL UNIFORM DAYS Blazer White or Black Collared Shirt Black, Grey or Charcoal Pants (no Denim) Tie (preferably purple) All Black Shoes				**DRESS DOWN** Polo Shirt LMSA Gear Khakis Black Shoes (or themes as announced)

WHAT SCHOLARS <u>MUST</u> WEAR

- **White or Black collared shirt**
- **Purple Tie (or school issued tie)**
- **Grey, Charcoal or Black Trousers**
- **Black blazer with school logo**
- **All Black shoes (dress shoes or sneakers)**
- ***The above items are required M-Th***

WHAT SCHOLARS MAY WEAR

- All garment under clothes to insulate Scholars from cold (undershirts, thermals etc.)
- All garments under clothing that are appropriate to change into for Phys Ed (tees, shorts, sweats etc.)
- Outer garments to protect Scholar against inclement weather (NOTE: These should and must be removed prior to entering classroom), and may NOT be worn throughout the building
- Official school attire which is made available at school store or website when appropriate and designated by school administration
- Clothing that is consistent with the dress down theme of the day
- In general, dress down may include: khaki pants, polo shirts, approved vests or sweaters

	MON TUES WED THURS	FRI
THEME→	FULL PROFESSIONAL DRESS w BLAZER BUSINESS CASUAL	DRESS DOWN
↓ITEM		
SHIRT	White or Black Collared SHIRT (Button down or polo type shirt)	POLO Shirt or LMSA Shirt/Tops (solid colored white, black, grey, purple, gold/yellow, OR school issued LMSA gear)
NECKWEAR	TIE (preferably purple)	NO TIES ON FRIDAY
PANTS	Charcoal, Grey or Black PANTS	Charcoal, Grey, Black, Dark Blue or Khaki pants (NO Jeans or Sweat pants)
SHOES	BLACK SHOES predominantly black w closed toes	Black Shoes
BLAZER	BLACK BLAZER	NO BLAZERS ON FRIDAY
		

WHAT SCHOLARS MAY NOT WEAR

- No hats, caps, doo-rags or bandanas are to be worn or displayed in the building.
- Shirts with offensive messages or unapproved wording.
- Noisy or distracting jewelry or accessories may not be worn. Nose/facial/tongue studs and/or visible body piercing, except for earrings, are prohibited. Visible tattoos are prohibited. Sunglasses may not be worn indoor
- It is never appropriate for students to wear house slippers, pajamas, or bedclothes or brings blankets etc

ORDERING CLOTHING

To assist with cutting costs and making ordering easier we have also provided links to facilitate this process

	MON-THURS	FRI
ITEM	**Professional Dress-Business Casual**	**DRESS DOWN**
SHIRT	**White or Black Collared Shirt (Button down or polo type shirt)** **Shirts can be obtained at a low cost here:** **White Button Downs** **Black Button Down** ***(a minimum of 4 shirts are recommended to start)*** **ALSO: Any LIFE Approved Attire from the website including:** ● Black Polo Shirt (long or short sleeve) ● Black Cardigan ● Black Vest These additional items can be purchased here: Life Male Steam Academy (spiritsale.com)	**LMSA Swag gear is available for prchase at the school and can also be ordered at school**
NECKWEAR	**PURPLE TIE** **TIE Purple Tie** **or** **BOW TIE OPTION Purple Boys Bow Tie**	
PANTS	**Charcoal, Grey or Black pants only** **GREY Boys Pants**	
SHOES	**Black shoes with closed toes (hard shoes or sneakers)** **NO CROCS**	
BLAZER	**BLAZER** This item can be purchased here: Our Uniform - LIFE Male STEAM Academy (lifesteam.org) **OR** BLAZERS CAN BE OBTAINED HERE AT A **REDUCED PRICE within 48 hrs**: **Boys 11-18 Black blazer** **Boys requiring men's sizes: Mens Black Blazer** **(PLEASE MAKE SURE TO SELECT PROPER SIZES ON ALL JACKETS-see size charts)**	**NO BLAZERS -FRI**

DRESS DOWN DAYS

Although dress down days are a part of the LMSA weekly and monthly rhythm, they are still considered a privilege that must be earned. LMSA Staff and Admin reserve the right to to remove or restrict dress down privileges.

LMSA Staff reserve the right to restrict attire or adornments based on what is deemed appropriate for a learning environment.

BUS PRIVILEGES

The Student Code of Conduct will apply to all violations to and from school, at the bus stop, and while boarding, riding, or exiting buses. Proactive, preventative strategies and supports outlined in Steps 1 and 2 are applicable to the bus setting. Code of conduct infractions which occur on the bus may result in the suspension of bus-riding privileges. Students must follow bus safety regulations as follows:

1. Keep your hands, feet, and objects to yourself and inside the bus

2. Listen and follow directions from the bus driver

3. Stay seated while on the bus

4. No hands, body parts or object can project out of any window

4. Music should be played with headphones on. No audible music with inappropriate language or content will be permitted to be played.

4. Students only ride their assigned bus and get on and off at their designated stop unless otherwise approved by the principal

5. Parent/guardians are not allowed to enter the bus. Any concerns must be addressed with the building administrator and/or the bus contractor.

Failure to comply with these basic expectations may result in suspension of bus privileges and/or school.

POSSESSION OF ITEMS IN A BOOKBAG, LOCKER, MOTOR VEHICLE

LMSA presumes a student possesses, and is responsible for, all items found in the student's bookbag/bags, locker, motor vehicle etc. Students should regularly check the contents of their bags, belongings and storage locations. Student lockers are the property of the school and may be subject to search by an administrator at any time with or without reasonable suspicion to protect the health, safety, and welfare of others. The responsibility of the student for the contents of the motor vehicle applies to any car a student drives to school without regard to who owns the car.

The following items are not permitted on campus

- Any item that can be construed as a weapon
- Any intoxicants or related paraphernalia
- Electronic items (unless authorized)
- Basketballs or footballs (unless authorized)
- Prohibited food items
- Items that are sold to others students on campus
- Fake money

CELL PHONES

- **Students are not permitted to use or be in possession of cellphones during the school day. Cell phones have shown to be a potentially significant distraction** In an effort to minimize distractions and optimize learning all LMSA Scholars turn in mobile devices upon arrival and receive them again at dismissal.

- Unauthorized cell phone use will result in the following

    - **FIRST OFFENSE:** Written Document/Writeup .Student will be required to turn over their device and serve detention. A Parent notification will follow (call, email) and student will receive the phone at the end of the day.

        - IF STUDENT REFUSES TO COMPLY, a parent will be contacted and **required** to come and pick up the phone and or student

    - **SECOND OFFENSE:** Student must turn over phone, Phone must be picked up by parent or an approved guardian.

    - **THIRD OFFENSE**: Student loses the right to bring phone to school for a specified period of time. Phone must be picked up by parent/guardian.

      LMSA reserves the right to restrict the use of cell phones by any student who repeatedly violates this cell phone agreement up to and including banning the student from bringing a device onto school grounds.

TIME AND PLACE

- **All students are expected to come directly to school and arrive in a timely fashion.** Students cannot and should venture off campus after disembarking from any bus, whether they be school issue buses or public transportation (PRT). ***Any student arriving after 8:15 is considered late.***

- **No student arriving after 9:30 am will be admitted to the building without a parent, guardian or legitimate written excuse. <u>Parents must accompany students into the main office and sign them in when they arrive after 9:30am</u>**. Scholars who arrive after the cut-off time will be sent back home after parent contact is established. *<u>Breakfast will no longer be available after this time.</u>*

- **Students must always remain in their designated area at the designated times.** A student must be given permission to venture outside of their designated area for any reason (water or using restroom) or enter any space where they were not scheduled to be. **This includes, but is not limited to**:

    - any **floor where they do not have class**
    - any area of the building that is deemed **off limits**
    - any **classroom** where they are not assigned to be
    - the outer vestibule area
    - SMART
    - any elevator or any office space.

HUMILITY and RESPECT

- **Students are expected to comply with all reasonable directives given by any LMSA staff.** This means a reasonable and achievable directive should be followed the first time.

- **Students use respectful language while in the learning environment.** This includes the absence of profanity, insults, taunting and all forms of language that are deemed inappropriate within a learning space. All LMSA staff and students are entitled to respect and a learning environment that is free of disruption and ***psychologically unsafe behavior***.

- **Bullying, in any form, will not be tolerated at LMSA.** *All students must be and feel safe at all times for effective learning to take place*. Bullying includes all verbal and nonverbal behavior that uses force, threats or intimidation.

- **Students are expected to respect all school property and the personal property of others.** No student is permitted to touch anything that does not belong to them. Nor are students permitted to damage items that have been provided to them for effective learning (laptops, books etc.). Damage to any item or area that is considered school property will result in disciplinary action and possible repair/replacement fees.

EFFORT (and Engagement)

" The harder we work, the faster we grow."- J Chavis

- **Students must remain engaged and on task during instructional time. Although students may be given breaks and down time, no student is permitted to opt out of work and remain in class.**

    - *LMSA is intended to be a rigorous, college preparatory environment where student engagement and effort is essential for success. Any student that is temporarily unable or unwilling to fully engage in the learning process will be provided the necessary supports to assist them with reengagement and success. Prolonged or persistent disengagement will result in a mandatory parent contact and conference.*

    - **Behavior which is deemed disruptive to the learning or psychological safety of any other student may result in the temporary removal of that student from the learning environment.**

- **Sleeping is not permitted during any time of the school day.** Students are expected to stay awake during instruction time unless unable to do so for physiological reasons. If a student cannot stay up, they will be sent to the Smart Clinic or Counseling Suite for an evaluation or reset.

(SELF) RESTRAINT

- **All students are expected to keep their hands to themselves.** No form of inappropriate touch is permitted including: pushing, grabbing, bumping, hitting, kicking, throwing objects or unwanted touch.

- **Horseplay in the school will not be tolerated.** It is very important that students do their part in keeping each other safe, as well as the staff.

LMSA ANTI-BULLYING POLICY

LMSA believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

LMSA will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

LMSA expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts must take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, LMSA will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

This policy is to be followed by every student while on school grounds and when traveling to and from school or a school-sponsored activity.

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

RESPONSE TO INTERVENTION (MULTI-TIERED SYSTEMS OF SUPPORT)

Multi-Tiered Systems of Support (MTSS) is a general education initiative designed to establish teaching and learning environments that are effective, efficient, relevant and sustainable for all students, families and educators. This process is

designed to help schools provide instruction and interventions for students who may be struggling in the classroom and/or within the school.

Tier 1 is considered the foundation of how each school provides instruction and proactive measures to ensure success for all learners and optimal performance by all educators.

Tier 2 includes all the practices included in the Core (Tier 1) as well as an increased level of supports that help students who are struggling.

The third tier includes all the measures provided in Tiers 1 and 2 with interventions specifically tailored to meet the needs of each student. Interventions are monitored to check progress and how a student responds to the support that is provided. Response to Intervention is a school-wide, holistic approach to educating all students.

I have read and agree to all of these school wide codes of character. I understand that these are the minimum expectations for all LMSA students and that failure to follow these expectations will result in corrective discipline.

CONFIDENTIALITY

We recognize that communication with parents regarding their child's education and care is essential. However, discussions with parents must be limited to issues directly related to their child's continued success at LIFE MSA and must comply with Board policies and procedures. It is essential that conversations with parents regarding their children be conducted in a confidential manner so that other parents or employees who are not involved with the child's education do not overhear comments regarding the child in question. Under no circumstances may employees discuss specific issues related to a student's behavior at the school with anyone other than the student's parents or otherwise authorized individual.

CORPORAL PUNISHMENT

The Board prohibits the use of corporal punishment as a disciplinary measure. Corporal punishment shall be defined as punishment applied to the body of the offender. Failure on the part of any staff member to comply with this policy may result in immediate termination.

DISCIPLINE AND STUDENTS WITH DISABILITIES

If a student's behavior is not a manifestation of the disability, school officials may suspend the student; however, in no event may the student be suspended for more than ten cumulative or consecutive days in a school year without providing appropriate educational services. If the student's behavior is a manifestation of a disability, the student's placement may be changed. Such a change may include a more restrictive setting within the school or a request to the local school district for an alternative educational setting.

DRUG FREE SCHOOL ZONE

LIFE MSA students and staff shall respect the health and safety of others and shall refrain on school property or at school activities held off site from using tobacco; or using, possessing, transporting, or being under the influence of any alcoholic beverage, narcotic

substances, illegal or prohibited drug or substances; or by engaging in gambling, extortion, theft, assault, excessive noise, or any other unlawful activity.

EARLY DISMISSAL PARENT REQUEST

If it is necessary for a student to be dismissed from school before the end of the school day, parents/guardians must notify the school office in advance. **Early dismissals should not occur after 3pm** so as to not interfere with normal dismissal procedures. Parents/guardians should inform the school of the specific time the student will be picked-up and the person who will come for the student. Only adults who are listed on the school's records as being authorized will be permitted to take students from the school in these cases. The person who is picking-up the student should report directly to the school office upon entering the building and not to the child's classroom. Office personnel will notify the teacher to send the child to the office. The person picking up the child must present proper identification.

EMERGENCY SCHOOL CLOSING

If the local public schools close due to inclement weather, LIFE MSA will also be closed. Our school closures will be announced via email and telephone notifications based upon the closure of Woodland Hills and PPS School districts.

EQUAL OPPORTUNITY STATEMENT – STUDENTS

LIFE MSA ensures equal educational opportunity for all students and prohibits discrimination in the educational programs and activities not limited to but including course offerings, athletic programs, guidance and counseling, tests and procedures. Faculty and staff are expected to treat all students and parents/guardians fairly and equitably, and shall not discriminate against either for any reason. Anyone doing so will be subject to disciplinary action including termination.

EXTRACURRICULAR ACTIVITIES/ TEAMS

LMSA remains focused on academic achievement as a top priority, but also understands that this must be balanced with other types of activities and forms of learning. Even at the collegiate and post graduate level, a person's ability to participate fully in a range of activities is deemed an important contributor to wellness and success. Please be advised that some enrichment activities (e.g. sport teams) will (a) occur outside of the regular school schedule and/or (b) possibly occur off of school grounds. In such situations, families will receive permission slips and correspondence which outlines this additional information.

- Students must carry a **2.5 gpa** or above and be passing ALL of their classes in order to participate in any of our teams.
- Eligibility to participate in an activity or sports team will be reviewed by the administration for students who have repeated disciplinary issues.
- Students may not be eligible to rejoin the team until the next progress report or grading period.
- If a student is absent the day of a game or practice they will not be able to participate in their extra-curricular activity.
- If a student is suspended they will not be eligible to travel or participate. They also are not allowed to attend any after school events.
- A student that has visited a physician due to an injury will not be able to participate until a note is received from the physician stating the individual is cleared to play.
- Practice for sports teams will take place after school. Transportation home will not be provided home from school.

FIELD TRIPS

School sponsored activities and trips are considered an extension of the school program, therefore, all policies and regulations are in effect. Students found in violation of school policies risk disciplinary action and loss of school activity and travel privileges. For certain violations of policy, parents will be contacted and the student sent home at his/her own expense as quickly as arrangements can be made to do so.

When a student is traveling with a school-sponsored group, he/she will not be released to anyone until the group returns to the school campus. Parental permission to pick up a student prior to the end of the trip should be requested at least two days prior **to** the trip.

All field trips will be approved by the principal in advance. Every student must have written permission from a parent/guardian in order to participate in the field trip. Teachers will distribute and collect permission slips along with emergency medical authorization sheets prior to the field trip. There will be a minimum of one adult chaperone to ten students for every field trip. If chaperones are not school personnel, they must be at least 21 years of age and be on the approved list of chaperones. Only school-approved transportation will be used for field trips. Staff are not permitted to transport students in their personal vehicles.

FIRE DRILLS/NATURAL DISASTER

Posted in every room is a map detailing the required evacuation route. Regular fire drills will be held monthly during the course of the school year. Students are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Teachers will take roll when students are assembled outside the building. Students must not stop at the restrooms. They must proceed directly to the designated area and wait for instructions. Any student violating this procedure is jeopardizing the safety of our school and will face consequences including possible suspension.

During an emergency building evacuation, students should:

- Stop whatever they are doing and wait for instructions.
- Not take time to gather personal belongings.
- Remain quiet so that announcements over the public address system and directions from the teacher may be heard.
- Form single file lines against the walls keeping the center aisle open for the movement of emergency personnel and equipment.
- Move rapidly but in an orderly fashion. Do not run.
- Follow their teacher or another adult to the designated exit.
- Proceed to their assigned location. If it is not available, walk to a position clear of and away from the building as directed by the teacher and **using the designated exit pathway.**
- Follow any line of students to the nearest exit if the alarm sounds while they are walking independently in the hallway.
- Wait for directions from their teacher before re-entering the building.

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Opening exercises each school day may include a salute to the Flag and the recitation of the Pledge of Allegiance. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

HALL PASSES

Students are to obtain from their teachers, a hall pass whenever it becomes necessary to leave the room for any purpose. It is the student's responsibility to ask the teacher for a hall pass. Students are not to be in the hall without a pass at any time during the school day.

HOMEWORK

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

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

In educating students with limited English proficiency (LEP), LIFE MSA will employ "structured immersion," where LEP students learn English by immersing themselves in the spoken and written language. Educational programming for LEP students will therefore be similar to that provided for all students at the school. All instruction will be in English, but the teacher will tailor the language used to students' increasing comprehension. For such students, simple English will be spoken at the very beginning, and more complex English will be used over time as they gain fluency.

In severe cases of limited English proficiency, students will be placed in a language instruction class that will focus primarily on speaking complete sentences, using English to identify objects, and developing proper syntax and sentence structure. Once such basic skills are established, LEP students will benefit from the school's regular curriculum.

Upon enrollment, all parents will be asked to complete a *Home Language Survey.* Results from this survey will be used to guide the school's ESL (English as a Second Language) coordinator in identifying students who may need language services. Each student's proficiency will be calculated using assessments selected at the school and/or those prescribed by the state, and decisions regarding the need for special language services will be made based on the student's performance.

Once a roster has been established of students who are eligible to receive ESL services, the ESL instructor, the special education coordinator and the principal will hold a conference with parents of eligible students to discuss the school's structured immersion program.

HOMELESS STUDENTS/FAMILIES

Dedicated to Meeting the Needs of Pennsylvania's Homeless Children | *McKinney-Vento Homeless Education Assistance Improvements Act of 2001*

Who is considered homeless?

Children or youth and their families living in a shelter, transitional housing, motel, vehicle, campground, on the street, or doubled-up with relatives or friends due to a lack of housing are considered to be homeless.

What choice of schools do homeless students have?

The law indicates that the local education agency shall, according to the child's best interest: (i) continue the child's or youth's education in the school of origin for the duration of homelessness (I) in any case in which a family becomes homeless between academic years or during an academic year;

OR

(ii) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or (II) enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Is there any reason to delay enrolling a homeless child?

No. The school selected shall immediately enroll the child/youth in school, even if the child or youth lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The terms "enroll" and "enrollment" are defined to include attending classes and participating fully in school activities. The enrolling school must immediately contact the last school the child or youth attended to obtain relevant academic and other records. Immunization records can be transferred over the phone from the school nurse of the sending school to the school nurse of the receiving school.

Where can you call for assistance?

The Education for Children and Youth Experiencing Homelessness Program exists to help homeless children with a wide variety of services. We can assist homeless children during this time of change and stress. If you are homeless with school-age children or you are a school, agency or shelter employee, please contact one of the persons listed below:

1. LMSA Homeless Liaison: Sharon Jones, School Social Worker

2. Storm Carmara, State Coordinator Education for Children and Youth Experiencing Homelessness Program Pennsylvania Department of Education 333 Market Street, 5th Floor Harrisburg, PA 17126-0333 (717) 772-2066

LOST AND FOUND

Lost and found areas are located in the main office. Items not recovered by the end of the month after every effort to place with the correct student will be disposed of by donation. Please make every attempt to secure your belongings. LIFE MSA is not responsible for missing or stolen items.

MAKE UP MORK

Students are responsible for obtaining work they miss due to absences. The teacher will determine the number of days students have to complete missed work. In certain circumstances where a prolonged illness is involved, an extension of this limit may be arranged between student and teacher. Exceptions to the normal make-up policy will be granted in certain situations where the deadline was communicated in advance-(example: research paper due on or before May 3rd).

Exams missed are to be taken outside of class time within the make-up period at the convenience of the teacher. Students are usually informed of exams in advance. Pre-announced exams will be taken when the student returns to school after being absent

unless other arrangements are made at the teacher's discretion.

MANDATED REPORTING OF ABUSE/NEGLECT

Pennsylvania law requires that any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report it immediately to the Pennsylvania Department of Human Services by calling 1-800-932-0313. Professionals who come in contact with children (i.e. mandated reporters) are required to report such cases when they have reasonable cause to suspect that a child is being abused.

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

Any person knowingly violating the provisions of this act, including the failure to report an act of child abuse having reasonable cause to believe that an act of child abuse has been committed is guilty of a felony and subject to a fine and/or imprisonment.

All school employees shall immediately report child abuse directly to the Pennsylvania Department of Human Services and notify the principal. A call to the Pennsylvania Department of Human Services sets in motion the investigative process, which includes steps to be taken to protect the child or children involved.

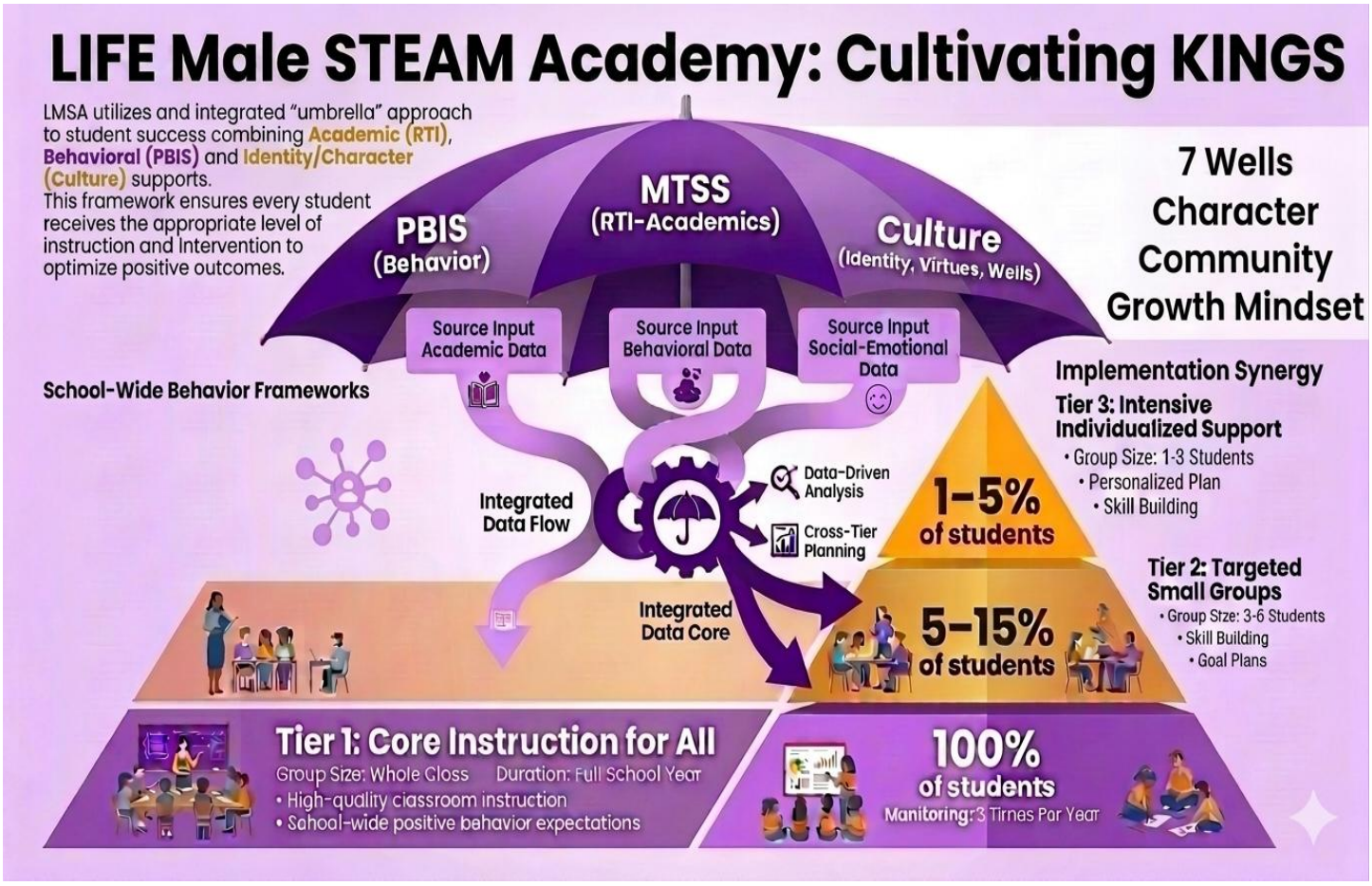
A. Non-institutional Child Abuse – abuse and neglect suspected of taking place in the home or community by a parent/guardian or any other person having custody or control of the child. A report may be made in person or by telephone to the Pennsylvania Department of Human Services.
B. Institutional Child Abuse – abuse and neglect suspected of taking place in school or other institutional setting. A report may be made in person or by telephone to the appropriate authorities.

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

MEALS

Menus and prices will be posted on the school's website. Applications for the Free and Reduced Meal Program are available in the main office. An application must be completed each school year. You may apply at any time during the school year.

MTSS and PBIS Tiered Support and Interventions



RESPONSE TO INTERVENTION (MULTI-TIERED SYSTEMS OF SUPPORT)

Multi-Tiered Systems of Support (MTSS) is a general education initiative designed to establish teaching and learning environments that are effective, efficient, relevant and sustainable for all students, families and educators. This process is designed to help schools provide instruction and interventions for students who may be struggling in the classroom and/or within the school.

Tier 1 is considered the foundation of how each school provides instruction and proactive measures to ensure success for all learners and optimal performance by all educators.

Tier 2 includes all the practices included in the Core (Tier 1) as well as an increased level of supports that help students who are struggling.

Tier 3 includes all the measures provided in Tiers 1 and 2 with interventions specifically tailored to meet the needs of each student. Interventions are monitored to check progress and how a student responds to the support that is provided. Response to Intervention is a school-wide, holistic approach to educating all students.

PARENT COMPLAINT PROCEDURE

It is the intent of the Board of Directors and the school staff that concerns should be resolved as quickly and amicably as possible with the best interests of the students held firmly in mind. These procedures will be known by staff and parents so that communication about concerns can be carried out in an open and convenient way.

If the complaint concerns something which has occurred in the classroom, then the following steps should be followed:

1. The parent should contact the child's teacher and discuss the issue on the telephone or in person.
2. If this step does not produce a satisfactory resolution of the matter, then the parent may wish to address the concern to the school's counselor, or if the parent thinks it appropriate, to call or write to the principal to inform him/her of the concern.
3. If the concern remains unresolved, then the parent should meet with the principal to seek a satisfactory resolution to the concern.
4. If after an appropriate length of time, there has not been an appropriate resolution to the concern, the parent may request to meet with the appropriate parent and teacher committee to have the concern reviewed and the committee will make a recommendation to the principal for implementation.
5. If the concern has not been resolved to a level of satisfaction to the parent, the parent is encouraged to write to the President of the Board of Directors about the concern and ask for a committee of the Board to hear the concern and make a recommendation for the full Board's consideration.
6. Depending on the type of issue brought before the Board, the Board may communicate its decision to the principal for implementation, or it may bring the issue to the Board table for a vote.

If the complaint concerns an issue not directly related to the parent's child, but reflects a concern about a classroom practice, school rule, procedure, or practice, the following steps should be followed:

1. The parent should request to discuss the concern with the classroom teacher, school counselor, school nurse, or the principal depending on the type of issue. A classroom issue is best addressed to the teacher or counselor, while a school-wide concern should be addressed to the principal
2. If the informal discussion does not resolve the concern, then the parent should file a written complaint form with the principal who will conduct an investigation into the matter and report his/her findings to the parent.
3. If the findings of the principal do not result in a satisfactory conclusion of the matter, the parent should address the matter in writing to the President of the Board of Directors who will assign the matter to a committee of the Board to investigate and prepare recommendations for the full Board's consideration.
4. The Board's decision may be carried out by the principal or may go to the Board table for a vote.

PARENT/GUARDIAN, STUDENT, TEACHER CONFERENCES

At LMSA, we emphasize the importance of collaborative learning and understanding. We strongly encourage both parents/guardians and students to actively participate in teacher conferences. These sessions provide a valuable opportunity to engage with teachers, discussing the academic progress and other essential aspects that contribute to each scholar's development. The goal is to enhance parental comprehension of LMSA's academic rigor and to collectively work towards improving the daily learning experience for every student.

LMSA warmly welcomes and supports the involvement of parents/guardians and community members. Beyond mandatory meetings on academic and behavioral progress, we extend an invitation to join us at various school-wide social and cultural events. Notifications for these events will be communicated through student folders and posted on our website. Your active participation not only strengthens the bond between home and school but also enriches the overall educational journey for our scholars at L.I.F.E. Male STEAM Academy Charter School.

PARENT/GUARDIAN STUDENT TEACHER CONFERENCES

Both parent/guardian and student should attend conferences to meet with teachers to go over the student's report card. LIFE MSA welcomes and supports the parents/guardians of our students and other members of the community. In addition to attending all required meetings regarding the academic and behavioral progress of their children, parents/guardians are also encouraged to attend all school-wide social and cultural events. Notice of school-wide events will be sent home in student folders and posted on our website.

PERSONAL ADDRESS INFORMATION

Parents/Guardians are asked to notify the main office in writing if your telephone number or address, home and/or work has changed. This request is for your child's protection should an emergency arise.

PRINTED MATERIAL

School-sponsored newspapers and/or yearbooks are under the complete supervision of the teacher and school principal.

Written materials, handbills, photographs, pictures, petitions, films, tapes and other visual or auditory materials may not be sold, circulated or distributed in the school or on school grounds by students or non-students without the approval of the principal.

All written material over which the school does not exercise editorial control that is intended for distribution to students shall be submitted to the principal for review and approval. If the material is not approved within two days of the time it is submitted, it must be considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the student shall have a reasonable period of time to present his/her viewpoint.

Any student who posts or distributes material without the principal's approval will be subject to disciplinary action.

PUBLIC PERFORMANCES BY STUDENTS

Students may share their talents and skills with the community through their participation and performance in public events when: (1) they constitute a learning experience which contributes to the educational program; and (2) when the circumstances of the event do not pose a threat to the health, safety or well-being of the students who will be involved. All requests for public performances by student groups require the approval of the principal. Parent permission must be received before students may participate.

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

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

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

SAFETY

The safety of our students and personnel is a matter of primary importance exceeded by no other consideration. Staff members shall therefore make every effort to provide a safe environment in which to learn and work.

The Board firmly believes that most accidents and injuries can and should be prevented. All employees have a responsibility to themselves, their fellow employees, the Board, and to the students to help in this endeavor and to follow all safety procedures necessary to prevent accidents and injuries. Violations that endanger the life, health or welfare of any employee or student will not be tolerated. Each employee's cooperation in the implementation of this responsibility is required. Any unsafe condition of which an employee is aware must be reported to his/her supervisor immediately in writing.

The teacher or person in charge of an activity is responsible for filling out an accident form immediately upon completion of the activity in which a student is injured. This form is to be filled out in duplicate – one copy for the principal and one copy for the nurse. Reports must be signed by the person responsible for supervision at the time of the accident. Accuracy is important as to date, time, apparent extent of injury; first aid applied, and witnesses.

Any accident or injury, no matter how small, will be reported to the student's parent/guardian and must be reported to the employee's supervisor immediately and documented on the appropriate forms referenced in Board policy.

SCHOOL/PARENT ORGANIZATIONS

The Board of Directors believes that the involvement of parents, in a collaborative effort with the staff of LIFE MSA, will lead to enhanced school life for all students. The Board encourages this kind of involvement from recognized parent organizations and welcomes their support in the following manner:

- Fund raising
- Recruitment of parent/guardian volunteers to assist staff and students
- Planning special programs and events around the school
- Providing workshops that are designed to enhance the ability of parents who in turn share their time and expertise with the school
- Organizing community outreach programs for students
- Parent Advisory Committee
- Home and School Association

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

SCHOOL-WIDE DISCIPLINE PLAN/STUDENT CODE OF CONDUCT

Authority and Responsibility for Behavior

The LIFE MSA Board of Directors is responsible for establishing disciplinary rules and policies, which include the provision of parental conferences, intervention of specialists, sequential discipline, and suspension from school in accordance with these Board policies. The Board delegates responsibility for enforcing these rules and policies to LIFE MSA's faculty and administration.

The goals of our discipline policies are to:

- develop respect for all individuals in the building

- provide for fairness and consistency
- establish and maintain order
- comply with state and local laws
- establish responsibility for the safety, property, and welfare of others in the school environment
- communicate clearly to students, staff, and parents/guardians their respective rights and responsibilities.

By enrolling at LIFE MSA, students and parents/guardians agree to follow the Student Code of Conduct and rules established by the school and, if there is an infraction of those rules and policies, to accept the disciplinary measures assigned. LIFE MSA may also impose consequences on a student for conduct away from school grounds when it is necessary for the student's physical or emotional safety, security, and well-being or when out of school behavior interferes with school safety.

At LIFE MSA we will utilize the Restorative Discipline (RD) approach which is a justice-based, whole school disciplinary response that focuses on changing school climate through the building of community at the classroom and campus levels. It is more than a tool or technique that gets applied to a specific incident or individual student or exclusive classroom. RD utilizes a relational ecology that finds its strength through nurturing motivational bonds of belonging that support individual development and social responsibility. This paradigm gives the harm or conflict "back" to the parties most involved. To the degree possible within school guidelines, the parties involved determine the parameters and nature of how the wrong-doer will be held accountable and the form amends-making will take. RD reflects a problem-solving and relational approach that focuses on restoring to the degree possible, the victim to wholeness and the offender back to the community. Repairing the harm both literal and relational is central to responses to negative behavior. RD will be a part of the staff professional development program throughout the school year.

As a guide for student behavioral expectations, the Student Code of Conduct contains a list of infractions and possible consequences. However, it is clearly not intended to be all-inclusive, as no list can be. It is also intended that the administration and/or Board have the power to administer discipline for any other offense which is in violation of accepted standards of conduct for students attending LIFE MSA.

The Student Code of Conduct has been prepared to specify:

- acceptable behavior and unacceptable behavior
- procedures to determine violations of rules
- possible consequences for such violations.

The school acts "in loco parentis," that is, in the place of the parent/guardian with respect to the supervision of a student's education and conduct while he or she is in school. This authority, and this Student Code of Conduct, extends to school sponsored functions.

For students who are not responding to the progressive approach, a disciplinary meeting with the principal/designee will be scheduled. Possible outcomes may include restorative action or in-school suspension. The length of suspension will depend on the age of the child and the severity of the infraction. While out-of-school suspension or expulsion will be the last resort for students who have extreme difficulties in responding to the progressive consequence system (which is age- and grade-appropriate), there are some offenses that are too serious to be handled by our disciplinary system. Our goal is to help students make the right choice and good decisions. However, if a student were to commit an extremely serious offense, he or she may not be allowed to continue as a member of our school. In these cases, a student would be brought before the Board of Directors for an expulsion hearing.

Offences that may lead to an expulsion hearing include the following:

- possession of weapons, drugs or alcohol
- threatening or assaulting a student or staff member

- disregard of the Harassment, Intimidation and Bullying Policy.

SEARCHES

Schools must strike a balance between student's rights to privacy and the need to maintain a safe school environment. Desks and other fixtures of the facility provided for students are the property of LIFE MSA. School officials may conduct searches anytime there is reasonable suspicion. Whenever a student's locker is searched, the student shall be notified and given the opportunity to be present. Lockers may be searched with or without prior warning.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act which prohibits discrimination against persons with a handicap in any program receiving federal assistance. As defined in the Act, a person with a handicap is anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, LIFE MSA recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school.

The school has specific responsibilities under the Act, which includes the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to develop and implement a plan that affords access to appropriate educational services which generally include the development of classroom modifications and accommodations, therapy (occupational/physical), and other related services.

A group of persons knowledgeable about the student shall determine what services are needed. The group shall review the nature of the disability, how it affects one or more of the student's major life activities, whether specialized services are needed, and if so, what those services are. Modifications, accommodations and/or services shall be documented in the student's file and progression periodically monitored and reviewed.

The Board is aware that Section 504 is not an aspect of "special education." Rather, it is a responsibility of the comprehensive general public education system. As such, the principal is responsible for its implementation within the school. Special education personnel may be participants but are not ultimately the responsible person(s).

If the parent/guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing with an impartial hearing officer.

SEXUAL HARASSMENT AND GENDER-BASED HARASSMENT

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors, touching private body parts, jokes or conversations of a sexual nature, or any other visual, verbal, or physical conduct of a sexual nature when:

- submission to the conduct is made, either explicitly or implicitly, and is connected to a term or condition of a person's employment or education;
- submission to or rejection of the conduct is used as the basis for academic or employment decisions affecting the harassed individual; or

- harassment has the purpose or effect of unreasonably interfering with a person's work or academic performance, or creating an environment which is intimidating, hostile, or offensive to the employment or education environment.

Romantic and other inappropriate social relationships, as well as sexual relationships, between students and school employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft.

Any individual who feels that they have been discriminated against or harassed, sexually or otherwise by anyone associated with LIFE MSA or any parent/guardian who believes that his/her child has been harassed by anyone associated with the school is required to immediately report the conduct to the principal. Such reports will be kept as confidential as possible, although investigation will normally require the involvement of third parties. The school will not permit any retaliatory conduct against an employee or student who comes forward with a genuine complaint or concern of discrimination or harassment or who assists in the investigation process, nor will any such individual be discharged, disciplined, or in any way adversely affected in his/her terms or conditions of employment with LIFE MSA or enrollment in the school.

Any staff member or student who is found to be responsible for harassment of any type will be subject to appropriate discipline, the severity of the disciplinary action will be based upon the circumstances of the infraction and could include termination of employment or suspension or expulsion from school.

SMOKING

In consideration of the reports of the Surgeon General of the United States and in keeping with LIFE MSA's intent to provide a safe and healthy work environment, smoking as well as the use of any tobacco related product is prohibited throughout the workplace as well as anywhere else on school grounds or at a school related activity offsite.

SPECIAL EDUCATION

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

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

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

The program to which each exceptional student is assigned shall be that which best assures his/her success in learning and offers him/her the least restrictive environment.

The Board will have programs and procedures in place for students with disabilities that are in compliance with the Individuals with Disabilities Act (IDEA) to ensure the following:

1. Full educational opportunity to all students with disabilities
2. An Individualized Education Program (IEP) developed, reviewed and, as appropriate, revised
3. Required procedural safeguards
4. An appropriate evaluated according to law
5. The compilation, maintenance, access to and confidentiality of student records in accordance with the law
6. Appropriate certification and license, where a license is required, for all personnel serving students with disabilities
7. Inclusion in statewide and school wide assessment programs, with appropriate accommodations, where necessary.
8. Appropriate in-service training for professional and paraprofessional staff who provide special education, general education or related services

STUDENT HEALTH SUITE/SMART CLINIC

(Flagship, Purpose, Staff, Scope)

Identifying and Addressing Barriers to Classroom Success, Creating Optimal Conditions for Learning

An Educational Solution: SMART (School Health Model for Academics Reaching All and Transforming Lives) aims to break the cycle of poverty and improve the trajectory of lives by supporting academic achievement with onsite SMART clinics. SMART Clinics are designed to identify and address the physical, behavioral, social, and emotional barriers to classroom success through the proactive delivery of integrative health services, embedded in the school, in real time.

The SMART Model delivers a comprehensive, system-wide strategy for education-driven health services built on the numerous, well-documented interconnections between the "Whole Child" factors of physical and behavioral health, wellness, social and emotional learning, and educational attainment.

SMART (School health Model for Academics Reaching all Transforming lives) is an equitable school health solution that proactively engages, consents, and screens ALL students to identify risks and barriers to academic success. SMART then swiftly delivers interventions to eliminate or mitigate those barriers, thus creating the optimal environment to support learning.

SMART shares some similar characteristics with existing school-based health centers (SBHCs) in that it provides access to health and mental health services, as well as enhances behavioral health assessments and clinical management. However, SMART is uniquely differentiated from SBHCs in its singular goal of providing access and engaging all students (not just those who come in

because of a health complaint); explicit focus on academic outcomes for students; full integration into the school's practices, policies, and culture; and financial sustainability structure.

Equity through Active Access/Active Care

Active Access is a utilization approach to proactively engage each student in establishing health-seeking and health-reaching behaviors, with the purpose of supporting academic achievement. Active Access can only be possible when it is embedded within a location (e.g., a school) where children spend a majority of their daily lives. In SMART's Active Access practices, there are five critical tactics to ensure equitable access to care:

- 1 Proactive communication and clear messaging to students, families, and school staff about the purpose of SMART and the connections between health, educational achievement, and trajectory of life pathways.
- 2 Normalizing health-seeking and wellness behaviors.
- 3 Working in close collaboration with school administrators so that all students and families are reached.
- 4 Intentional and diverse methods of obtaining parental consents.
- 5Proactive outreach and scheduling of screenings, preventive services, and health education resources.

Active Care is the continuous leveraging of the daily physical proximity of patients, driving in-depth student relationships; identifying needs, risks, and barriers to academic achievement; and providing follow-up for care. It operates with the purpose of ensuring wellness and preventing illness and negative outcomes, resulting in the reduction of barriers to academic achievement. Active Care drives increased health literacy, selfcare, and self-advocacy, so students become active participants in their own care and understand how health connects with educational and workforce success.

STUDENT HEALTH

Students who need first aid for accidents on school premises or emergency treatment for acute illnesses that occur during school hours should report to the SMART Health Clinic/Suite after obtaining a nurse pass from their teacher. If a student is sick and must be taken home, the nurse will notify the parents/guardians immediately. No student will be authorized to go home unless a parent/guardian is notified. Students who are ill must be picked up by a parent or guardian. No student will be sent home without a parent/guardian on foot, by cab, or public transportation. All students must have a pass issued to them by the classroom teacher before being admitted to the health office. When the nurse is unavailable, other staff members will assist students and determine whether parents/guardians should be contacted, and the student sent home.

Accidents

All faculty and staff will receive first aid training. A first aid kit is maintained by the school nurse in the nurse's office as well as in the school office. It will be properly stocked at all times for use in the event of minor injuries. The school nurse or the trained staff member will administer initial treatment for minor injuries. The student's parents/guardians will be notified immediately by phone whenever medical treatment is administered to a student. A Student Incident/Accident Report Form will be completed and kept on file in the nurse's office.

Communicable Diseases

Parents of students with a communicable or contagious disease are asked to telephone the school nurse so that other students who

have been exposed to the disease can be alerted. Students with certain diseases are not allowed to come to school while they are contagious. These include but are not limited to chickenpox, fever (100 or greater), nits/head lice, Type A viral hepatitis, measles, bacterial and viral meningitis, mumps, pink eye, ringworm, impetigo (that cannot be covered), and mononucleosis. If you have any questions about other communicable diseases, please contact the school nurse.

A student with a chronic reportable disease (Hansen's disease, viral hepatitis Type B, AIDS or HIV infection) shall be allowed to attend school in his/her usual instructional setting with the approval of his/her doctor. The school nurse shall function as the liaison with the student's doctor and be the coordinator of services provided by other staff.

Only those persons with a direct need to know, such as the principal, school nurse or other person responsible for the school health program, shall be informed of the condition of the student who has a chronic reportable disease other than AIDS or HIV infection. The only school employees who shall have access to medical records that a student has been tested for and/or has or does not have AIDS or HIV infection are professional personnel who have received HIV in-service training and have a legitimate need to know in order to provide for their own protection or to provide for the student's health and welfare.

Emergency Medical Treatment

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Food Allergies

The school requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reaction either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please provide this information to the school nurse.

Immunizations

All immunizations should be completed by the first date of attendance. The law requires that students be fully vaccinated against the specified diseases. A student may be enrolled provisionally (five days) if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required by law. For multiple dose vaccines, one of the following requirements applies:

- A child would be excluded from school for lack of the first dose of a multiple dose vaccine.
- A child would be provisionally admitted to school for a five-day school period if a child receives the final dose of a multiple dose vaccine within five school days of the child's first day of school.
- If a child has the first dose of a multiple dose vaccine series, is scheduled to and does receive the next dose during the five-school day provisional period, and provides a medical certificate scheduling the remaining doses, the child may attend

school so long as the child adheres to the medical certificate schedule.

- If a child needs additional doses of a multiple dose vaccine series to meet the requirements, but the next dose is not medically appropriate during the five school days, the child's parent or guardian must provide a medical certificate scheduling those additional doses on or before the fifth school day.

The following immunizations are required: tetanus, diphtheria, acellular pertussis, measles, mumps, rubella, hepatitis B, chickenpox, polio, and meningococcal conjugate vaccine. Children need not be immunized if a physician or the physician's designee provides a written statement that immunization may be detrimental to the health of the child. When the physician determines that immunization is no longer detrimental to the health of the child, the child shall be immunized.

Children need not be immunized if the parent/guardian or emancipated child objects in writing to the immunization on religious grounds or on the basis of a strong moral or ethical conviction similar to a religious belief. (Pa Code 23.84)

Lice

LIFE MSA has a no-nits policy concerning head lice. When a child is checked by the school nurse and found to have head lice, they will be sent home. The child is not to return to school until they are properly treated and all lice and eggs are removed from the hair. After treatment is done at home, the child must return to the school nurse for a head lice inspection before returning to class. If nits (eggs) or lice are found, then the child will be sent home again.

Medication

The school nurse and the student's teacher must be informed of any medication that a student is required to take at school. Medication shall include all over the counter medication and medication prescribed by a physician for the particular student. To dispense medication to students, the school must receive a written order from the student's physician and a permission slip from the student's parents/guardian. All medication must be brought to the school nurse in its original container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the nurse is not present, then a staff member trained by the nurse will administer the medication. If a student is taking a prescription medication and the time or dosage is changed by the doctor, a letter of authorization from the doctor and the parent must be given to the school nurse before he/she can make such a change.

Students are not permitted to bring non-prescription medications to school. If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g. Tylenol), and the proper permission forms have been received, the school nurse or the trained staff member will dispense the medication.

The Board permits self-administration of medication for asthma or other potentially life-threatening illnesses during school hours and off-site after regular school hours when a student is participating in a field trip or extracurricular activities. Life-threatening illness means an illness or condition that requires an immediate response to specific symptoms that may indicate the potential loss of life; e.g. adrenalin injection in response to anaphylaxis. Students may carry respiratory inhalers for asthma with them if their physician has requested in writing that the student may do so and the parent has signed the proper form. The inhaler must have the student's prescription label on it. The student must demonstrate the correct use of the inhaler to the school nurse before self-administering medication.

Students will continue to receive medication in the health office administered by the school nurse. The nurse will construct a plan for those students who may require self-administered medication during a time when the nurse is not available.

Questions about the administration of medication should be referred to the school nurse. Parents/Guardians may also refer to Board Policy: Administration of Medication in the Appendices of this Handbook.

STUDENT RECORDS

Information about students that is considered essential in accomplishing the educational objectives of the school, in promoting the welfare of the student, and in complying with state statutes and administrative codes will be collected and maintained under the supervision of the principal. The collection, maintenance, accessibility, dissemination and retention of such information will be controlled by policies and administrative procedures that are designed to implement the primary tasks of the school, protect individual rights in the best interest of the student, and preserve the confidential nature of various types of records.

A student's school records are confidential and are protected from unauthorized inspection or use and provide parents and "eligible" students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the school will verify the identity of the person, including a parent or the student, requesting the information. A cumulative record is maintained for each student from the time the student enters the school until the student withdraws or graduates. These records are available to parents, guardians and various governmental agencies, including juvenile service providers.

By law both parents, whether married, separated or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is the custodian for all student records. Records may be reviewed during regular school hours upon completion of the written request form. The principal/designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older) and school officials with legitimate educational interests are the only persons who have access to a student's records.

Certain other officials from various governmental agencies may have limited access to the records. The school forwards a student's records without prior consent on to a school in which a student intends to enroll. Records are also released in accordance with court order or lawfully issued subpoena. Unless the subpoena is issued for law enforcement purposes and the subpoena orders that its contents, existence, or the information sought not be disclosed, the school will make a reasonable effort to notify the parent or eligible student in advance of compliance. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release records.

The parent's or student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students when they are no longer students in the school do not have to be made available to the parents or the student.

Students over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading or otherwise in violation of the student's privacy or other rights. If the school refuses the request to amend the records, the requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester has 30

school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and students are not allowed to contest a student's grade in a course through this process. Parents or students have the right to file a complaint with the U. S. Department of Education if they feel that the school is not in compliance with the law regarding student records.

Copies of student records are available for a nominal fee. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the school is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about school students is considered directory information and will be released to anyone who follows proper procedure for requesting it, unless parents object to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten (10) school days after issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in high school and most recent previous school attended.

COLLECTION

Only information that is relevant to appropriately guide a student's educational program shall be collected and maintained in the Student Permanent Record File. The principal shall require all permitted student records of currently enrolled students to be reviewed annually by certified school personnel to determine the educational relevance of material contained therein.

MAINTENANCE AND SECURITY

Student records shall be maintained in a central file at the school and shall be kept under lock and key at all times. Secretarial and/or clerical employees to the extent necessary for routine clerical tasks, and only under the direct supervision of certified school personnel, may be given access to records for the purpose of updating statistical data or making copies of the record for dissemination to agencies or individuals named in Board policy.

SPECIAL EDUCATION RECORDS

Parents of a student with disabilities who has been provided special education services by the school will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the material will be deleted
from the records but the records will be maintained until the time has expired.

SUICIDE AWARENESS

LIFE MSA is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please contact the school counselor for information related to suicide prevention and to find mental health services available in your area.

SUPPLIES

Students will need to have a binder, filler paper in the binder, at least two (2) sharpened pencils with erasers, and a pen every day, in addition to any other supplies the teacher has requested.

SUSPENSION AND EXPULSION

In response to cases of severe misbehavior in which a student violates school policies, rules or regulation, or otherwise interferes with the orderly operation of the school, the principal may suspend or temporarily remove the student from school for up to ten calendar days.

No student shall be suspended without notice for the reason for which he/she is suspended and an opportunity to be heard in his/her own behalf before the principal/designee. Parents/guardians are to be informed immediately of all suspensions. The student's parents/guardians shall be required to meet with the principal and any staff members involved in the suspension prior to the students return to school. A suspended student must make up missed work, and will not be allowed on school grounds or to attend any school related function during a period of suspension.

When a suspension exceeds three days, the student and his/her parents/guardians will be given the opportunity for an informal hearing with the designated school official.

The Board may either expel for a period exceeding ten calendar days or may permanently expel from the rolls any student whose misconduct or disobedience is such as to warrant this action. No student shall be expelled without an opportunity for a formal hearing before the Board or before a duly authorized committee of the Board.

TECHNOLOGY

The Board believes that all children must become proficient in the use of technology to succeed in the 21st century and that technology can be used to support and enhance classroom instruction.

The Board recognizes that the Internet is an electronic highway connecting computers all over the world and millions of individual subscribers. Access to the Internet provides students with the opportunity to reach out to many other people and to share and exchange information with Internet users throughout the world. The Board's goal in providing this resource to students is to promote educational excellence and to prepare students for life in the 21st century. **In order to use the school's computer network, the student and the student's parent/guardian must sign and return the Computing Resources Acceptable Use Policy for Students Acknowledgement Form found in the Appendices of this Handbook.**

The Board believes that the valuable information and interaction available on the Internet far outweighs the possibility that students may procure information that is not consistent with the educational goals of the school. To guard against such a

possibility, students shall have filtered access to the Internet; while they have access to many educational and information-related sites, they are denied access to sites containing inappropriate material.

Access to the school's computer resources is a privilege, not a right. Guidelines for responsible computer use are outlined below:

- **Guidelines for Responsible Computer Use**

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

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

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

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

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

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

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

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

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is school-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting" will be disciplined according to the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student. Parents/Guardians are encouraged to review with your child the consequences of engaging in inappropriate behavior using technology.

TEXTBOOKS

Textbooks and other school-approved instructional materials will be issued at no charge to students. Students are responsible for maintaining their books in good condition. Textbooks should be covered at all times. Covers will be provided, and teachers will check to insure that they are used. Students who are issued a damaged book should report that fact to the teacher.

No mark should be made inside the textbook. A student may be required to pay for any book that has been unduly damaged or marked.

Should a book be lost or misplaced, the student will be required to pay for that book. Upon payment, a replacement will be issued. If the lost book is found, it should be brought to the office with teacher verification**.** The student's money will be refunded if the book is found before the beginning of the next consecutive school year.

Students who have not paid for a lost book shall be given a replacement book for use at school during the school day only.

To request a replacement book, a "Textbook Request Form" must be filled out with book title(s) listed and signed by the parent. The student will then turn the form in and the books will be issued at that time.

VALUABLES/PERSONAL POSSESSIONS

Excessive amounts of money, jewelry or any items of real or sentimental value should be left at home. The school will not assume responsibility for lost or stolen items, nor will administrators use academic time to try to recover these items.

VISITORS

The school welcomes and encourages visits by legal caregivers and others who desire to become informed regarding the school and its educational program.

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

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

Visitors shall adhere to the following guidelines:

1. Those wishing to visit the school shall make arrangements in advance with the school office. In all cases where permission is not obtained in advance it must be obtained promptly upon entering the building. No visitor may remain in the school without the permission of the principal.

2. Prior to approval of the request, the principal/designee shall discuss the request with the staff member involved. Should there be disagreement, the principal's/designee's decision shall prevail but the basis for that decision shall first be discussed with the staff member.

3. Upon arrival at the school, the visitor must report directly to the school office and sign the Visitor's Register and be issued a Visitor's Pass.

4. The staff member being visited shall require the visitor to present the Visitor's Pass as evidence that the visitor has registered in the school office.

5. Upon completion of the visit, the visitor shall report back to the school office to return materials and enter the departure time in the Visitor's Register.

6. No visitor shall be permitted to interrupt a staff member in the performance of duties whether that interruption is for conversation or observation. Visitors are not to confer with teachers or students.

7. No visitor shall go directly to a classroom to deliver or "pick-up" students or speak to a teacher unless such visits have been approved previously by the principal/designee.

8. The principal/designee has the authority to exclude any visitor who is considered to be disruptive.

9. School staff who observe visitors without proper identification are to report that information immediately to the school office.

10. The photographic reproduction of school programs, students or physical plant by non-school personnel is generally prohibited unless permission has previously been granted by the principal.

VOLUNTEERS IN SCHOOL

Volunteers are encouraged to participate in school-related activities under the supervision of school personnel, including those pertaining to curriculum and instruction. Such activities may include tutoring, storytelling or monitoring independent work.

Volunteers may also be involved in monitoring the playground and assisting with breakfast and lunch, and they should be encouraged to contribute their time and talent to organizing extracurricular activities, field trips and community outreach projects.

Volunteers must follow all policies and procedures associated with and defined by the Board and the school. If activity occurs that is not in keeping with the policies of the Board, the principal reserves the right to relieve the volunteer of his/her responsibilities.

WITHDRAWING STUDENTS FROM SCHOOL

A student who wishes to withdraw will:

1. Pick up a withdrawal form from the main office.
2. Turn in each book and/or equipment to the appropriate teacher. If a book and/or equipment are not turned in, the teacher will so indicate.
3. Each teacher will assign a withdrawal grade and sign the withdrawal form.
4. Clear all cafeteria records and lunch charges.
5. Return withdrawal form to the main office, where a copy will be made for the student to take to his/her new school.

6. Copies of withdrawal forms or transcripts will not be issued until all records are clear and all signatures are on the withdrawal form.

NOTE: *In order for a student to withdraw from school, it is necessary that the parent or guardian who enrolled the student make a request to the main office that the student be withdrawn. This request should be made in writing and should indicate the date of withdrawal, the reason and if possible, the name and address of the new school.*

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Attachment #3

L.I.F.E. Male STEAM Academy Charter School

POLICY: Computing Resources Acceptable Use Policy for Students

New technologies are shifting the ways that information may be accessed, communicated, and transferred. Those changes provide enhanced educational experiences for students. At L.I.F.E. Male STEAM Academy Charter School, students will have access to the school's computer network for electronic mail and Internet exploration. To gain access to email and the Internet, students must obtain parental permission. Parents/guardians, along with the student, must sign the Acknowledge Form and return it to the classroom teacher.

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

While students' use of the Internet will be supervised by staff, the Board cannot guarantee that they will not gain access to inappropriate material. The Board believes that the valuable information and interaction available on the Internet far outweighs the possibility that students may procure information that is not consistent with the educational goals of the school. The Board also believes that ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

To inform parents/guardians, a copy of the following information shall be included in the

Student – Parent Handbook:

1. Computing Resources Acceptable Use Policy for Students
2. Letter to parents/guardians
3. Computing Resources Acceptable Use Policy for Students Acknowledgement Form
4. Rules and Code of Ethics for Student Use of Computers

These documents shall be considered parts of this policy

L.I.F.E. Male STEAM Academy Charter School

Computing Resources Acceptable Use Policy for Students

Parent/Guardian Letter

Dear Parents/Guardians:

L.I.F.E. Male STEAM Academy Charter School (LIFE MSA) has the ability to enhance your child's educational experience through the use of technology. As such, we are pleased to offer students access to the school's computer network for electronic mail and Internet exploration. To gain access to email and the Internet, students must obtain parental permission and must sign and return the Acknowledgement Form to their classroom teacher.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Access to the Internet gives your child the opportunity to reach out to many other people, to share information, to learn concepts, and to explore a multitude of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Our goal in providing this resource to our students is to promote educational excellence by facilitating resource sharing, innovation, and communication. Use of the Internet for educational projects will assist in preparing your child for success in life and work in the 21st Century.

Families should be advised that some material accessible from the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. Although your child's use of the Internet will be supervised by staff, we cannot guarantee that your child will not gain access to inappropriate material. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We, the LIFE MSA staff, firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that students may procure material that is not consistent with the educational goals of the school. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. We would like to encourage you to use this as an opportunity to have a discussion with your child about your family values and your expectations about how these values should guide your child's activities while on the Internet.

Please take time to sit down with your child to read and discuss the Computing Resources Acceptable Use Policy for Students attending LIFE MSA. Then sign and return the Acknowledgement Form as soon as possible.

Sincerely,

L.I.F.E. Male STEAM Academy Charter School Staff

L.I.F.E. Male STEAM Academy Charter School

Computing Resources Acceptable Use Policy for Students

ACKNOWLEDGEMENT FORM

Please sign and return this form to your child's classroom teacher.

We, the parents/guardians of _____ have read and discussed with our child the Rules and Code of Ethics for Student Use of Computers and the L.I.F.E. Male STEAM Academy Charter School Computing Resources Acceptable Use Policy for Students.

As the parents/legal guardians of the minor student signing below, I grant permission for my son/daughter to access networked computer services such as electronic mail and the Internet. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use, setting and conveying standards for my son/daughter to follow when selecting, sharing, or exploring information and media.

Parent's/guardian's signature: _____

Address: _____

_____

Home Telephone: _____ Date: _____

I have read and agree to abide by the L.I.F.E. Male STEAM Academy Charter School Computing Resources Acceptable Use Policy for Students.

Student's signature: _____ Date: _____

L.I.F.E. Male STEAM Academy Charter School

Rules and Code of Ethics for Student Use of Computers

As a computer user, I agree to the following Rules and Code of Ethics in all of my work with computers while attending L.I.F.E. Male STEAM Academy Charter School (LIFE MSA).

1. I recognize that all computer users have the same right to use the equipment, therefore:

    - I will not play games or use the computer resources for other non-academic activities when others require the system for academic purposes.

    - I will not waste nor take supplies, such as paper, printer ink cartridges, and diskettes that are provided for use in LIFE MSA.

    - When I am using computer equipment, I will work in ways that will not disturb other students.

    - I will never damage computer equipment.

    - I will never deliberately place software viruses on any computer.

2. I recognize that I must always be polite when using the school's computer equipment, I

    must never send or encourage others to send disrespectful messages. I must always use appropriate language in my documents and in my email messages. In my email messages, I must never reveal my home address or personal telephone number or the address and telephone number of other students. I agree that I will inform my teacher immediately upon receiving email containing suggestive, insulting, threatening, or obscene messages.

3. I recognize that software is protected by copyright law; therefore, I will not make

    unauthorized copies of software found on school computers, either by copying them onto my own diskettes or onto other computers through electronic mail or bulletin boards; and I will not give, lend, or sell copies of software to others unless I have the written permission of the copyright owner or the original software is clearly identified as shareware or in the public domain.

4. I will not plagiarize works that I find on the Internet. Plagiarism is taking the ideas or

    writings of others and presenting them as if they were mine.

5. I recognize also, that the work of all users is valuable; therefore, I will protect the privacy of

    other's areas by not trying to learn their passwords; I will not copy, change, read, or use files in another person's area without that person's prior permission; I will not attempt to gain unauthorized access to system programs or computer equipment; I will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means; and I will not download information onto the hard drives of any LIFE MSA computer for permanent storage. I will download information onto diskettes if planning to store the information for more than one week.

6. I understand that violations of the Rules and Code of Ethics described above will be dealt

    with seriously. Violators may lose computer privileges and will be subject to other appropriate disciplinary action.

Levels of Intervention and Corrective Discipline

Level 1: School Wide and Classroom Interventions and Responses.

These interventions aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers and staff are encouraged to try a variety of teaching and classroom management strategies including PBIS.

- Teaching/Reteaching and positive practice of correct behavior
- Individual Student Goal Plan and Incentives
- Proximity (move into vicinity of student)
- Verbal prompt/redirect
- Seat change
- Brief removal from learning environment/reset
- Referral to SMART Clinic -school based health professional (nurse, social worker, physician)
- Loss of classroom privileges
- Detention
- Contact parent or guardian via telephone, email, or any other means of communication
- Written reflection or apology
- Teacher or student conference
- Mentoring
- Mediation/Conflict Resolution
- Short term behavioral progress reports
- Check In – Check Out
- Service to school
- Restitution
- Restorative practice strategies
- Parent or guardian conference

Level 2: Intensive Support and Administrative Staff Interventions and Responses.

These interventions can involve the school administration and aim to correct behavior by stressing the significance of the behavior while attempting to keep the student in school.

- Teaching/Reteaching and positive practice of correct behavior
- Individual Student Goal Plan and Incentives
- Reprimand by appropriate administrator
- Mediation/Conflict Resolution
- Mentoring
- Loss of privileges
- Detention
- Parent or guardian contact
- Change in schedule or class
- Restorative practice strategies
- Restitution
- Referral to IEP or 504 Plan team
- IEP Meeting
- Develop Functional Behavioral Assessment and Behavioral Intervention Plan
- Community Conferencing
- Assignment of work projects
- · Referral to community organization

Level 3: Suspension and Referral Responses.

These interventions may involve the removal of a student from the school environment due to the nature or severity of the behavior.

- (see above interventions)
- Short term suspension
- Restorative practice strategies
- Referral to Alternative Educational Placement
- Referral to IEP team for manifestation determination if applicable for students with disabilities
- Revision to IEP or 504 Plan (students with disabilities) as needed
- Referral to community organization
- Community Conferencing
- Develop Functional Behavioral Assessment and Behavioral Intervention Plan

Level 4: Extended Suspension and/or Expulsion.

These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and terminating destructive or dangerous behavior.

- Long term suspension
- Extended suspension
- Expulsion
- Develop Functional Behavioral Assessment and Behavioral Intervention Plan
- Community Conferencing
- Restorative practice strategies
- Referral to IEP team for manifestation determination for students with disabilities
- Revision to IEP or 504 Plan (students with disabilities) as needed
- Alternative educational placement within the District
- Alternative educational placement outside of the District
- Referral to community behavioral or mental health organizations
- Permanent expulsion for serious offense

Police Informed. These interventions involve police notification due to the severity of the behavior posing a threat to the health, safety, and welfare of oneself or others. When a student engages in illegal activity, it is necessary for the school staff to contact the authorities.

Expulsion

If a student brings the following objects to school, the expulsion will be for at least 1 year, but will be determined on a case by case basis:

- Firearm Look-alike firearm
- Knife
- Brass knuckles or other knuckle weapon
- Billy Club
- Any other object if used or attempted to be used to cause bodily harm

If a student is to be expelled, the following will occur: Parents or guardians will be informed in writing of the expulsion, which will detail the specific reasons why removing the student from the learning environment is in the best interest of the school, summary of evidence, and rationale for duration of expulsion. Parents or guardians will have 72 hours from the date of the expulsion to appeal the expulsion (in writing, but must be typed) to the Chief Academic Officer or designee. **Please see the following matrix for the other reasons for which disciplinary actions up to and including expulsion can occur.**

LMSA Specific Student Behaviors and Corrective Responses Matrix

Specific Behavior	Level 1 Classroom Interventions	Level 2 Intensive Support, Administrative Interventions and Responses	Level 3 Suspension And Referral Responses	Level 4 Extended Suspension and/or Expulsion
Assault				
· Bodily Injury		√	√	√
· Two or more person attack		√	√	√
Bullying	√	√	√	√
Cell Phone/Electronic Device Violations		√		
Class Cutting	√	√	√	
Destruction/Defacing School or Personal Property				
· Unintentional	√	√		
· Intentional	√	√	√	
Disruption to Learning Environment	√	√	√	
Dress Code Violation	√	√		

Extortion		√	√	√
Failure to Attend Detention				
· **Failure**	√	√		
· **Refusal**		√	√	
Fighting		√	√	√
Harassment				
· **Verbal**	√	√	√	√
· **Physical**		√	√	√
· **Cyber (Cyber bullying)**		√	√	√
· **Sexual**		√	√	√
Inciting Conflict or Violence		√	√	√
Out of Area				
· **Classroom**	√	√		
· **Floor/Building**		√	√	
Physical Contact w Staff		√	√	√

Sexual Assault		√	√	√
Sexual Misconduct		√	√	√
Tardiness	√	√		
Threats (terroristic, personal etc)		√	√	√
Theft/Receipt of Stole Property		√	√	√
Transportation Violations				
Truancy		√		√
Under the Influence/Use of ATOD (Alcohol, Tobacco or Other Drugs)				
· **Possession**		√	√	√
· **Under Influence**		√	√	√
· **Use (on campus)**		√	√	√
Unacceptable Language	√	√	√	
Unacceptable Use of Technology	√	√	√	
Weapons Possessions or Use				√

LIFE MALE STEAM ACADEMY CHARTER SCHOOL
BOARD OF TRUSTEES POLICIES

ANNUAL CHILD FIND NOTICE

Notice to Parents Regarding Special Education Services, Section 504 Services, and Child Find Responsibilities

The LIFE MALE STEAM ACADEMY Charter School ("LIFE Male STEAM Academy") is committed to identifying, locating, and evaluating all children who may be eligible for special education or related services. In accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Chapter 14, Chapter 15, and Chapter 711 of the Pennsylvania School Code, LIFE Male STEAM Academy provides a free appropriate public education (FAPE) to eligible students with disabilities.

Child Find is an ongoing process designed to locate, identify, and evaluate students who may have disabilities and require specially designed instruction or accommodations. This responsibility applies to all children enrolled at LIFE Male STEAM Academy who may have disabilities, regardless of the severity of the disability.

Who May Be Eligible for Special Education?

Students between the ages of 3 and 21 may qualify for special education services if they:

- Have one or more disabilities recognized under IDEA; and
- Require specially designed instruction to benefit from their educational program.

Disability categories under IDEA include:

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment, including Blindness

Students who qualify receive an individualized educational program (IEP) developed by a team that includes parents, teachers, school staff, and other professionals as appropriate.

Child Find Activities

LIFE Male STEAM Academy conducts Child Find activities throughout the school year to identify students who may require special education services.

Screening activities may include:

- Review of academic performance
- Review of cumulative educational records
- State and local assessment data
- Classroom observations
- Teacher and parent concerns
- Vision, hearing, speech/language, and health screenings
- Attendance and behavioral data
- Progress monitoring and intervention data

These screenings do not determine eligibility but help identify students who may require a comprehensive evaluation.

Potential Signs of Developmental Delays and Disability Risk Factors

Parents are encouraged to contact the school if they observe concerns regarding their child's development or educational progress. Possible indicators may include:

Academic Concerns

- Difficulty learning letters, sounds, numbers, or basic academic concepts
- Significant difficulty reading, writing, spelling, or mathematics
- Problems remembering information or following directions
- Difficulty organizing schoolwork Communication Concerns
- Delayed speech or language development
- Difficulty understanding or expressing ideas
- Limited vocabulary for age
- Difficulty participating in conversations

Social and Emotional Concerns

- Difficulty making or maintaining friendships
- Extreme anxiety, withdrawal, or depression
- Frequent emotional outbursts
- Difficulty understanding social situations

Behavioral Concerns

• Persistent attention difficulties
• Hyperactivity or impulsivity
• Difficulty following routines or classroom expectations
• Significant behavioral challenges that interfere with learning

Physical and Sensory Concerns

• Hearing or vision difficulties
• Delays in fine or gross motor skills
• Frequent medical conditions affecting school performance
• Physical limitations affecting participation in school activities

Developmental Concerns

• Delays in cognitive development
• Delays in self-help or adaptive skills
• Difficulty completing age-appropriate daily living activities
• Developmental milestones significantly below expected levels

While the presence of one or more of these characteristics does not necessarily indicate a disability, families who have concerns are encouraged to contact the school to discuss whether an evaluation may be appropriate. These indicators satisfy Pennsylvania's requirement that public awareness efforts include potential developmental delays and disability risk factors.

Referral and Evaluation Process

Parents, guardians, teachers, or other school personnel may request that a student be evaluated to determine eligibility for special education services.

A parent may request a multidisciplinary evaluation at any time by submitting a written request to the Principal or the Coordinator of Special Education.

Upon receipt of a written request, the Charter School will respond in accordance with Pennsylvania timelines and procedures.

Parental written consent is required before an initial evaluation may be conducted.

If a student is found eligible, an Individualized Education Program (IEP) Team will meet to develop an educational program designed to meet the student's unique needs.

Parents who disagree with the results of an evaluation have the right to request an Independent Educational Evaluation (IEE) at public expense, subject to applicable legal requirements.

Students receiving special education services are reevaluated periodically in accordance with federal and state regulations to determine continued eligibility and educational needs.

Special Education Services

Depending upon individual student needs, services may include:

- Specialized instruction
- Speech and language therapy
- Occupational therapy
- Physical therapy
- Counseling services
- Assistive technology
- Transportation
- Behavioral supports
- Other related services necessary for the student to receive educational benefit

Services are provided in the least restrictive environment (LRE) appropriate to each student's individual needs.

Services for Protected Handicapped Students (Section 504)

In accordance with Section 504 of the Rehabilitation Act of 1973 and Chapter 15 of the Pennsylvania School Code, LIFE Male STEAM Academy provides accommodations and related aids and services to qualified students with disabilities who do not require specially designed instruction but need accommodations to access educational programs and activities.

A student may qualify under Section 504 if the student has a physical or mental impairment that substantially limits one or more major life activities.

These services are provided without discrimination and at no cost to parents.

Parent Rights

Parents have the right to:

- Request an evaluation at any time.
- Participate in all meetings regarding their child.
- Review educational records.
- Receive prior written notice before changes to identification, evaluation, placement, or services.
- Receive a copy of the Procedural Safeguards Notice.
- Request mediation or due process if disagreements arise regarding their child's educational program.

Information regarding Procedural Safeguards is available through the Pennsylvania Training and Technical Assistance Network (PaTTAN).

Confidentiality of Student Records

LIFE Male STEAM Academy protects the confidentiality of personally identifiable student information in accordance with: • The Family Educational Rights and Privacy Act (FERPA)
• IDEA
• Pennsylvania state law
• Charter School Board policies regarding student records

Educational records are maintained securely and are accessible only to authorized individuals as permitted by law.

Contact Information

For additional information regarding Child Find, special education services, or Section 504 accommodations, please contact:

Coordinator of Special Education
LIFE Male STEAM Academy Charter School
777 Penn Center Boulevard, Suite 102
Pittsburgh, PA 15235
412-745-5433

or Principal LIFE Male STEAM Academy Charter School
777 Penn Center Boulevard, Suite 102
Pittsburgh, PA 15235
412-745-5433

Appendix A:

ACKNOWLEDGEMENT: STUDENT CODE OF CONDUCT

This Student Code of Conduct is a document designed to provide expectations, and consequences for student behavior. We ask that you review the Student Code of Conduct with your child and have a discussion regarding school expectations. In addition, all parents will be expected to read and agree to LMSA's Technology – Acceptable Use Policy.

PLEASE SIGN BELOW and have your child sign to acknowledge that you have received a copy of the Student Code of Conduct, the Acceptable Use Policy, and the Notification of Rights under the Family Education Rights and Privacy Act (FERPA). Return the signed sheet to your child's homeroom teacher by the first day of school.

SIGN AND RETURN

This is to confirm that I have received a copy of the LMSA Student Code of Conduct.

Name_____ (Please Print)

Student Signature_____ Date_____

Parent/Guardian Signature_____