PARENT AND SCHOLAR HANDBOOK (CODE OF CONDUCT)

EXCELLENCE IN EDUCATION

THE 2026-2027 SCHOOL YEAR

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Updated: 11/20/2026

Dear Parents and Scholars,

Welcome to the 2026-2027 school year at Vision Academy Charter School! We are excited to begin another year filled with opportunities for academic achievement, personal growth, and community building. Our dedicated and caring staff are committed to delivering a high-quality, well-rounded education to every scholar.

At Vision Academy, we believe that education is a shared responsibility. The success of our school depends on the collaboration of scholars, families, and staff. Our mission is rooted in building strong partnerships among these key members of our community. Together, we shape a learning environment guided by our RACERS values—Responsibility, Active Learning, Community, Empathy, Respect, and Self-Control. These principles are evident in every aspect of our school, from classroom expectations to school-wide programs, and serve as the foundation of character and academic development at Vision Academy.

To further strengthen these partnerships, VACS will implement a voluntary home visit program. These visits are intended to improve communication, build trusting relationships between families and staff, and help the School better support each scholar's academic and personal growth.

The policies and procedures outlined in this Handbook reflect our commitment to creating a safe, orderly, and supportive atmosphere conducive to learning. Inside, you will find important information about our school's expectations, services, programs, and schedules. This Handbook also includes our Code of Conduct, which defines the values and behaviors essential to maintaining a positive school culture. We ask that all families read it carefully, discuss its contents, and refer to it throughout the school year.

We encourage you to become an active part of the Vision Academy Charter School community—whether by participating in classroom activities, joining clubs, supporting school events, or simply staying engaged in your scholar's education. Your involvement makes a lasting impact.

On behalf of our entire staff, we would like to thank you for entrusting us with your child's education. We look forward to a successful and rewarding school year ahead.

Warm regards,

Dr. Adam Kenz, CEO/Founder

Dr. Thomas Coll, Principal

NON-DISCRIMINATION, ANTI-HARASSMENT, AND TITLE IX POLICY

Vision Academy Charter School prohibits discrimination, harassment, and retaliation in its programs, activities, admissions, and services based on race, color, national origin, ancestry, religion, creed, sex, disability, age, genetic information, sexual orientation, gender identity or expression, or any other characteristic protected by law.
This notice is administered under Title IX, Section 504, Title II of the Americans with Disabilities Act, and applicable federal and Pennsylvania law.

Title IX and Section 504/Title II Coordinator

Sandra Dahl
Director of Scholar Support Services
Vision Academy Charter School
153 Penn Boulevard, East Lansdowne, PA 19050
Telephone: 484-466-2124
Email: dahl@vacharter.org

Any scholar, parent, guardian, employee, applicant, or other person may report discrimination, harassment, sexual harassment, or retaliation orally or in writing to the Coordinator, Principal, or another School employee. No particular form is required.
A complaint concerning Sandra Dahl must be submitted to Principal Dr. Thomas J. Coll. A complaint concerning Dr. Coll must be submitted to the CEO. A complaint concerning the CEO must be submitted to the President of the Board of Trustees.

VACS will respond promptly, provide supportive measures when appropriate, and prohibit retaliation against anyone who reports misconduct, participates in a grievance process, requests an accommodation, or exercises a protected right.

The complete Sexual Harassment and Other Protected-Class Harassment Policy appears in the Behavior and Discipline section. Complete civil-rights procedures and complaint forms are also available on the School's Public Notice webpage and from the main office.

Nothing prevents a person from contacting law enforcement, making a required child-protective-services report, or filing a complaint with the U.S. Department of Education's Office for Civil Rights at www.ed.gov/ocr or 1-800-421-3481.

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MISSION STATEMENT

The mission of Vision Academy Charter School is to prepare scholars in kindergarten through eighth grade to become responsible and articulate scholars and citizens by using a comprehensive curriculum designed to foster academic success and current technology to build self-reliance.

The core philosophy of the Vision Academy Charter School is that all scholars can achieve success through the fidelity of implementation of the five research-based pillars of its charter:

- Precise scope and sequence supported through quality curriculum and extended day in a small school environment to ensure mastery of content.
- Calculated delivery model that is refined and improved through the use of data.
- Frequent demonstration of scholar achievement beyond the test through project based learning and on-line learning opportunities that will lead each scholar toward autonomous education advocacy.
- Consistent use of school-wide and individual positive behavior support systems.
- Authentic parent engagement that breaks down walls of education disenfranchisement and builds strong home and school relationships.

VISION STATEMENT

Vision Academy will build from the ground up a platform for learning that:

- Gives every child access to a rich, well-rounded, and rigorous curriculum;
- Helps every child understand the value of knowledge as a tool in upward mobility;
- Provides every child the appropriate amount of time and support for mastery of content;
- Utilizes technology to foster independence in learning and ownership of outcomes;
- Creates a safe and consistent setting that allows for exploration and calls for personal responsibility; and,
- Empowers families and scholars to define goals and create pathways to achieve those goals.

I. INTRODUCTION

To fulfill our mission, every member of the Vision Academy Charter School community is expected to respect others and contribute to creating a safe, orderly, and supportive environment that fosters physical, emotional, and academic growth.

This Parent and Scholar Handbook provides essential information, expectations, and policies to help ensure a successful and rewarding school experience for every scholar. It explains the behaviors, routines, and programs that support a positive and productive learning environment, where scholars, families, and staff work together toward shared goals.

Please use this handbook as a helpful guide to understanding how our school operates and how we can work together to maintain a respectful and academically focused community. We encourage you to review each section carefully and refer to it throughout the school year.

Admission, Enrollment, and Registration

Vision Academy Charter School (VACS) is a tuition-free public charter school open to eligible Pennsylvania scholars in the grade levels served by the School. To enroll in kindergarten, a child must be five years old on or before August 31 of the enrollment year.

VACS does not discriminate in admission or enrollment based on race, color, national origin, immigration status, religion, sex, disability, intellectual or athletic ability, academic achievement or aptitude, English-language proficiency, homelessness, foster-care status, or any other legally protected characteristic.

Application and registration information is available at **www.vacharter.org** and through the School's main office. Translation, interpretation, paper forms, and reasonable assistance will be provided upon request.

Application and Admission

Families may submit an application through the PowerSchool Enrollment platform. The initial application will request only the information reasonably necessary to identify the applicant, determine grade-level eligibility, communicate with the family, and administer lawful enrollment preferences.

Applying scholars are not required to provide academic records, special education records, medical histories, disciplinary records, or other registration documents as a condition of participating in the admission process.

Enrollment Lottery and Preferences

When the number of timely applications for a grade exceeds the number of available seats, VACS will conduct a fair and random public lottery in accordance with Pennsylvania Charter School Law and the School's Board-approved lottery procedures.

Enrollment preferences will be applied only as permitted by law and the School's charter and Board-approved policy. First preference will be given to eligible applicants residing in the William Penn School District. Other lawful preferences, including preferences for siblings of

currently enrolled scholars and children of parents who actively participated in developing the charter school, may then be applied.

Applicants do not need to attend the lottery. Each applicant will be assigned an identifier, and accepted applicants and the waiting list will be established through the random-selection process. Applications received after the lottery deadline will be handled in accordance with the School's published lottery and waiting-list procedures. Waiting lists do not automatically carry over to a new enrollment year unless the School's published procedures expressly provide otherwise.

Required Enrollment Documentation

After a scholar is offered admission, VACS may require only the enrollment documentation authorized by law:

- **Proof of age**, such as a birth certificate, passport, baptismal record, prior school record, notarized family statement, or other reliable documentation;
- **Evidence of immunization**, an authorized exemption, or evidence that a required immunization series is in progress, subject to exceptions applicable to transferring scholars, scholars experiencing homelessness, and scholars in foster care;
- **Reasonable proof of Pennsylvania residency**, such as a current lease, deed, mortgage statement, utility bill, bank statement, insurance document, tax document, or recent government correspondence;
- **A sworn Parent Registration Statement** concerning specified prior suspensions or expulsions involving drugs, alcohol, weapons, injury, violence, or applicable sexual-assault offenses; and
- **A Home Language Survey** for a scholar enrolling in a Pennsylvania school for the first time. Completion of the survey will not delay enrollment.

VACS may request more than one reasonable form of residency documentation when appropriate, but a request for additional documentation will not unnecessarily delay enrollment. A parent's photo identification is not independently required, although a document containing the parent's name and current address may be used as proof of residency.

Information contained in the Parent Registration Statement or a disciplinary record will not, by itself, be used to deny or delay enrollment. The School may provide alternative educational services when specifically authorized by law.

Optional Records and Prohibited Requests

VACS may request—but will not require as a condition of enrollment—prior academic, attendance, health, physical, dental, mental-health, special education, Section 504, or disciplinary records. Failure to complete every question on a locally created registration form or provide optional information will not delay or prevent enrollment.

VACS will not request or require a scholar's or parent's:

- Social Security number;

- Visa or immigration documentation;
- Immigration or citizenship status;
- Reason for the scholar's placement when the scholar is not living with a natural parent;
- Child-welfare agency records; or
- Court or dependency records, except in the limited circumstances permitted by law.

A scholar's admission or enrollment will not be conditioned on immigration status, disability status, English-language proficiency, or the production of records that the School is legally responsible for obtaining from another source.

Enrollment Timeline

Once a scholar has been offered admission and the legally required enrollment documentation has been received, VACS will enroll the scholar and permit attendance beginning on the next school day when practicable and, in all cases, within five business days.

Transfer Records

After enrollment, VACS will request education, attendance, truancy, disciplinary, health, special education, and other relevant records directly from the scholar's prior school. The absence or delayed receipt of transfer records will not delay enrollment or attendance. VACS will review transferred attendance records and continue any legally required attendance interventions or School Attendance Improvement Plan.

Scholars Experiencing Homelessness or in Foster Care

Scholars experiencing homelessness, including unaccompanied homeless youth, will be enrolled immediately even when ordinarily required documents are unavailable. They will not be required to prove residency, and the School's homeless liaison will assist in obtaining necessary records and services.

A scholar entering foster care or changing foster-care placement will remain in the school of origin when determined to be in the scholar's best interest. When enrollment at VACS is determined to be appropriate, the scholar will be enrolled immediately even if the required records or documentation are unavailable. VACS will coordinate with the responsible agency and prior school to obtain the records without delaying attendance.

Hours of School Operation

The regular instructional day at Vision Academy Charter School is:

- **Monday through Thursday:** 7:55 a.m. to 3:30 p.m.
- **Friday:** 7:55 a.m. to 1:15 p.m.

Friday's early dismissal allows staff to participate in professional development and instructional planning.

Scholars must arrive before 7:55 a.m. to be considered on time. The School opens for supervised arrival at 7:30 a.m. Scholars should arrive by 7:50 a.m. if they wish to eat breakfast. The School does not provide supervision before 7:30 a.m.

Beyond the Bell Extended Learning Program

Beyond the Bell is an optional after-school program operating from 3:30 p.m. to 5:30 p.m., Monday through Thursday, on scheduled program days, and includes a four-week Summer Academy. It is free of charge and offers academic support, tutoring, STEM, enrichment, and athletics.

Enrollment is required and subject to program eligibility and capacity. The School does not provide transportation home; Beyond the Bell is parent pickup only, and enrolled scholars must be picked up no later than 5:45 p.m. Beyond the Bell does not operate on Fridays, holidays, School vacations, snow days, or emergency early-dismissal days.

Additional program details appear in the **Beyond the Bell Extended Learning Program** section and the School's annual program notice.

Before-Care and Aftercare

VACS does not provide before-care. Scholars may not arrive before 7:30 a.m.

Any approved aftercare program is separate from Beyond the Bell and requires advance enrollment. Its schedule, capacity, fees, application process, and payment terms will be announced annually. A scholar is not automatically enrolled in aftercare because of a late pickup, and no fee will be charged unless authorized under the applicable program agreement or annual notice.

Dismissal and Late Pickup

Scholars who are not enrolled in an approved after-school activity must be picked up promptly at dismissal. Scholars enrolled in Beyond the Bell must be picked up by 5:45 p.m.

If a scholar is not picked up, the School will:

1. Attempt to contact the parent or guardian;
2. Contact emergency contacts and authorized pickup adults;
3. Notify a School administrator; and
4. Contact appropriate authorities only when reasonable efforts to arrange pickup have failed and action is necessary to protect the scholar's safety.

Repeated late pickups may result in a conference or other action under the applicable program or School policy.

Weather-Related Closings and Schedule Changes

When severe weather or another emergency creates unsafe conditions, VACS may close, open late, dismiss early, or use another authorized instructional schedule.

The School will communicate schedule changes through available methods, including:

- PowerSchool SchoolMessenger;
- Email alerts;
- Official School social-media accounts; and
- Local school-closing media services, when applicable.

Parents and guardians must keep their telephone numbers, email addresses, emergency contacts, and home addresses current. Changes should be reported promptly to the main office. Address changes may also be submitted to secretary@vacharter.org.

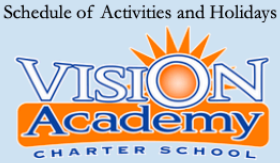
Families should monitor School communications during inclement weather and make arrangements for transportation and supervision when an early dismissal is announced.

II. CALENDAR

Vision Academy Charter School (VACS)

2026 – 2027 School Calendar

Schedule of Activities and Holidays



July 6 - July 30	Summer School/ESY
Aug 10	Summer Institute – Teacher In-Service Days – New Staff Only
Aug 11 - 21	Summer Institute – Teacher In-Service Days – All Staff
Aug 19	Parent Orientation @ 4:30-5:30pm (Grades K-2)
Aug 19	Family BBQ @ 5:30-6:30pm (Grades K-2)
Aug 20	Parent Orientation @ 4:30-5:30pm (Grades 3-8)
Aug 20	Family BBQ @ 5:30-6:30pm (Grades 3-8)
Aug 24	First Day of School for Students
Aug 24 - Aug 28	Early Dismissal for Kindergarten ONLY (1:15pm)
Aug 28	1:15pm Dismissal For ALL Students EVERY Friday (Starting Today)
Sep 4	Friday Aftercare Begins
Sep 7	Labor Day – School Closed
Sep 14	"Beyond the Bell" Extended Learning Begins (i.e. Afterschool Clubs & Sports)
Sep 16	Back to School Night
Sep 21	Yom Kippur – School Closed
Oct 9	Trimester 1 Progress Reports Distributed
Oct 12	Teacher In-Service Day – No School for Students (on Indigenous Peoples' Day)
Oct 22	Picture Day
Nov 20	End of Trimester 1
Nov 25	Early Dismissal (1:15pm)
Nov 26 & 27	Thanksgiving Holiday – School Closed
Dec 4	Trimester 1 Report Cards Distributed
Dec 10	Parent/Teacher Conferences – Early Dismissal (1:15pm)
Dec 11	Parent/Teacher Conferences – Early Dismissal (1:15pm)
Dec 4	Retake/Absentee Picture Day
Dec 22 - Jan 1	Winter Recess – School Closed (School Back in Session on Jan 4)
Jan 18	Martin Luther King Day – School Closed
Jan 20	Trimester 2 Progress Reports Distributed
Feb 12	Teacher In-Service Day – No School for Students
Feb 15	Presidents' Day – School Closed
Mar 5	End of Trimester 2
Mar 10	Eid-al-Fitr Holiday (End of Ramadan) – School Closed
Mar 12	Trimester 2 Report Cards Distributed
Mar 18	Parent/Teacher Conferences – Early Dismissal (1:15pm)
Mar 19	Parent/Teacher Conferences – Early Dismissal (1:15pm)
Mar 29 - Apr 2	Spring Recess – School Closed
Apr 26 - Apr 30	PSSA Exams Eng/Lng Arts – Grades 3-8
May 3 - May 7	PSSA Exams Math/Science – Grades 3-8
May 10 - May 14	PSSA Makeup Exams
May 3	Trimester 3 Progress Reports Distributed
Jun 1	End of Trimester 3
May 31	Memorial Day – School Closed
June 3	Last Day of School for Students – Early Dismissal (1:15pm)
June 3	Trimester 3 Report Cards Distributed
June 4	Last Staff Day (Teacher In-Service & Wrap-Up Day)

Color Code:

- School Closed for Students & Staff
- School Closed for ONLY Students
- Check Schedule for Details
- Check Schedule for Details

July / 2026

Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Teacher days – 0
Student days – 0
Cumulative teacher days – 0
Cumulative student days – 0

August / 2026

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Teacher days – 16
Student days – 6
Cumulative teacher days – 16
Cumulative student days – 6

September / 2026

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Teacher days – 20
Student days – 20
Cumulative teacher days – 36
Cumulative student days – 26

October / 2026

Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Teacher days – 22
Student days – 21
Cumulative teacher days – 58
Cumulative student days – 47

November / 2026

Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Teacher days – 19
Student days – 19
Cumulative teacher days – 77
Cumulative student days – 66

December / 2026

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Teacher days – 15
Student days – 15
Cumulative teacher days – 92
Cumulative student days – 81

January / 2027

Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Teacher days – 19
Student days – 19
Cumulative teacher days – 111
Cumulative student days – 100

February / 2027

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

Teacher days – 19
Student days – 18
Cumulative teacher days – 130
Cumulative student days – 118

March / 2027

Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Teacher days – 19
Student days – 19
Cumulative teacher days – 149
Cumulative student days – 137

April / 2027

Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Teacher days – 20
Student days – 20
Cumulative teacher days – 169
Cumulative student days – 157

May / 2027

Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Teacher days – 20
Student days – 20
Cumulative teacher days – 189
Cumulative student days – 177

June / 2027

Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Teacher days – 4
Student days – 3
Cumulative teacher days – 193
Cumulative student days – 180

You can also access the calendar on our website by clicking on 'Quick Links' in the top right-hand corner.

III. ACADEMIC GUIDELINES

Academics

At Vision Academy Charter School, our unwavering dedication lies in providing a world-class education to all our scholars. Through our comprehensive academic programming, we strive to establish a solid educational foundation that will shape the future lives of our scholars. We understand that some scholars may encounter academic challenges, and we offer a wide range of resources and support programs to assist them.

We provide various programs to address academic difficulties and foster scholar growth. These programs include W.I.N. Time, which offers targeted intervention and enrichment activities, our Beyond the Bell after-school program, tutoring services, mentor programs, E.S.L. support, and Special Education Services. We strongly encourage parents and scholars to promptly notify a staff member if they encounter any academic difficulties. If a scholar is struggling in any subject, we urge parents to immediately contact the respective teacher so that we can promptly address the issue.

Vision Academy Charter School employs an internet-based academic monitoring system called PowerSchool to enhance communication and academic monitoring. We highly encourage all parents to use this system, which can be accessed through our school website. Furthermore, parents and scholars are encouraged to regularly visit the school website to stay informed about important updates and access valuable information.

By working collaboratively and leveraging the available resources, we can ensure that every scholar at Vision Academy Charter School receives the necessary support to excel academically.

Report Cards

Scholars will have three grading periods. Report cards are made available electronically through PowerSchool. Vision Academy Charter School strongly encourages 100% of parents to visit their child's school and discuss the scholar's progress with his or her teacher.

Grades

Grades are calculated by trimester, the final grade being an average of the three grading periods.

Grading System: Grades K–2 (Standards-Based)

In Grades K-2, Vision Academy Charter School uses a standards-based grading system to list the most essential skills scholars should learn in each subject at a particular grade level. Instead of traditional letter grades, performance indicators are shared to convey how well scholars have mastered specific skills within a subject area.

Performance Indicators: Four progress indicators are noted on K-2 report cards using a numeric marking system (4, 3, 2, and 1). These indicators are used for Reading, Mathematics, Science, and Social Studies. The indicators are:

1. **Area of Concern**

- The scholar's performance currently does not meet the grade level standard.
- The scholar demonstrates a limited understanding of key concepts, processes, and skills.

2. **Approaching Grade-Level Expectations**
    - The scholar's performance is approaching the grade level standard.
    - The scholar produces inconsistent quality work and needs frequent skill reteaching.
3. **Meeting Grade-Level Expectations**
    - The scholar consistently meets the grade level standard.
    - The scholar produces satisfactory work and makes attempts to apply learned skills.
4. **Above Grade-Level Expectations**
    - The scholar regularly produces work of high quality and applies learned skills consistently.

Grading System: Grades 3–8

In Grades 3-8, scholar grades are determined by considering various factors, including classwork (tasks, assignments, and projects completed during class time), homework, major assessments (such as unit assessments, projects, and formal assessments), and minor assessments (ongoing checks for understanding, which may include quizzes, shorter assignments, and performances).

Grading Policy:

- Classwork: Tasks, assignments, and projects completed during class time.
- Homework: Assignments given to reinforce classroom learning.
- Major Assessments: Unit assessments, projects, and formal assessments.
- Minor Assessments: Ongoing checks for understanding, including quizzes, shorter assignments, and performances.

Consequences for Failing Grades:

- Failing grades will prompt an individualized review and additional academic support.
- If a scholar fails or receives a grade of "F" for two consecutive trimesters, there may be consequences such as grade repetition or mandatory attendance at summer school.

Progress Reports:

- Scholars will receive a progress report halfway through each trimester to inform parents about their child's progress.
- This report provides valuable feedback to the scholar and their parents regarding the current performance status.
- It serves as an important reference point for identifying areas of improvement and enhancing overall academic performance

Homework Guidelines

Homework assignments, referred to as Learning at Home activities, are flexible to accommodate individual scholars' diverse needs and learning styles. They serve as a means of communication between home and school, and parents are strongly encouraged to play a positive role in supporting their children's homework experience.

Homework encompasses a variety of tasks, including assignments that need to be completed and submitted to the teacher. It also includes scholars preparing for upcoming lessons, quizzes, and tests. These assignments should involve synthesizing information and practicing anticipated questions that will be covered in class.

Furthermore, homework includes daily independent reading. Scholars are encouraged to read a book at their appropriate instructional level. Additionally, it is strongly recommended that all scholars engage in a minimum of 15-20 minutes of recreational reading at home each day, either independently or with the assistance of a parent.

The amount of time dedicated to homework may vary, with a minimum 60 minutes to 120 minutes per day, depending on the grade level and teacher. Specific guidelines for homework assignments will be determined by each individual teacher and communicated to families. With parental guidance, scholars are expected to manage their time effectively, completing long-term projects within the given timeframe rather than waiting until the last minute.

Diagnostic Testing and Progress Monitoring

At Vision Academy Charter School, each scholar undergoes three i-Ready assessments in Math and Reading throughout the school year, specifically in the Fall, Winter, and Spring. Additionally, Grades 3-8 scholars participate in PSSA practice tests as part of the instructional program.

Based on the scholars' i-Ready scores, grades, and teacher recommendations, scholars are placed in mandatory intervention programs. These programs may take place during or after school. It is required for scholars to attend all sessions until they either demonstrate proficiency and are tested out of the program or receive a recommendation from their teachers.

In addition to i-Ready assessments, unit chapter tests are utilized to assess scholars' progress. To monitor the progress of scholars enrolled in intervention programs, the Acadience testing instrument is used. These assessment practices help ensure targeted support and intervention for Vision Academy Charter School scholars.

Academic Dishonesty

Any form of academic dishonesty, including cheating on tests or quizzes, providing false information to school staff, forging teacher or parent signatures, or engaging in plagiarism, is prohibited and may result in academic or disciplinary consequences.

Consequences for academic dishonesty may include a disciplinary referral, which could lead to academic penalties such as reduced grades or the loss of academic credit. Consequences are

not automatic and will be determined individually, as described in the Policy on the Use of AI Tools and Academic Integrity.

Policy on the Use of AI Tools and Academic Integrity

Vision Academy Charter School promotes academic integrity, independent learning, creativity, and critical thinking. Artificial intelligence tools, including ChatGPT and similar platforms, may support learning when used responsibly and with teacher authorization. Using AI to misrepresent another source's work or AI-generated content as a scholar's own work violates this policy.

Academic Dishonesty

Academic dishonesty may include:

- Plagiarism or copying without proper acknowledgment;
- Cheating on tests, quizzes, projects, or assignments;
- Submitting AI-generated content as original work without authorization;
- Using AI when a teacher has prohibited or limited its use;
- Fabricating citations, sources, facts, data, or completed work; or
- Assisting another person in violating academic-integrity requirements.

Teachers will explain whether and how AI may be used for an assignment. When uncertain, scholars must ask the teacher before using an AI tool.

Acceptable Use of AI

When authorized by the teacher, scholars may use AI tools to:

- Conduct background research;
- Generate ideas, questions, or outlines;
- Receive explanations or study assistance;
- Revise work as permitted by the teacher; or
- Complete another specifically approved educational task.

Scholars must review AI-generated information for accuracy, bias, fabricated information, and missing context. AI-assisted work must be acknowledged or cited when required by the teacher. Scholars may not enter personally identifiable, confidential, or protected School information into an unauthorized AI platform.

Investigation

Suspected violations will be reviewed by the teacher or School administration. The scholar will be informed of the concern and given an opportunity to explain the work, describe how it was created, and provide relevant drafts, notes, sources, or other information.

An automated AI-detection result will not, by itself, establish that a violation occurred. The School will consider the available evidence before making a determination.

Responses and Consequences

A violation may result in one or more of the following:

- A conference with the scholar;
- Parent or guardian notification;
- Completion of an Academic Integrity Reflection Module;
- Additional instruction on citation, research, or appropriate AI use;
- Revision or resubmission of the affected work;
- A reduced grade or loss of credit for the affected assignment;
- Loss of authorization to use AI tools for a specified period; or
- Disciplinary action under the Scholar Code of Conduct.

Consequences are not automatic. They will be determined individually based on:

- The nature and weight of the assignment;
- The extent of the unauthorized assistance;
- The scholar's intent and understanding of the teacher's directions;
- The scholar's age and grade level;
- Whether the scholar acknowledges and corrects the conduct;
- Prior academic-integrity violations; and
- Other relevant circumstances.

A single violation will not automatically result in failure of an entire course or marking period, suspension, or expulsion. Any academic penalty should be reasonably related to the affected work.

Suspension or expulsion may be considered only when warranted by serious or repeated misconduct and must follow the notice, opportunity-to-respond, parent-notification, hearing, disability-protection, and other due-process requirements in the Suspension, In-School Suspension, and Expulsion Policy.

Education and Awareness

The School will provide age-appropriate instruction and support concerning:

- Academic honesty and plagiarism;
- Responsible and ethical use of AI;
- Citation and acknowledgment of AI-assisted work;
- Privacy and protection of personal information; and
- Critical evaluation of AI-generated content.

Make-Up Work

Scholars are held accountable for completing any missed coursework due to absences. To ensure scholars do not lag behind academically, the following guidelines regarding make-up assignments will be implemented:

Unless absences are prearranged, scholars will be granted two days to complete assignments for each day they were absent. Upon returning to school, scholars need to meet with the teachers of the missed classes to obtain the necessary assignments. However, long-term assignments such

as term papers or tests are exempt from the two-day rule, and the individual teacher will determine the due dates for such assignments.

Promotion, Retention, and Acceleration Policy

Promotion, retention, placement, and acceleration decisions will be made in each scholar's best educational interest after an individualized review of available information. No single grade, course failure, test score, attendance total, or other factor will automatically determine promotion or retention.

The School's educational program is designed to support continuous academic and developmental progress from grade to grade. Because scholars develop at different rates, instructional programming, interventions, and placement decisions will consider their individual strengths and needs.

Individualized Review

Failing grades in two consecutive trimesters will prompt an individualized review of the scholar's:

- Academic performance and progress;
- Classroom work, assessments, and available standardized-test results;
- Response to interventions and supports;
- Physical, social, emotional, and developmental maturity, when educationally relevant;
- Chronological age and prior educational history;
- Attendance and opportunity to receive instruction;
- Teacher observations and recommendations;
- Disability-related or English-language needs; and
- Other relevant circumstances.

The School may recommend additional interventions, tutoring, or summer programming, but retention or summer-school placement will not be automatic.

Parent Notification and Consultation

When a scholar is not progressing satisfactorily, the classroom teacher will notify the Principal and the parent or guardian, ordinarily by the end of the second trimester. The School will offer a conference to review the scholar's progress, discuss additional School and home supports, and explain that retention may be considered.

Before the end of the school year, the parent or guardian, teacher, Principal, and other appropriate staff will review updated information and determine whether promotion or retention would best meet the scholar's needs.

For a scholar with an IEP or Section 504 Plan, the School will comply with all applicable procedural requirements and consider whether the scholar's program, services, accommodations, or supports should be reviewed or revised. Retention will not be used as a substitute for required special-education or Section 504 services.

Acceleration

Acceleration may be considered when available academic and developmental information demonstrates that it is appropriate for the scholar. The decision will be made after consultation with the parent or guardian, teachers, and other staff members familiar with the scholar.

Final Decision

The Principal or CEO will make the final promotion, retention, or acceleration decision after reviewing the available information and consulting with the parent or guardian and academic team. The School will provide the parent or guardian with written notice of the final decision.

IV. BEHAVIOR AND DISCIPLINE

Vision Academy Charter School values the dignity of all members of the school community at all times. We respect the rights of scholars to make choices and to experience the consequences of those choices. Scholars are taught decision-making, problem-solving and conflict resolution skills to develop their ability to make sound choices.

Scholars Rights

As citizens and members of the school community, scholars have a right to an education and basic security. Scholars have the right to choose how to behave and to know the consequences that will follow.

Due Process

Scholars will be treated fairly and given notice of alleged misconduct and an opportunity to respond before disciplinary action is imposed, as required by law. Suspensions, in-school suspensions, and expulsions will follow the procedures described in the Suspension, In-School Suspension, and Expulsion Policy below.

Scholars excluded from class or school will receive required educational services and will be permitted to make up examinations and assignments in accordance with applicable law and the School's make-up-work procedures.

Suspension, In-School Suspension, and Expulsion

Vision Academy Charter School administers scholar discipline in accordance with the Scholar Code of Conduct, applicable law, and the due-process requirements of 22 Pa. Code §§ 12.6–12.8. Consequences will be based on the nature and severity of the conduct, the scholar's disciplinary history, age, and other relevant circumstances.

Out-of-School Suspension

A suspension is an exclusion from school for one to ten consecutive school days. A suspension may be imposed only by the Principal or the person in charge of the School.

Before a suspension is imposed, the scholar will:

- Be informed of the alleged misconduct and the reason for the proposed suspension; and
- Be given an opportunity to explain or respond.

Prior notice is not required when the scholar's continued presence presents an immediate threat to the health, safety, or welfare of the school community. The scholar must still be informed of the reasons and given an opportunity to respond as soon as reasonably possible.

The parent or guardian will be notified immediately in writing of the suspension, its reason, and its duration. Other required notices will also be provided.

A suspension may not exceed ten consecutive school days. Suspensions may not be imposed consecutively to avoid the procedures required for an expulsion.

Informal Hearing

When a suspension exceeds three school days, the School will offer the scholar and parent or guardian an informal hearing within the first five school days of the suspension.

The School will provide sufficient notice of the hearing's time and place. At the hearing, the scholar and parent or guardian may:

- Review and discuss the circumstances surrounding the suspension;
- Question witnesses who are present;
- Speak on the scholar's behalf;
- Present witnesses or other relevant information; and
- Discuss ways to prevent future incidents.

In-School Suspension

Before an in-school suspension is imposed, the scholar will be informed of the reason and given an opportunity to respond. The School will notify the parent or guardian of the action.

During an in-school suspension, the scholar will receive instruction and assignments consistent with the requirements of Pennsylvania law. If an in-school suspension exceeds ten consecutive school days, the School will offer an informal hearing before the eleventh school day.

Academic Work During Suspension

A suspended scholar is responsible for completing examinations and assignments missed during the suspension. The School will provide the scholar a reasonable opportunity to receive and complete the work for full credit in accordance with the School's make-up-work procedures.

Expulsion

An expulsion is an exclusion from school for more than ten school days and may include permanent removal from the School's rolls. Only the Board of Trustees may expel a scholar, and only after the scholar has been provided a formal hearing.

The scholar and parent or guardian will receive:

- Written notice of the charges by certified mail;
- At least three days' notice of the hearing's time and place;
- A copy of the applicable expulsion policy and hearing procedures;
- Notice of the right to be represented by legal counsel at the family's expense;
- An opportunity to review the names of witnesses and the substance of their expected testimony;
- An opportunity to review relevant statements or affidavits;
- The right to question witnesses;
- The right to testify and present witnesses and evidence;
- A record of the hearing at the family's expense, or without charge if the family demonstrates an inability to pay; and
- Written notice of the decision and the right to appeal.

The Board of Trustees will base its decision on the evidence presented at the hearing. A majority vote of the entire Board is required to expel a scholar.

Placement Pending an Expulsion Hearing

Pending the formal hearing and Board decision, the scholar will ordinarily remain in the regular educational program.

If, following an informal hearing, the School determines that the scholar's continued presence presents a threat to the health, safety, or welfare of others and a formal hearing cannot be held within the suspension period, the scholar may be temporarily excluded. The exclusion may not exceed fifteen school days without a formal hearing unless the School and parent or guardian agree otherwise. Alternative education will be provided during any extended exclusion.

Scholars under eighteen remain subject to Pennsylvania's compulsory-attendance requirements and must continue to receive an education during an expulsion in accordance with applicable law.

Scholars With Disabilities

Disciplinary action involving a scholar with an IEP, Section 504 Plan, or a scholar who may be eligible for disability-related protections will be administered in accordance with the applicable federal and Pennsylvania requirements. See **Due Process and Scholars With Disabilities** in this handbook.

Corporal Punishment and Use of Reasonable Force

Corporal punishment is prohibited at Vision Academy Charter School. No employee, contractor, or volunteer may hit, paddle, spank, or otherwise use physical force against a scholar as punishment or to cause pain or fear.

School personnel may use only the reasonable and necessary force required to:

- Quell a disturbance;
- Obtain possession of a weapon or other dangerous object;
- Act in self-defense; or
- Protect another person or property.

Any force used must be proportionate to the immediate circumstances and must end when the danger or need for intervention has ended. Force may never be used for retaliation, intimidation, convenience, or punishment.

Any incident involving the use of physical force must be reported promptly to the Principal and documented in accordance with School procedures. The School will notify the scholar's parent or guardian as appropriate.

Nothing in this policy authorizes restraint or seclusion contrary to applicable federal or Pennsylvania law or the protections afforded to scholars with disabilities. This policy will be administered in accordance with 22 Pa. Code § 12.5.

Due Process and Scholars With Disabilities

Disciplinary actions involving scholars with disabilities will be administered in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504, 34 C.F.R. §§ 300.530–300.537, 22 Pa. Code Chapter 711, and other applicable laws.

Pennsylvania Change-of-Placement Rules

For a scholar identified with an intellectual disability, any disciplinary removal from the current educational placement constitutes a change in placement.

For any scholar with a disability, disciplinary removals totaling more than fifteen cumulative school days in a school year will be considered a pattern and a change in placement under Pennsylvania law. Before imposing a removal that constitutes a change in placement, the School will provide the required parent notice, Procedural Safeguards Notice, manifestation determination, and continued educational services in accordance with the scholar's IEP and applicable law.

Manifestation Determination

When disciplinary action would constitute a change in placement for a scholar with a disability, the School will notify the parent or guardian and provide the required Procedural Safeguards Notice on the date the decision is made.

Within ten school days of that decision, the parent or guardian, the School, and relevant members of the scholar's IEP Team will review all relevant information to determine whether the conduct:

- Was caused by, or had a direct and substantial relationship to, the scholar's disability; or
- Was the direct result of the School's failure to implement the scholar's IEP.

Results of the Manifestation Determination

If the conduct is not a manifestation of the scholar's disability, the School may apply the same disciplinary consequences applicable to scholars without disabilities. However, the scholar will continue to receive the educational services required by law to participate in the general education curriculum and progress toward meeting the goals in the IEP. The scholar will also receive, as appropriate, a functional behavioral assessment and behavioral intervention services.

If the conduct is a manifestation of the scholar's disability, the IEP Team will conduct or review a functional behavioral assessment and implement or revise the scholar's behavioral intervention plan. The scholar will ordinarily return to the placement from which the scholar was removed unless the parent or guardian and the School agree otherwise or a lawful interim alternative educational setting applies. If the conduct resulted from the School's failure to implement the IEP, the School will take immediate corrective action.

Appeals and Interim Placement

A parent or guardian may request an expedited due-process hearing to challenge a manifestation determination or disciplinary placement. During an appeal, the scholar will remain

in the interim alternative educational setting, when applicable, pending the hearing officer's decision or expiration of the authorized disciplinary period, unless the parent or guardian and the School agree otherwise.

All disciplinary decisions involving scholars with disabilities will comply with 34 C.F.R. §§ 300.530–300.537 and 22 Pa. Code § 711.61.

Scholar Responsibilities

Scholars are expected to:

- Act responsibly and treat others with respect;
- Participate actively in their education;
- Accept responsibility for their conduct;
- Cooperate with school staff in maintaining a safe, orderly, and productive learning environment;
- Follow the Scholar Code of Conduct and all classroom, safety, technology, and transportation rules;
- Attend school and classes regularly and on time;
- Follow the School's uniform and dress requirements; and
- Respect the rights and property of others.

Parent and Guardian Responsibilities

Parents and guardians are expected to:

- Communicate regularly with their child's teachers and other appropriate school staff;
- Remain informed about school policies and their child's academic and behavioral expectations;
- Support regular attendance, punctuality, and preparedness;
- Inform the School of concerns or circumstances that may affect their child's learning, attendance, safety, or well-being; and
- Follow the Vision Academy Code of Civility when communicating with members of the school community.

Parent and Guardian Pledge to the Code of Civility

As a Vision Academy Charter School parent or guardian who values a safe, civil, and productive learning environment, I pledge to:

- **Demonstrate Courtesy and Respect:** Treat staff, scholars, families, and community members with courtesy, honesty, and respect;
- **Exercise Self-Control:** Maintain appropriate verbal, written, electronic, and physical conduct;
- **Accept Responsibility:** Take responsibility for my communications and actions; and
- **Participate Constructively:** Work cooperatively with the School to support scholar success.

Teacher and Staff Responsibilities

Teachers and staff are expected to model the VACS Code of Civility, RACERS values, professional standards, and applicable school policies by:

- Promoting mutual respect among adults and scholars;
- Fulfilling the professional responsibilities associated with their positions;
- Teaching and consistently reinforcing behavioral expectations;
- Using appropriate positive, restorative, and corrective strategies;
- Supporting celebrations, clubs, activities, traditions, and service opportunities that strengthen the school community; and
- Maintaining timely and constructive communication with families, including prompt communication regarding serious violations of the Scholar Code of Conduct.

Scholar Records, Confidential Communications, and FERPA

Vision Academy Charter School protects education records and confidential scholar communications in accordance with the Family Educational Rights and Privacy Act (FERPA), applicable Pennsylvania law, and School policy.

Rights of Parents and Eligible Scholars

Both parents have the right to access their child's education records unless the School has received a court order, state law, or other legally binding document that specifically revokes or restricts those rights.

FERPA rights transfer to the scholar when the scholar turns 18 or attends a postsecondary institution. A scholar who holds these rights is referred to as an "eligible scholar."

Inspection and Review of Records

A parent or eligible scholar may submit a written request to the Principal or designated records custodian identifying the records to be inspected. The School will provide access within 45 calendar days after receiving the request and will make reasonable arrangements for inspection.

Amendment and Hearing Rights

A parent or eligible scholar who believes an education record is inaccurate, misleading, or violates the scholar's privacy rights may submit a written request identifying the record and requested correction.

If the School declines to amend the record, it will notify the requester of the decision and the right to a hearing. If the School maintains its decision following the hearing, the parent or eligible scholar may place a statement in the record explaining the disagreement.

Disclosure of Education Records

The School generally must obtain signed and dated consent from a parent or eligible scholar before disclosing personally identifiable information from education records. The consent must

identify the records to be disclosed, the purpose of the disclosure, and the person or organization receiving the information.

Consent is not required when FERPA permits disclosure, including disclosures:

- To School officials with a legitimate educational interest;
- To another school or educational institution in which the scholar seeks or intends to enroll;
- For authorized audit, evaluation, accreditation, or financial-aid purposes;
- In response to a lawfully issued subpoena or court order, subject to applicable notice requirements;
- In connection with a health or safety emergency;
- Of properly designated directory information when the family has not opted out; or
- As otherwise authorized or required by law.

A School official has a legitimate educational interest when access to a record is reasonably necessary to perform the official's professional or contractual responsibilities. School officials may include employees, Board members, contractors, consultants, volunteers, and service providers that meet FERPA requirements and remain under the School's direct control regarding the use and maintenance of education records.

The School will maintain a record of requests for and disclosures of personally identifiable information when required by FERPA. Parents and eligible scholars may inspect that disclosure record.

Directory Information and Opt-Out

The School may designate the following as directory information:

- Scholar's name;
- Grade level;
- Dates of attendance;
- Participation in officially recognized activities or athletics;
- Honors and awards received; and
- Photographs, video recordings, work samples, or similar materials used to recognize scholars or report on School-sponsored activities.

Directory information may be used in yearbooks, honor rolls, graduation or activity programs, newsletters, School publications, the School website or official social-media accounts, and announcements concerning School activities or scholar achievements.

A parent or eligible scholar may prohibit the disclosure of some or all directory information by submitting a written opt-out request to the main office within 14 calendar days after receiving the annual FERPA notice or, for a scholar enrolling later in the year, within 14 calendar days after enrollment.

An opt-out remains effective for the applicable school year unless withdrawn in writing. The opt-out does not prevent disclosures otherwise permitted or required by law.

Confidential Scholar Communications

Scholars are encouraged to seek assistance from School counselors, nurses, psychologists, social workers, and other designated professionals. Information communicated in confidence to these professionals will be treated respectfully and disclosed only as permitted or required by law and professional standards.

Confidentiality is not absolute. Information may be shared with a parent or guardian, the Principal, emergency responders, law enforcement, child-protective-services authorities, or another appropriate person or agency when:

- The health, welfare, or safety of the scholar or another person is clearly in jeopardy;
- There is suspected child abuse or another situation that must be reported by law;
- The scholar threatens self-harm or harm to another person;
- Disclosure is required by a court order, subpoena, or other applicable law;
- The scholar or person authorized by law provides valid consent; or
- Disclosure is otherwise necessary or legally permitted to provide services or protect the rights and safety of the School community.

When reasonably possible, the professional receiving the communication will explain the limits of confidentiality before sensitive information is disclosed and will share only the information reasonably necessary for the purpose of the disclosure.

The use of a scholar's confidential communications in a legal proceeding will be governed by the laws and regulations applicable to that proceeding. Records created from counseling, nursing, psychological, or other scholar-service communications will also be maintained and disclosed in accordance with FERPA and other applicable confidentiality requirements.

This section will be administered in accordance with 22 Pa. Code § 12.12.

Annual Notice and Complaints

The School will notify parents and eligible scholars annually of their FERPA rights, including the procedures for inspecting, reviewing, and requesting amendment of education records and the criteria for determining who constitutes a School official with a legitimate educational interest.

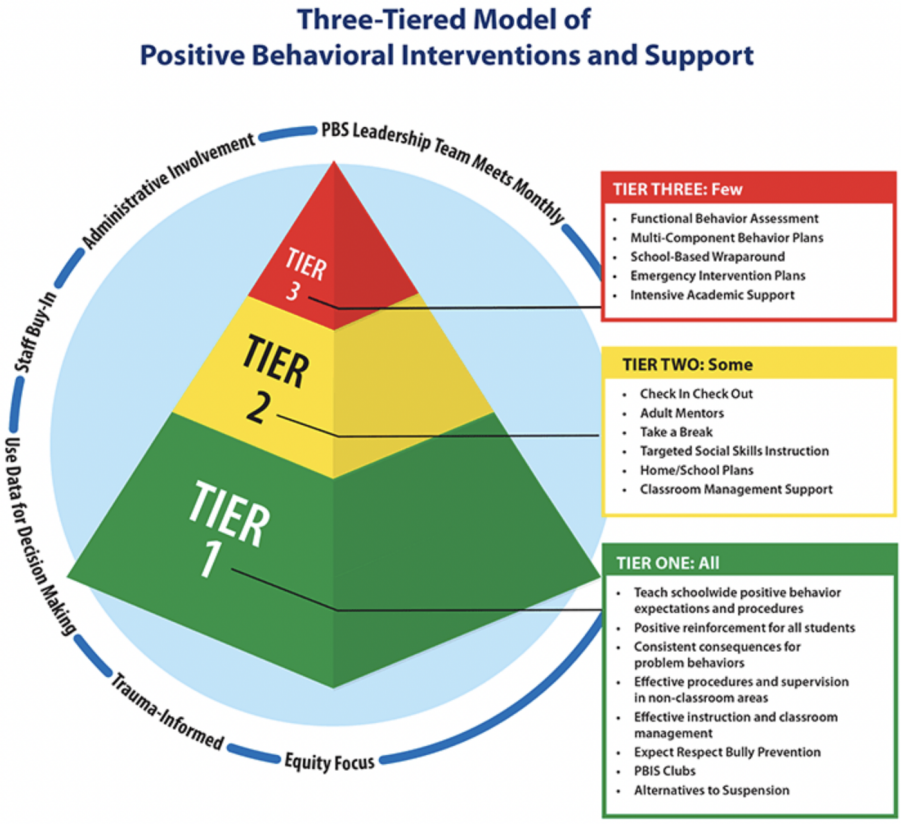
A parent or eligible scholar who believes the School has violated FERPA may submit a complaint to the U.S. Department of Education's Student Privacy Policy Office. Information about filing a complaint is available through the Department's student-privacy website.

Questions or requests concerning education records should be directed to the Principal or the School's designated records custodian.

Code of Conduct Philosophy

The PBIS (Positive Behavior Interventions and Supports) framework at Vision Academy CS is designed to incorporate evidence-based practices across multiple tiers, providing comprehensive support for all scholars' academic, social, emotional, and behavioral development. These practices are implemented at the school, classroom, and individual levels. Our primary objective is to actively teach, prompt, model, practice, and foster positive social skills appropriate for each scholar's age.

PBIS reflects our dedication to addressing scholars' behavior through systematic approaches. When effectively implemented, it enhances social and academic outcomes for scholars while ensuring consistency in upholding a shared Code of Conduct language throughout Vision Academy Charter School. This goal is achieved through the collective efforts of our staff, families, and community members. Scholars at our school engage in problem-solving situations that involve open discussions, a consideration of others' feelings, and the development of personal responsibility.



By instilling The Power of 3 principles—***Respect Yourself, Respect Others, Respect Community***—we provide a pathway for our scholars, known as Huskies, to grasp the value of embodying these qualities throughout their lives. Our aim is for them to become lifetime RACERS: ***Respectful, Active Community Members who Show Empathy, Responsibility, and Self-Control.***

Concerning Behavior Examples

Level 1	Level 2	Level 3*
Being in wrong/restricted area	Repeated Level 1s	Repeated Level 2s
Campus/class rule violation	Bullying/Cyberbullying	Abusive/Intimidating Language
Cheating	Chemical Substance Violation	Arson
Chewing gum/eating food outside of cafeteria	Disorderly Conduct	Assault
Cutting in line	Disruption During State Testing	Bomb Threat
Disrespect towards others	Forgery	Inappropriate Sexual Conduct
Dress code violation	Electronic Device or Usage Violation	Pulling Fire Alarm
Elopement	Inappropriate Touching or Exposure	Robbery
Lying	Possession of Weapon Replica	
Profanity		
Pushing/Shoving		
Stealing		
Teasing		
Transportation Violation		
Unprepared for class		
Tardiness to a class or assigned activity during the school day.		

*Behaviors listed under Level 3 are considered major infractions. In the event of a major incident, it is mandatory to notify the parent or guardian. In cases where there is a violation of the law, police notification is necessary for reportable offenses. Additionally, certain incidents may result in consequences mandated by state or federal law.

Response to Concerning Behavior Flowchart

	Minor (Level 1 or 2)	**Major (Level 3)**
Responsible Staff Members	*Teacher/Staff*	*Culture and Climate Team*
Action Step 1	Reteach	Investigate- Family Communication
Action Step 2	Strategy	Refer to PA laws

Action Step 3	Intervention (Implement for 4-6 weeks and collect applicable data)	If applicable, utilize Restorative Practices including Re-Entry Circle
Action Step 4	Complete a BIR (Behavior Intervention Referral for review by Culture and Climate Team) **Possible Responses:** -Community Service -After School Detention (Friday) -Scholar Care Plan -Time Out of Classroom	File Necessary Reports
Action Step 5	A third or fourth detention in a trimester may result in ISS, OSS, or another appropriate consequence based on the scholar's conduct and circumstances. All suspensions will follow the due-process and disability protections in the handbook.	Re-Entry Restorative Conference

Strategy Examples:

- Restate and Reteach Expectations (verbal and non-verbal)
- Increased Positive to Corrective Interactions
- Preferential Seating/Proximity
- Relational Moments
- Modified Work/Schedule
- Motivation System
- Movement Breaks
- Reflection Sheet
- Restorative Conversations
- Family Involvement
- Counselor Support
- Climate and Culture Team Support

Intervention Examples:

- Goal Setting
- Reset and Refuel Area (breathing, coping area)
- Scheduled Breaks
- Social Skills Sessions
- Staff Mentor
- Targeted Sensory Skills Instruction

Schoolwide Motivation System

The utilization of Class Dojo at our school aligns with our PBIS system, ensuring consistent expectations are set across all classrooms. These expectations, such as "Respecting others" and "Making responsible choices," are incorporated by teachers into their Class Dojo accounts. They provide specific, positive feedback to scholars based on these expectations. Additionally, teachers can offer neutral feedback through Class Dojo to help guide scholars in meeting classroom expectations.

All communications within Class Dojo, including feedback and updates, are accessible to parents/guardians. This allows for transparency and involvement in their child's progress.

To encourage adherence to the RACERS Core Values and maintain a uniform appearance, all scholars have the opportunity to earn 3 points per day. The Expressive Arts Team and each grade level collaboratively determine additional age-appropriate ways for scholars to earn points, promoting engagement and positive behavior.

Use, Possession, or Distribution of Alcohol, Drugs, or Drug Paraphernalia

The unauthorized possession, use, transfer, sale, or distribution of alcohol, controlled substances, counterfeit substances, drug paraphernalia, or other intoxicating substances is prohibited on School property, on School transportation, at School-sponsored activities, and while traveling to or from School or a School-sponsored activity.

This policy does not prohibit medication possessed or administered in accordance with the School's Medication Administration and Self-Carry Policy.

A suspected violation will be investigated promptly. The scholar will be informed of the allegation and given an opportunity to respond before discipline is imposed, except when immediate action is necessary to protect health or safety.

A violation may result in:

- Parent or guardian notification;
- Counseling, substance-use education, or referral to appropriate support services;
- Confiscation of prohibited items;
- Suspension or other disciplinary action under the Scholar Code of Conduct;
- A recommendation for expulsion in a serious case involving distribution, repeated violations, or substantial danger; or
- Referral to law enforcement when reporting is required by law or reasonably appropriate based on the conduct.

Consequences are not automatic and will be determined individually based on the substance involved, nature and severity of the conduct, safety risk, scholar's age, disciplinary history, intent, and other relevant circumstances.

Any suspension or expulsion proceeding will follow the Suspension, In-School Suspension, and Expulsion Policy. A scholar may not remain suspended indefinitely while awaiting an expulsion recommendation or hearing. All required disability protections and continued educational services will be provided.

Smoking, Tobacco, Nicotine, and Vaping

Vision Academy Charter School prohibits scholars from possessing or using cigarettes, tobacco products, nicotine products, electronic cigarettes, vaping devices, or related materials on School property, on School transportation, at School-sponsored activities, or while traveling to or from School or a School-sponsored activity.

This prohibition does not apply to an approved medication or medically necessary device used in accordance with the School's health policies.

A violation may result in:

- Parent or guardian notification;
- Confiscation of the prohibited item;
- Tobacco- or vaping-prevention education;
- Counseling or referral to an appropriate cessation or support program;
- Nonexclusionary disciplinary consequences; or
- Suspension or other disciplinary action when warranted by the circumstances.

Consequences will be determined individually based on the nature, severity, frequency, and circumstances of the violation. Repeated or serious violations may result in progressively greater consequences, but suspension or expulsion will not be automatic.

Any suspension or expulsion will follow the procedures in the Suspension, In-School Suspension, and Expulsion Policy, including all applicable notice, response, parent-notification, hearing, and disability protections.

Gang-Related Threats, Intimidation, and Activity

Vision Academy Charter School prohibits gang-related conduct that threatens safety, intimidates or harasses another person, recruits or pressures others to participate in unlawful activity, damages property, promotes violence, substantially disrupts School operations, or otherwise violates the Scholar Code of Conduct.

Prohibited conduct may include:

- Threatening or intimidating another person on behalf of a gang or group;
- Recruiting or coercing a scholar to participate in gang-related or unlawful activity;
- Organizing or participating in gang-related violence or criminal conduct;
- Defacing School property with gang-related graffiti; or
- Using symbols, gestures, communications, or clothing as part of a threat, harassment, recruitment effort, substantial disruption, or other prohibited conduct.

A scholar will not be disciplined solely because of clothing, appearance, association, a symbol, a gesture, or protected expression without evidence connecting it to prohibited conduct under this policy.

Reports will be investigated promptly and impartially. A finding will be based on the available evidence, and the scholar will receive notice of the allegation and an opportunity to respond.

A substantiated violation may result in:

- Parent or guardian notification;
- Counseling, intervention, safety planning, or other supportive services;
- Restorative or educational measures;

- Discipline under the Scholar Code of Conduct;
- Suspension or a recommendation for expulsion when justified by the seriousness of the conduct; or
- Referral to law enforcement when the conduct constitutes a reportable offense, presents a serious safety threat, or referral is otherwise required or appropriate.

Consequences will be individualized based on the nature and severity of the conduct, actual safety or disruption concerns, scholar's age, disciplinary history, intent, and other relevant circumstances. All suspensions and expulsions will follow the School's due-process procedures and applicable disability protections.

The School may provide prevention education, counseling, and community-based resources to scholars affected by gang involvement or seeking assistance in leaving a gang or unsafe group.

Firearms, Weapons, and Dangerous Instruments Policy

Vision Academy Charter School is committed to maintaining a safe learning environment. Scholars may not possess, bring, use, display, transfer, conceal, or threaten to use a weapon on school property, at a school-sponsored activity, or in a vehicle providing transportation to or from school or a school-sponsored activity.

Definitions

Weapon: Any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, or other tool, instrument, or object capable of inflicting serious bodily injury. An ordinary object may also be treated as a weapon when it is used or intended to be used to threaten or cause bodily injury.

Firearm: Any weapon, including a starter gun, that is designed to, may readily be converted to, or does expel a projectile by the action of an explosive. The term also includes the frame or receiver of such a weapon, certain firearm silencers or mufflers, and destructive devices as defined by applicable law. BB guns, pellet guns, air guns, and similar devices are prohibited under this policy even when they do not meet the statutory definition of a firearm.

Possession: A weapon is in a scholar's possession when it is found on the scholar's person, among the scholar's belongings, or in a location subject to the scholar's custody or control. Possession may be actual or constructive and will be determined from the facts and circumstances of each case.

Reporting and Immediate Response

Any scholar who becomes aware of a weapon or suspected weapon must immediately notify a staff member and must not touch, move, or handle the item.

A suspected violation will be reported immediately to the Principal or designee. The School will take reasonable steps to protect scholars and staff, secure the area, preserve evidence, and contact law enforcement when required. School employees should not handle or attempt to

retrieve a weapon unless doing so is reasonably necessary to address an immediate threat and is consistent with their training.

The Chief Executive Officer or designee will make all required reports to law enforcement, the Pennsylvania Department of Education, and other appropriate authorities.

Act 44 Weapon-Incident Notification

In accordance with Act 44 of 2025 and 24 P.S. § 13-1303.2-A, the School will notify affected parents, guardians, and school employees of a reportable weapon-possession incident. Unless the circumstances require otherwise, notification will be provided within 24 hours through a communication method reasonably likely to reach the appropriate recipients.

The notification will not identify the scholar or disclose personally identifiable information, except when disclosure is required or permitted by law. This notification requirement does not delay or replace required emergency actions or reports to law enforcement.

Investigation and Due Process

The School will promptly investigate any suspected violation. The scholar will be informed of the alleged conduct and given an opportunity to respond before discipline is imposed, except when immediate action is necessary to address a threat to health, safety, or welfare.

The Principal or designee will determine whether an item falls within this policy for purposes of the initial response and disciplinary recommendation. Any expulsion decision must be made by the Board of Trustees after the formal hearing and due-process procedures required by law.

Expulsion for Possession of a Weapon

A scholar who, after appropriate due process, is determined to have brought or possessed a weapon on school property, at a school-sponsored activity, or in a public conveyance providing transportation to or from school or a school-sponsored activity will be subject to expulsion by the Board of Trustees for a period of not less than one year, as required by 24 P.S. § 13-1317.2.

The Chief Executive Officer may recommend that the Board modify the expulsion requirement on a case-by-case basis. The Board will consider the individual circumstances and all applicable legal protections before acting on the recommendation.

Lawful Exceptions

The one-year expulsion requirement does not apply when:

- The weapon is used as part of a program approved by the School and the individual is participating in that program; or
- An unloaded weapon is possessed while an individual is crossing school property to obtain access to lawful hunting grounds and entry onto school property has been authorized in advance by school officials.

These exceptions do not prevent the School from imposing appropriate discipline for unsafe, unauthorized, or otherwise prohibited conduct.

Use or Threatened Use of a Weapon

Using, displaying, transferring, or threatening to use a weapon may result in suspension and a recommendation for expulsion, depending on the circumstances. Conduct involving assault, threats, or other unlawful activity may also be referred to law enforcement.

Assault With a Weapon

A scholar who commits or attempts to commit an assault with a weapon may be suspended and referred to the Board of Trustees for possible expulsion. The consequence will be based on the nature and severity of the conduct, the danger presented, and other relevant circumstances.

Assault Without a Weapon

A scholar who commits an assault without a weapon may be subject to suspension or a recommendation for expulsion, depending on the nature and severity of the conduct. Assault without a weapon is governed by the Scholar Code of Conduct and is not subject to the statutory one-year weapon-possession requirement unless a weapon was also possessed.

Suspension, Expulsion, and Continued Education

All suspensions and expulsion proceedings under this policy will follow the **Suspension, In-School Suspension, and Expulsion Policy** in this handbook.

A suspension may not exceed ten consecutive school days. A scholar may not be excluded beyond that period without the procedures required by law. Under the limited safety exception permitted by 22 Pa. Code § 12.6, an exclusion may not exceed fifteen school days without a formal hearing unless the parent or guardian and the School agree otherwise.

Pending a formal expulsion hearing and Board decision, the scholar will remain in the regular educational program unless a lawful temporary exclusion or alternative placement applies. Required educational services and opportunities to complete missed work will be provided.

If the Board determines that the scholar did not commit the charged violation, the scholar will be returned promptly to the appropriate educational program, and the School will correct the scholar's disciplinary record as appropriate.

Scholars With Disabilities

Disciplinary action involving a scholar with an IEP, a Section 504 Plan, an intellectual disability, or a suspected disability will comply with the IDEA, Section 504, 34 C.F.R. §§ 300.530–300.537, 22 Pa. Code Chapter 711, and the **Due Process and Scholars With Disabilities Policy** in this handbook.

Appeal

The Board's written expulsion decision will notify the scholar and parent or guardian of the right to appeal. An appeal may be filed with the appropriate Pennsylvania Court of Common Pleas under the Local Agency Law within the time required by law, generally within thirty calendar days after entry of the Board's final decision.

Appeals involving a scholar with a disability may also be subject to the separate procedures and protections provided by the IDEA, Section 504, and applicable Pennsylvania regulations.

Searches of Scholars and Personal Property

Vision Academy Charter School is committed to maintaining a safe and orderly learning environment while respecting scholars' privacy rights. Searches will be conducted only by authorized School administrators or their designees and in accordance with applicable law and this policy.

Reasonable Suspicion

A scholar or the scholar's personal property—including backpacks, bags, purses, clothing, electronic devices, and other belongings—may be searched when School officials have reasonable suspicion that:

- The scholar has violated or is violating the law, the Scholar Code of Conduct, or another School policy; and
- The search is reasonably likely to reveal evidence of the violation or an item that threatens the health, safety, or welfare of the School community.

Reasonable suspicion must be based on specific facts and circumstances. A search may not be based solely on a scholar's race, color, national origin, sex, disability, religion, or another legally protected characteristic.

Scope and Manner of Searches

The scope of a search must be reasonably related to its purpose and may not be excessively intrusive in light of the scholar's age, sex, the nature of the suspected violation, and the safety risk involved.

Searches will be conducted as privately and respectfully as reasonably possible. When practicable, the search will be conducted in the presence of another staff member, and the scholar will be informed of the reason for the search and given an opportunity to voluntarily produce the suspected item.

School officials will not conduct strip searches or body-cavity searches. If an immediate safety concern requires a limited search of a scholar's outer clothing, it will be conducted by trained personnel in a manner that reasonably protects the scholar's privacy and safety.

School-Owned Property

Desks, cubbies, School-issued devices, and other School-owned property remain under the School's control and may be inspected for safety, maintenance, or compliance with School policies. A scholar's personal belongings located within School-owned property may be searched only in accordance with the reasonable-suspicion standard stated above.

Seized Items

Illegal, prohibited, dangerous, or evidentiary items discovered during a lawful search may be confiscated and used in a School disciplinary proceeding. Such items may be provided to law

enforcement when required or appropriate. Lawful personal property will be returned to the scholar or parent or guardian when it is safe and appropriate to do so.

Notice and Documentation

The School will document searches involving a scholar's person or personal belongings, including the reason for the search, persons present, areas or items searched, and any property seized. The parent or guardian will be notified promptly when a search results in the seizure of a prohibited or dangerous item or disciplinary action, unless notification is prohibited by law or would interfere with a law-enforcement investigation.

Law Enforcement and Emergencies

Searches conducted by law-enforcement officers are governed by applicable law. School officials may take immediate and reasonable action when necessary to address an imminent threat to health or safety.

This policy constitutes notice to scholars and parents or guardians of the School's scholar-search procedures as required by 22 Pa. Code § 12.14.

SEXUAL HARASSMENT AND OTHER PROTECTED-CLASS HARASSMENT

Vision Academy Charter School prohibits discrimination and harassment in its educational programs and activities. This policy applies to conduct involving scholars, employees, volunteers, contractors, and other members of the School community.

This policy is administered under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, applicable federal regulations, and Pennsylvania law.

Sexual Harassment

Sexual harassment is a form of sex discrimination. Prohibited sexual harassment under Title IX includes:

- A School employee conditioning an educational benefit or service on participation in unwelcome sexual conduct;
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's educational program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking, as defined by applicable federal law.

Sexual or sex-based misconduct may include unwelcome sexual advances, requests for sexual favors, sexual comments or jokes, sexually demeaning remarks, unwanted touching, sexual messages, displaying or distributing sexual images, or other unwelcome conduct of a sexual nature.

VACS may address misconduct that does not meet the applicable Title IX definition or jurisdictional requirements under the Scholar Code of Conduct, Anti-Harassment Policy, or another applicable School policy.

Other Protected-Class Harassment

VACS also prohibits harassment based on race, color, national origin, ancestry, religion, creed, sex, disability, age, genetic information, sexual orientation, gender identity or expression, or any other characteristic protected by applicable law.

Harassment may include slurs, threats, intimidation, offensive jokes, negative stereotypes, discriminatory images or messages, cyber-harassment, unwanted physical conduct, or other hostile or demeaning conduct based on a protected characteristic.

Reporting Discrimination or Harassment

Any scholar, parent, guardian, employee, or other person may report discrimination, harassment, sexual harassment, or retaliation. A report may be made orally or in writing:

- To the Title IX Coordinator or Section 504/Title II Coordinator;
- To the Principal, a teacher, counselor, administrator, or any other School employee;
- By mail, telephone, or email using the contact information below; or
- Through a reporting method identified on the School's website.

Reports may be submitted at any time, and no particular form is required. A person is not required to confront the individual accused of misconduct before making a report.

Any School employee who receives a report must promptly forward it to the appropriate coordinator. If the report concerns that coordinator or another person in the normal reporting chain, it must be forwarded to the appropriate alternative official identified below.

Title IX and Section 504/Title II Coordinator

Sandra Dahl
Director of Scholar Support Services
Title IX and Section 504/Title II Coordinator
Vision Academy Charter School
153 Penn Boulevard
East Lansdowne, PA 19050
Telephone: 484-466-2124
Email: dahl@vacharter.org

Alternative Reporting and Conflicts of Interest

To provide an impartial process:

- A complaint concerning Sandra Dahl, or a matter in which she has a conflict of interest, must be submitted to Principal Dr. Thomas J. Coll at coll@vacharter.org.

- A complaint concerning Dr. Coll, or a matter in which he has a conflict of interest, must be submitted to Chief Executive Officer Dr. Adam Kenz at adam@vacharter.org.
- A complaint concerning the Chief Executive Officer, or a matter in which the CEO has a conflict of interest, must be submitted to the President of the Board of Trustees. A complaint may be delivered in a sealed envelope marked "Confidential—Board President" to the School's main office.
- If a complaint involves more than one of these individuals, it should be submitted to the highest-level official who is not involved in the allegations.

All officials listed above may be contacted by mail at:

Vision Academy Charter School
153 Penn Boulevard
East Lansdowne, PA 19050
Telephone: 484-466-2124

The receiving official will arrange for the matter to be handled by a trained and impartial administrator, investigator, decision-maker, or outside professional, as required by the applicable grievance procedure.

School Response and Supportive Measures

VACS will respond promptly and equitably to reports of discrimination or harassment. The appropriate coordinator or alternative official will contact the affected scholar or parent or guardian, explain the applicable complaint procedure, discuss available supportive measures, and determine whether immediate action is necessary to protect safety and equal access to education.

Supportive measures may include counseling, academic assistance, schedule or seating adjustments, increased supervision, safety planning, restrictions on contact, or other appropriate individualized measures. Supportive measures will be provided without charge and may be available whether or not a formal complaint is filed. Supportive measures will not be disciplinary or unreasonably burdensome to another person.

Disciplinary consequences will be imposed only after the applicable procedures have been followed and a determination has been made that a policy violation occurred.

Civil-Rights Complaint and Grievance Procedures

Reports of conduct covered by Title IX will be addressed under the School's Title IX Sexual Harassment Grievance Procedure. Disability-discrimination and disability-harassment complaints will be addressed under the School's Section 504/Title II Grievance Procedure. Other discrimination or harassment complaints will be addressed under the School's Non-Discrimination and Anti-Harassment Complaint Procedure or another applicable School policy.

The complete procedures, reporting information, and available complaint forms are published on the School's Public Notice webpage and are available from the main office or the appropriate coordinator. Accessible copies and language assistance will be provided upon request.

Retaliation Prohibited

Retaliation, intimidation, threats, coercion, or discrimination against any person for reporting possible misconduct, requesting supportive measures or accommodations, participating in an investigation or grievance process, or exercising rights protected by law is prohibited. Suspected retaliation should be reported immediately through the reporting procedures above.

Nothing in this policy prevents a person from contacting law enforcement, making a report required by Pennsylvania child-protective-services laws, or filing a complaint with the U.S. Department of Education's Office for Civil Rights at www.ed.gov/ocr or 1-800-421-3481.

Online Learning Scholar Expectations and Code of Conduct

All Vision Academy Charter School (VACS) scholars participating in virtual instruction are expected to follow all applicable school policies, including this Virtual Learning Code of Conduct. These rules are in place to promote a respectful, safe, and productive online learning environment for all scholars and staff.

Scholars must access remote learning platforms responsibly, ethically, legally, and safely. While the internet is a powerful educational tool, it may also expose scholars to inappropriate content. We encourage parents to partner with us in promoting responsible digital behavior.

Virtual Learning Expectations

Please review and follow the expectations below:

- Video Participation: Scholars are encouraged to have their video on during live lessons, especially during teacher-led instruction or when speaking.
- Cell Phones: Use of cell phones during online instruction is not permitted.
- Eating: Eating during class is not allowed. Scholars may have water in a bottle or closed container.

Dress Code for Virtual Learning

Scholars must be dressed appropriately during online instruction. Acceptable attire includes:

- School uniforms (optional), gym clothes, or modest, comfortable clothing (shirts, pants, or shorts).

Unacceptable attire includes:

- Pajamas, undergarments, or clothing with inappropriate language, images, or slogans
- No shirt or inappropriate exposure on camera
- Bonnets or hoods covering the head/face during instruction

Communication and Conduct

- Scholars must address staff members respectfully, using appropriate titles (e.g., Mr., Ms., Mrs., Dr.).
- Disrespectful, profane, or threatening language is not acceptable in any form.
- Scholars are expected to demonstrate integrity. Plagiarism, copying, or cheating will result in disciplinary action. All work must be original and completed by the scholar.

Technology Use and Safety

- Online learning is not private—scholars should always communicate professionally.
- Never share passwords with anyone except a parent/guardian.
- Report any security issues or misuse of school platforms to a teacher or administrator immediately.
- Creating or spreading computer viruses is illegal and strictly prohibited.

Disciplinary Actions for Misconduct

If expectations are not followed, the following steps may be taken:

1. Parent notified via ClassDojo or email
2. Teacher phone call home
3. Director of Scholar Support Services or designee contacts parent
4. Behavior reflection assigned and submitted to the teacher
5. Restorative conference with school staff and/or counselor
6. Virtual meeting with parent, scholar, and school staff
7. In-person meeting (with safety measures) with the Director or Principal
8. Disciplinary referral (CTR) completed for documentation
9. Temporary restriction from a particular virtual platform may be imposed only when instruction and required services continue through an accessible alternative.
10. Any exclusion from instruction will follow the School's suspension and due-process policies.
11. Maintaining a respectful and focused virtual learning environment is a shared responsibility.

Bullying and Cyberbullying Policy

Vision Academy Charter School is committed to providing a safe, respectful, and positive learning environment. Bullying and cyberbullying are prohibited in school settings and will not be tolerated.

Definition of Bullying

Bullying means an intentional electronic, written, verbal, or physical act, or series of acts, directed at another scholar that:

- Is severe, persistent, or pervasive; and
- Has the effect of:
    - Substantially interfering with a scholar's education;
    - Creating a threatening environment; or
    - Substantially disrupting the orderly operation of the School.

Cyberbullying is bullying carried out through electronic communication or technology, including text messages, email, social media, websites, applications, online games, images, audio, or video.

A disagreement, conflict, or isolated incident does not necessarily constitute bullying unless the conduct meets the definition above. This policy will not be interpreted to prohibit legally protected speech or conduct.

School Setting and Scope

Bullying is prohibited:

- In the school building or on school grounds;
- In school vehicles or other transportation provided by or on behalf of the School;
- At designated bus stops;
- At school-sponsored, supervised, or sanctioned activities; and
- Through off-campus or online conduct when the conduct meets the definition of bullying and substantially affects the school environment, interferes with a scholar's education, threatens the school community, or disrupts school operations.

Reporting Bullying

The **Director of Scholar Support Services** is the designated staff member responsible for receiving reports of alleged bullying. Reports may also be made to the Principal, school counselor, teacher, or any other staff member.

Scholars, parents, guardians, and other members of the school community are encouraged to report suspected bullying promptly. Reports may be made verbally or in writing. A scholar may request that their identity be kept confidential to the extent reasonably possible and permitted by law.

Any staff member who witnesses bullying or receives a report of suspected bullying must take reasonable steps to protect the scholars involved and promptly forward the report to the Director of Scholar Support Services or Principal.

Investigation

The School will promptly and impartially investigate reports of bullying. The investigation may include:

- Separate interviews with the reporting scholar, the accused scholar, and witnesses;
- Review of messages, photographs, recordings, social media posts, or other relevant information;
- Review of prior related incidents; and
- Consultation with teachers, counselors, administrators, parents, or guardians.

The School will determine whether the reported conduct constitutes bullying, harassment, another violation of the Scholar Code of Conduct, or a conflict requiring intervention.

No scholar will be disciplined solely because multiple unverified reports have been made. Disciplinary consequences will be imposed only after an investigation and a finding, supported by the available evidence, that the scholar violated this policy or another provision of the Scholar Code of Conduct.

Protection From Retaliation

Retaliation against any person who reports bullying, participates in an investigation, or provides information in good faith is prohibited. Alleged retaliation will be investigated and may result in disciplinary action.

Responses and Consequences

When bullying is confirmed, the School will take appropriate corrective action designed to stop the conduct, protect the affected scholar, prevent recurrence, and restore a safe learning environment.

Responses may include:

- Parent or guardian notification;
- Counseling or scholar-support services;
- Restorative interventions, when appropriate and agreed upon;
- Behavioral supports or a behavioral intervention plan;
- Education concerning bullying and digital citizenship;
- Increased supervision or a safety plan;
- Restriction of technology or activity privileges;
- Detention, in-school suspension, or out-of-school suspension; or
- Recommendation for expulsion in serious or repeated cases.

Consequences will be based on the nature, severity, frequency, and circumstances of the conduct and will comply with the School's discipline and due-process policies. All protections required for scholars with disabilities will apply.

Supportive measures may also be provided when a report cannot be substantiated if the School determines that assistance is appropriate. Supportive measures are not disciplinary consequences and do not imply that a policy violation occurred.

Prevention and Education

The School will provide age-appropriate bullying-prevention and intervention activities. The policy and reporting procedures will be reviewed with scholars at least once each school year. Staff will receive appropriate information and training regarding the identification, reporting, investigation, and prevention of bullying.

Publication, Posting, and Review

This policy will be:

- Incorporated into the Scholar Code of Conduct;
- Posted on the School's publicly accessible website;
- Made available in each classroom;
- Posted prominently in the school building; and
- Made available to scholars, parents, guardians, and employees.

The School will review this policy at least once every three years and revise it as necessary. The School will annually provide the Pennsylvania Department of Education with the policy and required information concerning its bullying-prevention, intervention, and education programs, in accordance with 24 P.S. § 13-1303.1-A.

General Complaint (Grievance) Procedure

Vision Academy Charter School encourages scholars, parents, guardians, employees, and community members to raise concerns promptly so they can be reviewed and resolved fairly.

Matters Governed by Other Procedures

This general procedure does not apply when a complaint is governed by a specific legal or School procedure, including complaints concerning:

- Discrimination, protected-class harassment, sexual harassment, or retaliation;
- Title IX, Section 504, or Title II;
- Special education identification, evaluation, placement, services, or discipline;
- Scholar records or rights;
- Bullying;
- Scholar suspension, expulsion, or other matters carrying separate due-process or appeal rights; or
- Employment matters governed by an applicable agreement or personnel policy.

These matters will be referred promptly to the appropriate coordinator or administrator and handled under the applicable procedure. Civil-rights grievance procedures and reporting information are available on the School's Public Notice webpage and from the main office.

Using this general procedure does not extend or replace a deadline established by law or another applicable policy.

Step 1: Informal Resolution

A complainant is encouraged, but not required, to discuss the concern with the staff member or administrator most directly involved. A complainant may proceed directly to Step 2 if informal resolution would be inappropriate, the complaint involves safety or serious misconduct, the complainant is uncomfortable addressing the person involved, or the matter remains unresolved.

No complainant is required to confront a person accused of harassment, discrimination, retaliation, or other misconduct.

Step 2: Formal Complaint

A formal complaint may be submitted orally or in writing to the Principal. School staff will assist a person who needs help preparing a written complaint. The complaint should provide, when available:

- The complainant's name and contact information;
- A description of the concern;

- Relevant dates, persons, witnesses, and documents; and
- The resolution or corrective action requested.

Anonymous complaints will be reviewed to the extent reasonably possible based on the available information.

The Principal or designee will acknowledge the complaint, conduct an appropriate and impartial review, and ordinarily provide a written response within fifteen business days. The response will summarize the determination and any corrective action that may appropriately be disclosed. If additional time is reasonably necessary, the School will notify the complainant of the reason and anticipated completion date.

Alternative Reporting

To avoid conflicts of interest:

- A complaint concerning the Principal, Dr. Thomas J. Coll, must be submitted to the Chief Executive Officer, Dr. Adam Kenz, at adam@vacharter.org.
- A complaint concerning the Chief Executive Officer, or a matter in which the CEO has a conflict of interest, must be submitted to the President of the Board of Trustees. It may be delivered in a sealed envelope marked "Confidential—Board President" to the School's main office.
- A civil-rights complaint concerning Sandra Dahl must be submitted to Dr. Coll. A complaint concerning Dr. Coll must be submitted to the CEO, and a complaint concerning the CEO must be submitted to the Board President, as provided in the School's Civil-Rights Complaint and Grievance Procedures.
- If a complaint involves more than one official, it should be submitted to the highest-level official who is not involved in the allegations.

The receiving official may appoint an impartial administrator or qualified outside professional to investigate or review the complaint.

Step 3: Appeal

If the complainant disagrees with the Step 2 determination, the complainant may submit a written appeal within ten business days after receiving the decision.

- A decision by the Principal may be appealed to the CEO.
- A decision by the CEO may be appealed to the Board President.
- When the Board President handles the original complaint, the appeal will be reviewed by uninvolved members of the Board of Trustees or an impartial designee appointed by the Board.

The appeal should identify the determination being challenged and explain the reasons for the appeal. The reviewing official or Board will ordinarily issue a written decision within fifteen business days. The appeal decision will be final under this general School procedure, without limiting any rights available under applicable law or another policy.

Confidentiality, Retaliation, and Records

Information will be shared only with individuals who need it to review, investigate, or resolve the complaint, except as otherwise required by law. Complete confidentiality cannot be guaranteed.

Retaliation against a person for submitting a complaint, participating in a review, providing information, or exercising a protected right is prohibited and should be reported immediately.

The School will maintain complaint records in accordance with applicable record-retention and confidentiality requirements.

Assistance and Outside Complaints

Reasonable accommodations, accessible formats, interpretation, and language assistance will be provided upon request. Nothing in this procedure prevents a person from contacting law enforcement, reporting suspected child abuse, or filing a complaint with an appropriate federal, state, or local agency.

V. ATHLETIC CODE OF CONDUCT

The Vision Academy Charter School Interscholastic Athletic Program supports scholars' physical development, teamwork, leadership, sportsmanship, and personal responsibility.

Participation is voluntary. Scholar-athletes must follow applicable league rules, this Athletic Code of Conduct, the Scholar Code of Conduct, and team rules approved by the Athletic Director or Principal. Scholar-athletes and their parents or guardians may be required to sign an acknowledgment confirming receipt of these expectations.

Athletic eligibility and consequences will be determined individually. Decisions will consider the scholar's conduct, safety, age, attendance circumstances, academic progress, disciplinary history, disability or medical needs, and other relevant information. No consequence is automatic unless required by an applicable league rule.

Expectations

Scholar-athletes must:

- Demonstrate good sportsmanship and self-control;
- Treat opponents, officials, spectators, coaches, staff, and teammates respectfully;
- Refrain from taunting, threats, harassment, intimidation, or substantially disruptive conduct;
- Follow reasonable safety instructions and applicable league, School, and team rules; and
- Represent VACS responsibly during practices, contests, travel, and team activities.

Injuries, Medical Needs, and Accommodations

A scholar-athlete who experiences an injury or illness must report it promptly to the coach. When medically appropriate, the School may require clearance from a licensed healthcare provider before the scholar returns to practice or competition.

A medical excuse from physical education will not automatically make a scholar ineligible for athletics. Participation will be determined individually based on the healthcare provider's restrictions, the activity's physical demands, safety considerations, and any applicable IEP, Section 504 Plan, or health plan.

The School will provide reasonable accommodations and follow applicable disability protections.

Transportation

Scholar-athletes must use transportation arrangements approved by VACS. A parent or guardian who wishes to transport a scholar-athlete must notify the coach or Principal in advance and receive approval when required.

A transportation-rule violation may result in an individualized response reasonably related to safety and the circumstances. Removal from a team will not be automatic.

Equipment and Uniforms

Scholar-athletes are responsible for properly using, caring for, and returning School-issued equipment, uniforms, and practice clothing. Items must be returned by the deadline established by the coach or equipment manager.

When an item is not returned or is damaged beyond ordinary wear and tear, the School will:

- Notify the scholar and parent or guardian;
- Identify the item and applicable replacement cost;
- Provide an opportunity to return the item or explain the circumstances; and
- Pursue lawful recovery of the property or replacement cost separately.

A scholar will not automatically be excluded from another sport, club, award, or activity solely because of an unpaid charge or a family's inability to pay. The School may impose a reasonable equipment-related restriction when necessary to protect School property and after considering the individual circumstances.

School Attendance

Regular attendance supports academic and athletic success. A scholar-athlete ordinarily should attend School on the day of a practice or contest.

An absence, tardy, detention, or other attendance matter will not result in automatic athletic ineligibility. The Athletic Director or Principal will consider:

- Whether the absence or tardy was excused;
- The amount of instruction attended;
- Medical, religious, family-emergency, or other relevant circumstances;
- Disability-related needs and required accommodations;
- The scholar's overall attendance pattern; and
- Whether participation would create a legitimate safety or educational concern.

Dress and Team Rules

Scholar-athletes must follow the VACS dress requirements and any reasonable uniform or safety requirements applicable to the sport.

A coach may recommend sport-specific rules, but all additional team rules must be approved by the Athletic Director or Principal and communicated to scholar-athletes and families before enforcement. Team rules may not conflict with this handbook, School policy, applicable league requirements, or law.

Hazing and Initiation

Hazing and harmful initiation activities are prohibited. Reports will be investigated under the Scholar Code of Conduct and applicable law.

A substantiated violation may result in removal from team activities, suspension, or other appropriate consequences. The response will be individualized based on the nature and severity of the conduct, safety risk, intent, age, prior history, and other relevant circumstances.

Academic Eligibility

Scholar-athletes must satisfy the academic-eligibility requirements established by VACS and the applicable athletic league. Core subjects include English Language Arts, Mathematics, Science, Social Studies, and Foreign Language, when applicable.

The School will monitor academic progress and notify the scholar and parent or guardian when academic performance threatens eligibility. When appropriate, the School may provide academic supports or an opportunity to demonstrate improved performance.

Academic-eligibility decisions will be based on published standards and applied consistently. The School will consider applicable disability protections and reasonable accommodations but will not be required to fundamentally alter legitimate academic-eligibility requirements.

Discipline and Athletic Participation

School misconduct may affect athletic participation when the consequence is reasonably related to the conduct, team safety, School expectations, or the scholar's ability to participate appropriately.

A detention, suspension, or disciplinary referral will not automatically result in removal from the team for an additional period. The Athletic Director or Principal will make an individualized decision after considering the nature and severity of the conduct, safety concerns, disciplinary history, age, and other relevant circumstances.

The scholar and parent or guardian will be notified of an athletic suspension or removal and may request review by the Principal or CEO. Any School suspension or expulsion must follow the due-process and disability protections stated elsewhere in this handbook.

Social Media

Scholar-athletes are expected to use social media responsibly. Threats, bullying, harassment, discriminatory conduct, unauthorized disclosure of private information, or conduct that materially disrupts the team or School may result in consequences.

A scholar will not be disciplined solely for lawful, off-campus expression that does not have a sufficient connection to the School or athletic program.

Administration

The Athletic Director and Principal are responsible for administering this policy consistently. Questions concerning eligibility, accommodations, team rules, or consequences should be directed to the Athletic Director or Principal.

VI. ATTENDANCE POLICY AND PROCEDURES

Regular and punctual attendance is essential to academic progress. Scholars are expected to attend all assigned classes every school day unless an absence is excused under this policy.

Parents and guardians are responsible for ensuring regular attendance and notifying the School when their child will be absent, arrive late, or leave early. The School will monitor attendance, communicate concerns to families, and provide supportive interventions when attendance patterns interfere with learning.

The school campus opens at 7:30 a.m. Scholars may enter the building at that time when authorized personnel are present. Scholars must arrive by 7:55 a.m. to be considered on time.

Absence Policy

Attendance will be recorded according to the amount of scheduled instructional time the scholar attends on that particular school day, including the School's shorter Friday schedule.

- **Full-Day Absence:** The scholar attends less than 50% of the scheduled instructional day.
- **Half-Day Absence:** The scholar attends at least 50% but less than 75% of the scheduled instructional day.
- **Tardy:** The scholar arrives after 7:55 a.m. but attends at least 75% of the scheduled instructional day.
- **Early Dismissal:** The scholar leaves before the scheduled dismissal time but attends at least 75% of the scheduled instructional day.

Late arrivals and early dismissals may be excused when supported by an acceptable reason and documentation. Repeated partial-day absences may be combined and addressed under the School's attendance and truancy procedures.

Excused Absences

An absence may be excused for mental, physical, or other urgent reasons, including:

- Illness or injury;
- Family emergency;
- Medical, dental, or therapy appointments;
- Court appearances or legal obligations;
- Death in the family;
- Religious observances;
- School-approved educational travel;
- Authorized school activities;
- Circumstances related to homelessness, foster care, or other protections provided by law; or
- Another reason approved by the School administration.

Appropriate documentation must be submitted in accordance with this policy.

Parent Excuse Notes—10-Day Limit

Under School policy, a parent or guardian may submit written notes to excuse up to ten cumulative school days of absence during an academic year. After the tenth parent-excused day, the School may require documentation from a licensed healthcare provider or another appropriate official for additional absences to be excused.

This requirement will be applied reasonably and will not limit accommodations or protections required by an IEP, Section 504 Plan, health plan, or applicable law.

Parent excuse notes should be submitted within three school days after the scholar returns. A note submitted after three school days may still be accepted when the family demonstrates good cause, experienced difficulty obtaining documentation, or submits the explanation before compulsory-attendance proceedings begin.

Healthcare Provider Documentation

Documentation from a licensed healthcare provider may be required when:

- An absence lasts three or more consecutive school days;
- The scholar exceeds ten cumulative parent-excused days; or
- A pattern of absences reasonably requires verification.

The documentation should include:

- The scholar's name;
- The date of the appointment or treatment;
- Confirmation that the scholar was unable to attend school;
- The date the scholar may return, when applicable; and
- The provider's name and signature.

A diagnosis is not required unless the information is necessary to provide appropriate services or accommodations and may lawfully be requested.

Unexcused Absences

An absence may be recorded as unexcused when:

- No acceptable explanation or documentation is submitted within the required period, after consideration of any reasonable exception;
- The reason does not qualify as an excused absence under this policy; or
- The absence involves an unapproved vacation or nonessential travel.

The School will notify the parent or guardian of unexcused absences and follow the notice, School Attendance Improvement Conference, and intervention procedures described in the **Truancy Policy**.

Vacations and Nonessential Travel

Family vacations and nonessential travel during the school year are strongly discouraged. Such absences will be recorded as unexcused unless approved in advance as a nonschool-sponsored educational tour or trip or excused for another lawful reason under this policy.

A parent or guardian requesting an educational-tour or trip excusal must submit the School's Request for Excused Educational Tour or Trip to the Principal at least ten school days in advance whenever practicable. The request must describe the trip's educational purpose, itinerary, dates, destination, and supervising adults. The CEO or designee will review each request individually in accordance with 22 Pa. Code § 11.26. Submission does not guarantee approval.

Unapproved travel days will be recorded as unexcused and may result in attendance and truancy interventions. Excessive absences may be considered as one factor in an individualized promotion or retention review, but no specific number of absences automatically results in retention. Scholars remain responsible for completing missed assignments in accordance with the School's make-up-work procedures.

Educational Tours and Trips

Parents or guardians seeking an excused absence for a nonschool-sponsored educational tour or trip must submit a written request to the Principal at least ten school days in advance whenever practicable. Requests will be reviewed individually by the CEO or designee in accordance with 22 Pa. Code § 11.26. Submission does not guarantee approval. Unapproved vacations or travel will be recorded as unexcused absences. The required request form is available from the Main Office.

Make-Up Work

Scholars are responsible for completing work missed during an absence. Unless otherwise approved by the teacher, scholars will be allowed up to two school days to complete work for each day of absence. Major projects and assignments with previously established deadlines may follow the original deadline or another deadline established by the teacher.

Out-of-school suspensions are not recorded as absences for attendance purposes. Scholars will be permitted to complete examinations and assignments missed during a suspension for full credit in accordance with the School's make-up-work procedures.

Absence Note Requirements

An absence note should include:

- The scholar's full name;
- Grade level;
- Date or dates of the absence;
- Reason for the absence;
- Parent or guardian's name and contact information; and
- Parent or guardian's signature.

Attendance and Promotion Review

Scholars who accumulate excessive unexcused absences (e.g., 21 or more) will be reviewed by the School Attendance Team. In cases where chronic absenteeism has significantly impacted academic performance, the individualized review described in the Promotion, Retention, and Acceleration Policy will consider the scholar's academic record, performance data, and in consultation with parents/guardians.

Tardy Policy

Punctuality is a crucial component of academic success. It is the responsibility of every parent or guardian to ensure that their child arrives at school **on time**, by **7:55 AM** each school day. Scholars who arrive late miss critical instruction and begin the day at a disadvantage, which may impact their learning and engagement.

To promote strong attendance habits, Vision Academy Charter School tracks scholar tardiness closely. A scholar arriving after 7:55 a.m. is tardy. The tardy may be recorded as excused or unexcused under the Attendance Policy.

Unexcused Tardiness Guidelines

- Scholars are permitted up to three (3) unexcused tardies per trimester.
- Valid reasons for excused tardiness include medical appointments, family emergencies, and other situations approved by school administration and supported by appropriate documentation.

Corrective Actions for Excessive Unexcused Tardiness

If a scholar exceeds three (3) unexcused tardies in a trimester, the following interventions may occur:

1. Parent/Guardian conference with an attendance committee member
2. Meeting with the school counselor to identify potential barriers
3. Family-school conference to address attendance concerns
4. Completion of a School Attendance Improvement Plan

These steps are designed to support the scholar and their family in building positive attendance habits and preventing patterns that may lead to truancy.

Important Note on Chronic Tardiness

Repeated and unaddressed tardiness may result in the loss of instructional time and be considered part of a broader attendance concern, especially when combined with absences. In such cases, Vision Academy Charter School will take appropriate steps under Pennsylvania law to ensure school attendance, which may include a formal School Attendance Improvement Conference (SAIC).

Disciplinary Actions

Chronic lateness that results in a significant loss of instructional time will be addressed through a series of escalating supportive interventions. If the pattern of tardiness persists and

impacts overall attendance, the school may refer the matter to appropriate external agencies as part of a comprehensive attendance response.

Truancy Policy

Regular attendance is essential to scholar success. Vision Academy Charter School will work collaboratively with scholars and families to identify and address barriers to attendance. This policy is aligned with the Pennsylvania Public School Code, including 24 P.S. §§ 13-1326–1354.

Definitions

- **Truant:** A scholar of compulsory school age who has accumulated three or more unexcused school days during the current school year.
- **Habitually Truant:** A scholar of compulsory school age who has accumulated six or more unexcused school days during the current school year.
- **Unexcused Absence:** An absence that is not supported by an acceptable reason or documentation under the School's Attendance Policy, after consideration of any reasonable exception.

Parent and Guardian Notification

The School will notify the parent or guardian after each unexcused absence. Within ten school days after a scholar's third unexcused absence, the School will provide written notice that:

- Identifies the scholar as truant;
- Explains the consequences if the scholar becomes habitually truant;
- Offers assistance in addressing attendance barriers; and
- May offer a School Attendance Improvement Conference.

The notice will be provided in the parent or guardian's preferred language and delivered through PowerSchool or another written method reasonably likely to reach the family.

School Attendance Improvement Conference

If the scholar incurs another unexcused absence after the required truancy notice, the School will offer a School Attendance Improvement Conference (SAIC), unless one has already been offered.

The School will invite the scholar, parent or guardian, appropriate school personnel, individuals identified by the family as potential resources, and recommended service providers. The SAIC will not be delayed if an invited service provider does not respond. If the parent, guardian, or scholar declines or fails to attend after appropriate notice and outreach, the School will hold the SAIC without them.

The SAIC will:

- Review the scholar's attendance record;
- Identify academic, behavioral, social, emotional, medical, transportation, or family-related barriers;

- Identify available school and community supports; and
- Develop a written School Attendance Improvement Plan.

The School will document the SAIC and Attendance Improvement Plan in the scholar's attendance record.

Citation Following a SAIC

The School will not initiate a truancy citation or other compulsory-attendance proceeding until after the required SAIC has been held. When making a referral or filing a citation, the School will provide verification that the SAIC occurred.

Habitually Truant Scholars Under 15 Years Old

When a scholar under age 15 becomes habitually truant, the School must refer the scholar to either:

- A school-based or community-based attendance-improvement program; or
- The County Children and Youth Services agency for services or possible disposition as a dependent child.

After holding the required SAIC, the School may also file a truancy citation against the parent or guardian.

Habitually Truant Scholars Age 15 or Older

When a scholar age 15 or older becomes habitually truant, the School must take at least one of the following actions after holding the required SAIC:

- Refer the scholar to a school-based or community-based attendance-improvement program; or
- File a truancy citation against the scholar or the person in parental relation.

If additional unexcused absences occur after a program referral, or if the scholar refuses to participate, the School may refer the scholar to County Children and Youth Services for possible disposition as a dependent child.

Nonexclusionary Response

A scholar will not be suspended out of school, expelled, or assigned to an Alternative Education for Disruptive Youth program solely because of truancy. The School will prioritize supportive interventions designed to improve attendance.

Enrollment During the School Year

When a scholar enrolls at Vision Academy Charter School during the school year, VACS will obtain and review available attendance and truancy records from the scholar's previous school. Prior attendance concerns, notices, conferences, and improvement plans will be considered, and VACS will coordinate any required continuing interventions in accordance with Pennsylvania law. Attendance will also be monitored from the scholar's first day at VACS.

Our Commitment

Vision Academy Charter School prioritizes proactive support over punitive measures. We work with scholars, families, prior schools, and appropriate service providers to identify attendance barriers, continue necessary interventions, and promote regular attendance and academic success.

Late Arrival and Early Dismissal Procedures

Regular, timely attendance is essential. Families should schedule appointments outside instructional hours when reasonably possible. Emergencies will be accommodated.

Late Arrivals

Scholars arriving after 7:55 a.m. must report to the main office before entering class. The scholar will be admitted, and the late arrival or partial-day absence will be recorded under the Attendance Policy. Documentation is required only when appropriate to support the reason for the late arrival.

Early-Dismissal Requests

Parents or guardians should notify the main office as early as possible and, when practicable, at least one hour before dismissal. For scheduled dismissals:

- On regular days, notify the School by 12:00 p.m. and pick up the scholar by 2:30 p.m.
- On early-release days, notify the School by 11:00 a.m. and pick up the scholar by 12:15 p.m.

The request should include the scholar's name, dismissal time, reason, authorized adult's name, and a telephone number for verification.

Authorized Pick-Up

A scholar may be released only to a parent, guardian, or authorized adult who is at least 18 years old, appears in the School's records or has written parental authorization, and presents photo identification. The adult must sign the scholar out at the main office. Scholars may not leave School grounds without authorization and appropriate adult supervision.

Excused Early Dismissals

Early dismissals may be excused for any reason recognized in the Attendance Policy, including illness, medical appointments, family emergencies, religious observances, court appearances, or other reasons approved by the School. Medical documentation will be required only when medically appropriate or otherwise permitted under the Attendance Policy. A dismissal directed by the School nurse will be excused.

Repeated or unexcused late arrivals and early dismissals will be addressed through parent communication, supportive attendance interventions, and, when applicable, the procedures in the **Attendance and Truancy Policies**. Scholars will not be excluded from instruction solely because they arrive late.

Homebound Instruction

A scholar whose medical or health condition prevents regular school attendance for an extended period may be considered for temporary homebound instruction. A parent or guardian should contact the School administration and provide documentation from a licensed healthcare provider describing the condition, educational limitations, anticipated duration, and recommended accommodations.

The School may request clarification or an appropriate medical review when permitted by law. Approval will be based on the scholar's individual circumstances and applicable legal requirements. Homebound instruction will be reviewed periodically and will continue only while medically and educationally necessary.

Homebound instruction is not a substitute for the evaluation, placement, or service-delivery procedures required by the IDEA or Section 504. When a scholar has or may have a disability, the IEP Team or Section 504 Team will determine the appropriate placement, instruction, related services, accommodations, and supports. A medical recommendation will be considered but will not replace the Team's required individualized decision-making.

Homebound instruction will not be used as a disciplinary exclusion or to delay or deny an IDEA or Section 504 evaluation.

VII. BEYOND THE BELL EXTENDED LEARNING PROGRAM (AFTER SCHOOL)

Program Purpose and Funding

Beyond the Bell is Vision Academy Charter School's after-school and summer learning program. It offers participating scholars academic support, enrichment, recreation, and a safe, structured place to be outside the regular school day. Beyond the Bell is funded through a Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant, Cohort 12, administered by the Pennsylvania Department of Education (PDE). The program operates according to the School's approved 21st CCLC grant application. The School takes part in state and federal monitoring, site visits, and an independent program evaluation.

Program Location

Beyond the Bell operates at one center: Vision Academy Charter School, 153 Penn Blvd, East Lansdowne, PA 19050.

Cost

Beyond the Bell is free of charge to participating scholars and families. No registration, program, activity, field-trip, or late-pickup fee is charged. Any aftercare offered outside Beyond the Bell hours is a separate program. It is not part of Beyond the Bell and is not funded by the 21st CCLC grant. Its schedule, capacity, application process, and any fees will be published in the School's annual program notice.

Program Schedule

School-Year Program

During the school year, Beyond the Bell operates Monday through Thursday, from 3:30 p.m. to 5:30 p.m., on scheduled program days beginning September 14, 2026, and ending May 20, 2027. The program does not operate on holidays, School vacations, snow days, or emergency early-dismissal days. The annual program calendar will be distributed at enrollment and posted on the School website.

Summer Academy

Beyond the Bell includes a four-week Summer Academy that operates Monday through Thursday, from 8:15 a.m. to 12:15 p.m., from July 5, 2027, through July 30, 2027. The Summer Academy helps prevent summer learning loss and prepares scholars for the next school year. It includes daily mathematics and English language arts, STEM activities, sports, clubs, and social-emotional learning and character-building sessions. The Summer Academy ends with a culminating event where scholars present their projects to families.

Program Activities

A typical school-year program day includes:

- Arrival and a healthy snack;
- Academic support in English language arts and mathematics, plus STEM activities, which together make up at least half of daily programming;

- Homework help and small-group tutoring aligned with the school-day curriculum, including tutoring by trained university student interns;
- Enrichment activities on a rotating basis, such as STEM, clubs, sports and physical activity, and social-emotional learning and character building; and
- Reflection and clean-up before dismissal.

Each scholar develops a personal learning plan with a program mentor. The plan sets academic, social, and emotional goals. Program staff track progress with assessments the School already uses, such as i-Ready and IXL, and coordinate with classroom teachers and the School's MTSS team. Scholars who meet their goals are recognized at quarterly celebrations.

Beyond the Bell may include up to four educational field trips each year. Scholars travel to and from field trips only by School-provided transportation, and the School Trips rules in this section apply.

Meals and Snacks

Scholars receive a snack during the school-year program, and breakfast and lunch during the Summer Academy. Meals and snacks are provided through the federal National School Meals Program by the School's food-service provider, Nutritional Development Services (NDS), at no cost to families. Families should inform the School of any food allergies or dietary needs.

Family Engagement

Families are partners in Beyond the Bell. Throughout the year, the program offers:

- Family literacy workshops, family reading nights, and parent-child reading activities;
- Workshops on supporting learning at home, homework help, attendance, and preparing for the next grade;
- Monthly open-house meetings with program staff and mentors;
- Opportunities to observe program activities and attend scholar showcases and recognition events; and
- A brief monthly check-in survey to share feedback, concerns, and ideas.

Two parents serve on the Beyond the Bell Community Advisory Board, which reviews program data and advises on program improvement. Mentors will contact families in the way each family prefers, such as phone, text, email, mail, or home visits. Translation and interpretation are available on request.

Eligibility, Enrollment, and Equal Access

Beyond the Bell serves Vision Academy Charter School scholars in kindergarten through grade 8. The program is designed for scholars who need additional academic support. A scholar is eligible if the scholar meets at least one of the following criteria:

- Scored below proficient, or only slightly above the proficiency cut score, in reading, mathematics, or science on the most recent PSSA or PASA;
- Has been identified through the School's Multi-Tiered System of Supports (MTSS) process as at risk for academic failure, including scholars receiving Tier 2 or Tier 3

interventions in reading or mathematics based on i-Ready diagnostic or other assessment data;

- Is in grade 7 or 8 and had a prior-year grade point average below 3.0;
- Had a prior-year school-day attendance rate below 90 percent; or
- Is an English learner who needs additional academic and language support.

Teachers, the MTSS team, or School staff may recommend a scholar for the program, and parents and guardians may apply directly. If space remains after eligible scholars are enrolled, other interested VACS scholars in grades K–8 may enroll.

To enroll, a parent or guardian must complete the Beyond the Bell registration form, the program consent forms, and the authorized-pickup list. The School will review each application and confirm enrollment in writing. Enrollment is not complete until the School confirms it.

If applications exceed program capacity, the School will give priority to scholars receiving Tier 3 interventions, then to scholars receiving Tier 2 interventions or scoring below proficient on the PSSA, and then to scholars who meet any other eligibility criterion. Within each priority group, applications will be considered in the order received. The School will keep a waiting list and will offer open seats from it during the year.

Scholars with disabilities, English learners, scholars experiencing homelessness or in foster care, and all other eligible scholars have equal access to the program. The School will provide reasonable accommodations, consistent with a scholar's IEP or Section 504 Plan where applicable, and language assistance for families. Questions about access or accommodations may be directed to the Program Director. Concerns may also be raised through the School's General Complaint (Grievance) Procedure or Civil-Rights Complaint Procedures.

Attendance and Participation

Regular attendance is important to scholars' progress and to the program's success. Enrolled scholars are expected to attend every scheduled program day unless excused. Parents and guardians should notify the program in advance of any absence by contacting the Program Director at 484-466-2124, ext. 1210, or njimoke@vacharter.org.

A scholar ordinarily must attend School on a program day to take part in Beyond the Bell. Exceptions may be approved for an excused absence or other appropriate circumstance. If a scholar is often absent without an excuse, program staff will contact the family to address barriers before any change to enrollment is made.

Scholars who remain on campus after dismissal must be enrolled in and attending an approved program, club, activity, or aftercare program. Siblings and other children may not remain unsupervised on School grounds.

Data Collection and Program Evaluation

As required by the 21st CCLC grant, the School collects program attendance, grades, assessment results, school-day attendance, discipline information, and survey responses. This information is reported to PDE and the U.S. Department of Education and is used by the

program's independent evaluator to measure results. Information is handled in accordance with the Family Educational Rights and Privacy Act (FERPA) and the School's data-sharing agreement. Reports do not identify individual scholars. Families will be asked to complete enrollment and consent forms and may be invited to complete program surveys or interviews.

Staffing and Safety

Beyond the Bell is led by the Director of the Beyond the Bell Program, Ahmadou NJIMOKE. The program is staffed by School teachers and staff, mentors, instructors and tutors, and approved partners, including STEM ConnectED. University student interns and other volunteers may assist under staff supervision. All staff, partners, interns, and volunteers must hold current clearances under the School's Clearance Policy and complete program training. All emergency procedures and drills apply during program hours (see Drills and Beyond the Bell Extended Day Program).

Conduct

The Scholar Code of Conduct applies during Beyond the Bell. The program uses the School's Positive Behavior Support model, the Good Behavior Game, and the Positive Action character-education curriculum. Program staff will contact families about concerns. A scholar may be removed from the program only after the family receives notice and a chance to meet with program staff, except when immediate removal is reasonably necessary for safety.

Transportation, Dismissal, and Pickup

The School does not provide transportation home from Beyond the Bell or the Summer Academy. Beyond the Bell is parent pickup only. Every scholar must be picked up and signed out by a parent, guardian, or another adult listed on the scholar's authorized-pickup list. Scholars may not walk home, ride a bicycle home, or leave the program on their own. Families who have difficulty arranging pickup should contact the Program Director before enrolling.

The school-year program ends at 5:30 p.m., and scholars must be picked up no later than 5:45 p.m. The Summer Academy ends at 12:15 p.m., and scholars must be picked up no later than 12:30 p.m. Scholars will be released only to adults listed on the scholar's authorized-pickup list, who may be asked to show identification and must sign the scholar out.

If a scholar has not been picked up, the School will:

1. Attempt to contact the parent or guardian;
2. Contact the scholar's emergency contacts and authorized pickup adults;
3. Notify a School administrator; and
4. Contact appropriate authorities only when reasonable efforts to arrange pickup have failed and action is necessary to protect the scholar's safety.

Late pickup does not automatically enroll a scholar in another program. Repeated late pickups will result in a conference to address the circumstances. Continued late pickups may result in loss of program participation after written notice and an opportunity to address the circumstances.

Beyond the Bell Contact

Ahmadou NJIMOKE

Director of Beyond the Bell Program; Climate Culture Specialist/School Safety Officer

Vision Academy Charter School

153 Penn Blvd, East Lansdowne, PA 19050

Phone: 484-466-2124, ext. 1210

Email: njimoke@vacharter.org

School Trips

School-sponsored trips, including Beyond the Bell field trips, are planned to support scholars' educational, cultural, or extracurricular experiences. Scholars participating in a trip remain subject to the Scholar Code of Conduct and all other School rules.

Participation and Conduct

Scholars must:

- Follow the instructions of staff members and approved chaperones;
- Behave safely, responsibly, and respectfully;
- Remain with the assigned group and at the activity location unless authorized by a staff member; and
- Follow all transportation and site-specific rules.

Misconduct during a trip may result in appropriate consequences under the Scholar Code of Conduct. A scholar may be removed from an activity when reasonably necessary to address an immediate safety concern or substantial disruption. The School will contact the parent or guardian and arrange appropriate supervision or transportation when removal is necessary.

Transportation

Scholars must travel to and from all School trips, including Beyond the Bell field trips, only by School-provided transportation. Scholars may not travel to or from a trip by private vehicle, rideshare, public transportation, or any other arrangement. After a trip, scholars return to the School on School transportation and are dismissed under the regular parent pickup procedures.

Individualized Participation Decisions

A scholar will not be excluded from a trip solely because of a disability, an IEP or Section 504 Plan, receipt of behavioral services, or a general characterization of the scholar as having behavioral concerns.

Before limiting or denying participation, the School will make an individualized determination based on documented conduct and specific, current evidence that the scholar's participation would create an actual safety risk or substantial disruption. The School will consider:

- The educational or curricular nature of the trip;
- The nature, severity, frequency, and recency of the documented conduct;

- The scholar's IEP, Section 504 Plan, behavior intervention plan, health plan, or other applicable support plan;
- Reasonable accommodations, supplementary aids, additional supervision, behavioral supports, safety planning, or other measures that could permit participation; and
- Appropriate alternatives when participation cannot be made safe through reasonable support.

When a scholar has an IEP or Section 504 Plan, the appropriate team or designated personnel will be consulted when required. Any exclusion must comply with applicable disability-discrimination, special-education, discipline, and due-process requirements.

For a curricular or required educational trip, the School will provide an appropriate alternative educational opportunity if a scholar cannot participate after the required individualized review.

Chaperones

Chaperones must follow School instructions and satisfy all applicable background-clearance and volunteer requirements before accompanying a trip.

School Parties, Dances, and Activities

School parties, dances, and similar activities must be approved by the Director of Scholar Support Services and coordinated with the School calendar.

Arrangements and invitations may be handled by an appointed scholar committee under the supervision of a staff advisor. Each activity must have adequate staff and approved adult supervision based on the activity's size, location, and safety needs.

The School may establish reasonable arrival, departure, and reentry procedures for each activity. Scholars and families will be notified of these procedures in advance. Participation decisions and disciplinary consequences will be administered consistently with the Scholar Code of Conduct and the individualized protections stated above.

VIII. SCHOOL UNIFORM POLICY

School uniforms promote school identity, pride, safety, and a learning environment in which scholars are prepared to participate fully in instruction. Scholars are expected to arrive in the approved uniform each school day.

Official VACS uniform items may be purchased through FlynnO'Hara Uniforms in Clifton Heights or another School-approved source.

Approved Uniform

Approved uniform items include:

- Official VACS uniform shirt;
- Navy-blue khaki pants;
- School-appropriate shorts or skirts, with skirts falling no higher than one inch above the knee;
- Navy-blue, black, or orange stockings or tights worn with approved shorts or skirts;
- Official VACS sweater or sweatshirt;
- Official VACS gym uniform on physical-education days; and
- Closed-toe shoes, athletic shoes, or boots.

Hoodies and Zip-Up Garments

- An official VACS pullover hoodie displaying the School logo may be worn over an approved uniform shirt. The hood must remain down inside the building.
- A solid-color zip-up hoodie, sweatshirt, or sweater in navy blue, orange, gray, black, or white may be worn over the uniform shirt only when it is unzipped sufficiently for the uniform shirt to remain visible.
- Non-VACS pullover hoodies may not be worn during the school day.
- Outdoor jackets and coats must be removed in classrooms unless authorized for a health, disability-related, or other approved reason.

Prohibited Clothing and Accessories

The following may not be worn during the school day:

- Pajamas or sleepwear;
- Jeans;
- Clothing displaying inappropriate, discriminatory, profane, violent, or disruptive words or images;
- Exposed undergarments;
- Hoods worn over the head inside the building;
- Hats, beanies, du-rags, skull caps, bandanas, bonnets, or similar head coverings, except when worn for an approved religious, cultural, medical, or disability-related reason; and
- Keychains (i.e. Lululemon), Fanny packs/Purses, Sunglasses, smartwatches, earbuds, or headphones unless authorized for instructional, medical, or disability-related use.

Personal electronic devices are also governed by the School's Personal Electronic Devices Policy.

Response to Uniform Violations

Uniform concerns will be handled promptly and respectfully without excluding a scholar from instruction. When a scholar is out of uniform:

1. The scholar will be offered an appropriate replacement garment when one is available.
2. The parent or guardian may be contacted and asked to provide an approved uniform item.
3. The scholar will return to or remain in instruction while the matter is addressed.
4. Repeated violations may result in a warning, parent communication, a conference, a Dojo notation, or another reasonable nonexclusionary consequence.

A uniform violation will not result in the scholar being sent home, denied admission, suspended, or required to miss class. A parent conference may be offered but will not be required as a condition of the scholar's return to instruction.

Daily Uniform Checks

The School may conduct brief daily uniform checks. Staff will apply the policy consistently while considering the scholar's age, individual circumstances, access to uniform clothing, and prior interventions. The School will work with families experiencing difficulty obtaining required uniform items.

Reasonable exceptions and accommodations will be provided for sincerely held religious beliefs, cultural practices, medical needs, disabilities, and other circumstances protected by law. Requests should be directed to the Principal or Director of Scholar Support Services.

IX. HEALTH AND SAFETY

Wellness Policy & Healthy Practices

In accordance with the Pennsylvania Department of Education's Wellness Policy requirements, Vision Academy Charter School is committed to fostering a school environment that supports the health, well-being, and academic success of all scholars. Our wellness initiatives focus on three key areas: nutrition, physical education, and physical activity for scholars in grades K–8.

Physical Education & Activity

We offer a structured Physical Education program aligned with state standards to ensure scholars receive age-appropriate instruction in fitness and lifelong wellness. In addition, teachers integrate daily movement breaks and physical activities into classroom routines to enhance focus and reduce sedentary time.

As part of our Beyond the Bell after-school program, we also offer enrichment clubs that promote physical activity, including sports and recreation opportunities.

All scholars participate in a 20-minute outdoor recess during lunchtime, weather permitting. Recess is considered a vital part of the school day, supporting physical and social development. Scholars are expected to participate unless they are ill—in which case, they should remain home. Please ensure your child is dressed appropriately for the weather, especially during colder months.

Nutrition & Healthy Eating

We encourage families to support healthy habits by providing **nutritious meals and snacks**. In alignment with our wellness goals:

- **Sugary snacks and treats** should not be sent to school; they will not be distributed during the day.
- If packed, such items may only be consumed during lunch.
- **Soda is not permitted**, except if it is sugar-free.

To assist families, we provide a list of **healthy snack ideas** and encourage ongoing collaboration between families and school staff to promote better nutrition.

If you have questions about healthy food choices or the wellness policy, please contact your child’s teacher.

Together, we can promote healthy behaviors and support a school culture that prioritizes nutrition, physical activity, and lifelong wellness.

Healthy Snack Suggestions

In support of our wellness goals, here are some **nutritious snack options** your child may bring to school. These snacks align with our efforts to promote scholar health and meet PDE Wellness Guidelines:

Crunchy Options	Chewy & Grain-Based Snacks	Creamy & Protein-Rich Snacks	Juicy & Fruity Options
Pretzels Popcorn (plain or lightly salted) Mini flavored rice cakes Baked chips Air crisps Cereal (low-sugar varieties) Baby carrots Celery sticks	Animal crackers Trail mix (nut-free preferred) Granola bars (low sugar) Chewy granola bars Graham crackers Graham treats Bagels (mini or sliced) Breakfast bars	Pudding packs Yogurt (low-fat or Greek-style) Cheese cubes or sticks Peanut butter (check for allergy guidelines) Milk (white or low-sugar flavored) Banana	Apples Raisins Dried fruit (unsweetened) Juice packs (100% juice) Applesauce (no sugar added) Canned fruit in natural juice Jello packs Cherry tomatoes Tangerines Oranges Grapes *All fresh fruit is encouraged*

Note: Sugary snacks and candy will not be distributed during the school day; if they are packed, scholars may eat them only at lunch. Only sugar-free soda is permitted. Please support us in promoting a healthy learning environment.

Healthy Snack Foods

At Vision Academy Charter School, we encourage families to send **nutritious, low-sugar snacks** that support our wellness goals.

Rule of Thumb: If sugar is listed as the first or second ingredient, please choose a healthier alternative.

Smart Snack Choices:

- **Fresh Vegetables**: Carrots, celery sticks, cherry tomatoes, sugar snap peas, broccoli florets, etc.
- **Veggie Dips**: Low-fat ranch or yogurt-based dips served with fresh veggies.
- **Whole-Grain Crackers & Chips**: Graham crackers, rice cakes, whole-grain baked tortilla chips, or air crisps.

- **Bean Dips & Salsas**: Hummus, black bean dip, or mild salsa with crackers or veggie sticks.
- **Fresh Fruits**: Apples, bananas, grapes, oranges, pears, melon chunks, tangerines, and berries.
- **Dried Fruit & Veggies**: Unsweetened options such as raisins or brands like "Just Tomatoes."
- **Nuts & Seeds**: Unsalted peanuts, pumpkin seeds, or sunflower seeds (only if allergy-safe).
- **Portable Cheeses**: String cheese, cheese cubes, or Laughing Cow minis (low-fat versions).
- **Whole-Grain Cereals & Breakfast Bars**: Low-sugar cereals or bars (packed dry).
- **Dairy & Fruit Options**:
    - Low-fat or nonfat yogurt
    - Low-fat or nonfat milk
    - Applesauce (no sugar added)
    - Canned or packaged fruits in 100% juice
    - 100% fruit or vegetable juice boxes
- **Protein Snacks**: Cheese or peanut butter (if permitted) served with whole-grain crackers.
- **Other Smart Snacks**: Pretzels, trail mix (nut-free), or chewy granola bars with limited sugar.
- Snacks to Avoid at School: Candy (including fruit roll-ups and gummies)
- High-fat chips (nacho cheese, corn chips, cheese curls, etc.)
- Cakes, cookies, cupcakes, or other sugary desserts
- Soda (only sugar-free options are permitted)

Special Occasions:

Birthday celebrations must be coordinated in advance with your child's homeroom teacher. We encourage non-food items or healthy alternatives.

X. EMERGENCIES

In the case of a serious accident or injury, parents, guardians, or the emergency contact person will be notified immediately and authorized medical attention will be given. For a very minor injury, the child will be treated in accordance with first aid procedures. Generally, this simply means cleaning a scrape or scratch with warm water and soap, applying antiseptic spray such as Bactine, and covering it with a band aid. You will be informed immediately of any accident or injury, no matter how minor, affecting your child's head or neck. Injuries other than those requiring minimal first aid are recorded on an accident form.

Scholar safety is a top priority at Vision Academy Charter School. The following emergency procedures are practiced at regular intervals so that scholars and staff are always prepared. Drills take place during regular and extended hours.

Emergency Preparedness & Safety Procedures

At Vision Academy Charter School, the safety of our scholars and staff is a top priority. The following emergency procedures are in place and practiced throughout the year to ensure preparedness and a calm, effective response to any situation.

Emergency Response Terms

- **Lockout**: Used when a threat exists outside the school (e.g., nearby police activity). All outdoor activities are brought inside. Instruction continues as normal indoors. Entrances are secured and monitored.
- **Lock-In**: Used when there is a potential threat or disturbance inside the school (e.g., unauthorized individual). Scholars remain in their classrooms or offices. Hallways are cleared, and instruction continues.
- **Lockdown**: Used for an immediate threat inside or near the building. Scholars and staff shelter in secure areas. Lights off, doors locked, silence maintained. No entry or exit is allowed. Police are contacted.
- **Evacuation**: Initiated when it is safer to leave the building (e.g., fire, gas leak). Scholars exit using the nearest route and gather at designated locations. Attendance is taken to ensure everyone is accounted for.

Drills and Beyond the Bell Extended Day Program

Emergency procedures apply during both the regular school day and the Beyond the Bell program. The Director of the Beyond the Bell Program ensures all program staff and volunteers are trained in safety protocols and conducts regular building checks.

- **Fire Drills**: Maps and rosters are posted in every classroom. Scholars exit to assigned outdoor locations. Teachers confirm scholar accountability.
- **Evacuation Drills**: In certain emergencies, scholars may walk to an off-site location, announced via radio. Parents will be contacted if re-entry is not possible.

- **Lockdown Drills**: Announced via radio. Teachers lock doors, turn off lights, keep scholars out of sight, and follow safety procedures practiced during drills.
- **Tornado Drills**: Scholars move to interior hallways, face down, kneel, and cover their necks with their hands. Teachers ensure lights are off and conduct headcounts.

Family Communication During Emergencies

To ensure the safety of all scholars and staff:

- Do not call or come to the school during an emergency. This allows emergency personnel and staff to manage the situation efficiently.
- We will notify families through:
    - PikmyKID app *(registration required)*
    - PowerSchool SchoolMessenger Communication System
    - Email and phone
    - ClassDojo
    - Social media (Facebook and Instagram)

A follow-up message from the CEO or Principal will be sent after the incident is resolved.

If Your Child Contacts You

If your child contacts you during a Lockout, Lock-In, Lockdown, or Evacuation, please remind them to stay calm and follow adult instructions. In a Lockdown, silence is critical for safety.

Immunization Requirements Policy

Vision Academy Charter School requires scholars to comply with Pennsylvania school-immunization requirements, subject to the exemptions and special enrollment protections described below. Current vaccine and grade-level requirements are available from the school nurse, the main office, and the Pennsylvania Department of Health.

Immunization Documentation

A parent or guardian must provide one of the following:

- The scholar's immunization record;
- Written confirmation from a prior school or medical provider that the required immunizations have been administered or that a required series is in progress;
- Verbal confirmation from a prior school or medical provider, with written records to follow;
- A medical certificate establishing a schedule for completing a required vaccine series; or
- Documentation of an authorized exemption.

Provisional Attendance

A scholar who has received all required single-dose vaccines and at least one dose of each required multiple-dose vaccine series may be admitted provisionally when additional doses are not yet complete.

When the next dose is medically appropriate, the scholar must receive it and provide the required documentation within the first five school days of attendance. When the next dose is not medically appropriate during that period, the parent or guardian must provide a medical certificate within five school days establishing the schedule for completing the remaining doses.

The School will review the medical certificate at least every 30 days. A scholar who does not comply with the approved schedule may be excluded from attendance after appropriate notice, unless an exemption or other legal protection applies.

A scholar who has not received a required single-dose vaccine generally may not attend unless the scholar qualifies for an exemption or one of the special protections below.

Medical Exemption

A scholar is exempt from a required immunization when a physician or other legally authorized health-care provider certifies in writing that the immunization may be detrimental to the scholar's health. When the immunization is no longer medically contraindicated, the scholar must comply with applicable immunization requirements.

Religious or Strong Moral or Ethical Exemption

A parent or guardian may request an exemption by submitting a written statement objecting to immunization on the basis of a sincerely held religious belief or a strong moral or ethical conviction similar in strength to a religious belief.

The School will not require membership in an organized religion or certification from a religious official as a condition of receiving this exemption.

Transferring Scholars

A scholar transferring into VACS who cannot immediately provide immunization records may attend for up to 30 days while the parent or guardian provides:

- Immunization records;
- A medical certificate establishing a completion schedule; or
- Documentation of an authorized exemption.

VACS will promptly request available immunization records from the scholar's prior school. Enrollment will not be delayed while transfer records are being obtained.

Scholars in Foster Care

A scholar in foster care will be enrolled immediately even when immunization records are unavailable. The foster parent or responsible agency will have 30 days to provide immunization records, a medical certificate, or documentation of an exemption. VACS will work with the responsible agency and prior school to obtain the required records.

Scholars Experiencing Homelessness

A scholar experiencing homelessness, including an unaccompanied homeless youth, will be enrolled immediately and will not be required to provide immunization records or exemption documentation as a condition of enrollment or attendance.

The School's McKinney-Vento liaison will assist the scholar and family in obtaining immunization records, necessary immunizations, and appropriate health services without delaying enrollment.

Disease Outbreaks and Emergency Health Orders

A scholar who is exempt from one or more immunizations may be temporarily excluded from School during an outbreak of a vaccine-preventable disease or when directed by the Pennsylvania Department of Health or another authorized public-health agency. The duration of the exclusion will be determined by public-health authorities.

Notice and Assistance

Before excluding a scholar for failure to satisfy immunization requirements, VACS will notify the parent or guardian of the missing documentation or immunization, applicable deadlines, available exemptions, and available community immunization resources. Exclusions will be administered in accordance with applicable law and will not override the immediate-enrollment rights of scholars experiencing homelessness or scholars in foster care.

Questions and records should be directed to the school nurse or main office.

Illness and Injury

A scholar who becomes ill or injured during the school day should:

1. Report to the Health Office or main office;
2. Remain under staff supervision while the School contacts the parent, guardian, or emergency contact; and
3. Follow staff directions regarding treatment, dismissal, or emergency care.

In a serious emergency, the School will call 911, provide appropriate assistance within the scope of staff training, and notify the parent or guardian as soon as practicable.

The school nurse is available to assist families with health-related questions or concerns.

Medication is governed exclusively by the **Medication Administration and Self-Carry Policy** below.

Medication Administration and Self-Carry Policy

Medication will be administered at School only when necessary for a scholar's health or ability to attend School. Prescription and nonprescription medication will be administered in accordance with authorized healthcare-provider directions, Pennsylvania law, and School procedures.

Medication Administration

Before School personnel may administer medication, the School must receive:

- A completed Medication Administration Authorization Form signed by the scholar's parent or guardian and licensed healthcare provider; and
- The medication in its original pharmacy-labeled or manufacturer-labeled container.

The authorization must identify the scholar, medication, dosage, administration time and method, duration of treatment, and any necessary precautions or emergency responses. Authorizations must be renewed at the beginning of each school year and whenever the medication, dosage, or provider's directions change.

Medication must be delivered by a parent or guardian, pharmacy, or healthcare provider. Scholars may not transport medication unless authorized to self-carry under this policy. Families should provide only the amount reasonably needed for the authorized period.

Medication will be stored securely and administered by authorized personnel. Medication requiring refrigeration or immediate availability will be stored appropriately. Unused medication must be retrieved by the parent or guardian and will not be sent home with a scholar unless the scholar is authorized to self-carry it.

The School does not routinely provide aspirin, acetaminophen, ibuprofen, cough medication, antacids, or other nonprescription medication. Such medication may be administered only when the required authorization and properly labeled medication have been provided.

General Restrictions

Except as authorized below, scholars may not possess, carry, share, or self-administer prescription or nonprescription medication at School, on School transportation, or during School-sponsored activities. Sharing medication or making it accessible to another scholar is prohibited.

Asthma Inhalers and Epinephrine Auto-Injectors

A scholar may possess and self-administer a prescribed asthma inhaler or epinephrine auto-injector when the School receives:

- Written authorization from the scholar's licensed healthcare provider identifying the medication, dosage, administration instructions, period of authorization, possible serious reactions, necessary emergency responses, and confirming that the scholar is capable of self-administration;
- Written authorization from the parent or guardian; and
- Confirmation that the scholar has demonstrated to the school nurse the competency and responsible behavior necessary to possess and use the medication safely.

Competency will be determined based on the scholar's age, cognitive ability, maturity, and demonstrated responsibility. The scholar must keep the medication secure, may not allow another scholar to access it, and must notify the school nurse immediately after each use. Required authorizations must be renewed annually and whenever the medication or directions change.

Diabetes Medication and Monitoring Equipment

A scholar with diabetes may possess and use prescribed diabetes medication and monitoring equipment when the School receives:

- Written authorization and instructions from the scholar's healthcare provider, including the medication, dosage, administration or monitoring schedule, authorized period, possible serious reactions, emergency responses, competency to self-administer, and ability to follow proper handling and disposal precautions;
- Written authorization from the parent or guardian;
- Written acknowledgment from the school nurse that the scholar has demonstrated the ability to self-administer the medication and operate the monitoring equipment; and
- Written acknowledgment from the scholar that the scholar understands proper safety and disposal procedures and will prevent other scholars from accessing the medication or equipment.

Diabetes medication and monitoring equipment may include insulin, glucagon, glucose-monitoring devices, testing supplies, and other equipment authorized in the scholar's individual health plan, Section 504 Service Agreement, or IEP.

Restriction or Revocation of Self-Carry Privileges

The School may restrict or revoke self-carry or self-administration privileges when a scholar:

- Fails to comply with this policy, the applicable health plan, Section 504 Service Agreement, or IEP;
- Uses the medication or equipment improperly;
- Shares or fails to safeguard the medication or equipment; or
- Demonstrates an inability or unwillingness to self-administer safely.

The parent or guardian will be notified promptly of a restriction or revocation. If self-carry privileges are restricted, the School will ensure that the medication or equipment remains readily accessible.

An inhaler or epinephrine auto-injector will be stored in close proximity to the scholar, and appropriate staff members will be informed of its location and means of access. Diabetes medication and equipment will be kept in a readily accessible location, and the school nurse and other appropriately trained employees will be informed of how to access them.

A restriction will not prevent a scholar from receiving medically necessary treatment or accommodations required by an individual health plan, Section 504 Service Agreement, IEP, or applicable law.

Emergency Care

In an emergency, School personnel will follow the scholar's emergency care plan, contact emergency medical services when appropriate, and notify the parent or guardian.

XI. SCHOLAR SERVICES

Special Education

Vision Academy Charter School provides eligible scholars with a free appropriate public education, including special education and related services, in accordance with the Individuals with Disabilities Education Act (IDEA) and 22 Pa. Code Chapter 711. Services may include learning support, emotional support, speech and language therapy, and other services identified through the individualized education process.

The School maintains procedures to identify, locate, and evaluate scholars who may have disabilities, regardless of the nature or severity of the suspected disability. A scholar experiencing academic, behavioral, communication, developmental, or functional difficulties may be referred for a multidisciplinary evaluation.

Multi-Tiered Systems of Support (MTSS), screening, or classroom interventions may not be used to delay or deny an evaluation when the School suspects that a scholar may have a disability. A parent or guardian may request an evaluation at any time. Requests should be submitted to the Director of Scholar Support Services or Principal, although no specific form is required.

If a scholar is determined eligible, an Individualized Education Program (IEP) will be developed by the IEP Team, including the parent or guardian, to address the scholar's individual needs and provide services in the least restrictive environment.

Parents and guardians will receive the Procedural Safeguards Notice at least annually and at other times required by law, including upon an initial referral or parent request for evaluation, upon certain disciplinary changes of placement, upon request, and when otherwise required by the IDEA.

For more information or to request an evaluation, contact:

Dr. Thomas J. Coll, Principal
Vision Academy Charter School
153 Penn Blvd, East Lansdowne, PA 19050
(484) 466-2124 Ext. 1212 | coll@vacharter.org

Additional resources are available at www.vacharter.org.

Section 504 Notice of Parent and Scholar Rights

Section 504 of the Rehabilitation Act prohibits discrimination based on disability. Vision Academy Charter School will identify, evaluate, and provide a free appropriate public education to each qualified scholar with a disability who requires accommodations, services, or supports to access and benefit from the School's educational programs and activities.

Referral and Evaluation

A parent, guardian, teacher, or other person who believes a scholar may have a disability may request a Section 504 evaluation. Requests should be directed to the Section 504 Coordinator, although no particular form is required.

Before making an initial placement or a significant change in placement, the School will evaluate the scholar using information from a variety of sources. Eligibility and placement decisions will be made by a group of persons knowledgeable about the scholar, the evaluation information, and available placement options. The School will not rely on a single test or source of information.

A scholar may qualify under Section 504 if the scholar has a physical or mental impairment that substantially limits one or more major life activities. Eligibility will be determined individually and will not depend solely on grades, a medical diagnosis, or eligibility under the IDEA.

Section 504 Plan and Placement

When a scholar is eligible and requires accommodations, services, or supports, the School will develop a Section 504 Plan based on the scholar's individual needs. The School will educate the scholar with peers without disabilities to the maximum extent appropriate and will periodically reevaluate the scholar, including before a significant change in placement.

Parent and Eligible-Scholar Rights

Parents, guardians, and eligible scholars have the right to:

- Receive notice concerning the identification, evaluation, and placement of the scholar;
- Participate in the evaluation and placement process;
- Review relevant education records and request correction of records believed to be inaccurate, misleading, or otherwise in violation of privacy rights;
- Receive an explanation of evaluation and placement decisions;
- Request an impartial hearing concerning the scholar's identification, evaluation, placement, or provision of a free appropriate public education;
- Participate in the hearing and be represented by an attorney or other representative at their own expense;
- Seek review of the hearing decision through the procedures permitted by law; and
- File a grievance or external civil-rights complaint alleging disability discrimination, harassment, or retaliation.

The School prohibits retaliation against anyone who requests an evaluation, accommodation, hearing, or grievance review or otherwise exercises rights under Section 504.

Coordinator and Additional Information

Questions, evaluation requests, and requests for the complete Section 504 Procedural Safeguards Notice should be directed to: Sandra Dahl
Director of Scholar Support Services

Section 504/Title II Coordinator, Vision Academy CS
153 Penn Boulevard
East Lansdowne, PA 19050
Telephone: 484-466-2124
Email: dahl@vacharter.org

The complete Section 504 Procedural Safeguards Notice and Section 504/Title II Grievance Procedure are available from the main office and on the School's Public Notice webpage.

Disagreements concerning identification, evaluation, placement, or educational services are addressed through the Section 504 procedural-safeguards process. Complaints alleging disability discrimination, harassment, or retaliation are addressed through the Section 504/Title II Grievance Procedure.

English Learner Identification and Language Development Program

Vision Academy Charter School provides an English Language Development program to help English Learners develop the language skills needed to communicate effectively, access grade-level instruction, and achieve academically.

Identification and Screening

The School administers a Home Language Survey to every newly enrolled scholar and follows the Pennsylvania Department of Education's current English Learner Identification Procedure.

When the Home Language Survey or other information indicates that screening is required, the School will review relevant educational records, consult with the family when appropriate, and administer the state-approved English-language-proficiency screener.

Parent or guardian permission is not required to administer the required English-language-proficiency screening. Screening will not be delayed while awaiting parental consent.

The School will complete the identification process:

- Within 30 calendar days after the beginning of the school year for scholars enrolled before the start of school; or
- Within 14 calendar days of enrollment for scholars who enroll after the school year has begun.

Parent and Guardian Notice

The School will provide parents or guardians with timely written notice of the scholar's identification as an English Learner, English-proficiency level, method of assessment, instructional program, services, and applicable parent rights.

Notices and other essential information will be provided in an understandable and uniform format and, to the extent practicable, in a language the parent or guardian understands. Interpretation or translation assistance will be provided when reasonably necessary for meaningful communication.

Program Services and Assessment

English Learners will receive appropriate English Language Development instruction and meaningful access to the School's academic programs, activities, and services. Instruction will be based on each scholar's English-proficiency level and educational needs.

English Learners will participate in the annual English-language-proficiency assessment required by Pennsylvania. Reclassification, exit, and monitoring decisions will be made using the current criteria established by the Pennsylvania Department of Education.

English Learners With Suspected Disabilities

English Learner status is not a disability. A scholar will not be identified as having a disability solely because of limited English proficiency. Evaluations will use appropriate, nondiscriminatory procedures and will distinguish language acquisition from a possible disability.

English Language Development services, MTSS, screening, or classroom interventions may not be used to delay or deny an IDEA or Section 504 evaluation when the School suspects that a scholar may have a disability. An eligible scholar may receive English Language Development services and special education or Section 504 services at the same time.

Parents and guardians may request an IDEA or Section 504 evaluation at any time. Information about Section 504 evaluation, eligibility, placement, notice, records review, and impartial-hearing rights appears in the **Section 504 Notice of Parent and Scholar Rights** in this handbook. The complete Section 504 Procedural Safeguards Notice and Section 504/Title II Grievance Procedure are available on the School's Public Notice webpage and from the main office.

Vision Academy Charter School prohibits discrimination based on race, color, national origin, language, disability, or any other characteristic protected by law. English Learners will have equitable access to academic programs, special education, interventions, extracurricular activities, and other School opportunities.

Health Screenings and Examinations

Vision Academy Charter School provides or verifies completion of all health screenings and examinations required by Pennsylvania law. These include, as applicable by grade level:

- Height, weight, and body mass index measurements;
- Vision and hearing screenings;
- Physical examinations;
- Dental examinations; and
- Scoliosis screenings.

The School nurse will maintain and publish the current grade-based schedule and notify families when a screening, examination, or related documentation is required. Parents and

guardians will be notified of results that may require further evaluation or follow-up by a healthcare provider.

Families may contact the nurse's office for the current schedule, required forms, information about examinations conducted by a private provider or the School, and any exemptions or accommodations permitted by law.

Counseling

The school counselors at Vision Academy play a vital role in supporting scholars' social and emotional well-being, both inside and outside the classroom. With their expertise and experience, school counselors address various issues that can impact scholars' success. They provide assistance in personal, vocational, and academic areas, ensuring that scholars receive the necessary support to meet their educational and social-emotional needs. The engagement and support of school counselors are facilitated through various services, including a check-in/out system, individual counseling (with or without Individualized Education Program requirements), small group instruction and support, and classroom lessons focused on developing life skills related to social-emotional and mental wellness. School counselors also contribute to implementing the schoolwide positive behavior interventions and supports (PBIS) system. In addition to their proactive efforts, school counselors are prepared to respond to crises and provide interventions. They collaborate with outside referral agencies, the Intermediate Unit, case management, and social workers as needed. Scholars who wish to meet with a school counselor individually can complete a request form available at the office, on the school's website, or from a teacher, which should be submitted to the counseling office in advance. Parents seeking to discuss their child's well-being can contact the Secretary and Administrative office to be connected with a school counselor. A formal request form is also available on the school website under counseling services. School counselors work closely with scholars and families to ensure they understand graduation requirements and course descriptions and provide guidance on specific course or level recommendations. They meet with scholars to discuss high school readiness and transition and assist families with High School registration when needed. Additionally, new Vision Academy Charter School scholars can meet with a school counselor to facilitate a smooth transition and readjustment process. The school counselors are dedicated to supporting the holistic development of scholars and are committed to their overall success.

McKinney-Vento Homelessness

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by Every Student Succeeds Act (ESSA), Vision Academy Charter School (VACS) is working to identify all of its scholars who may be experiencing homelessness.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, infestations, etc.).

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring and transportation so that they can remain in their school of origin throughout the duration of their homeless episode.

If you believe your child(ren) may qualify for this service, please contact Jennifer Hill, School Counselor and Homeless and Foster Youth Liaison, by email at hill@vacharter.org or by phone at 484-466-2124.

If your living situation changes during the school year, and you and your children become homeless, please contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.

School Lunches and Breakfasts

Vision Academy Charter School participates in the Community Eligibility Provision (CEP), a federal program that allows us to offer free breakfast and lunch to all scholars in grades K–8, regardless of household income.

- Breakfast is available daily from 7:30 AM to 7:50 AM, giving scholars a healthy start to their school day.
- Lunch and snacks are provided at designated times according to the school's master schedule.

Scholars may also choose to bring their own lunch if preferred.

Monthly menus are posted on our school website and can be accessed anytime via the following link:
Food Services – VACS Calendar & Menus (also located under 'Quick Links' in the top right-hand corner of the homepage).

Participation in CEP reflects our commitment to removing barriers to scholar success and ensuring all scholars have access to nutritious, balanced meals every school day.

Scholar Food Delivery and Outside Food Orders

To maintain a safe, secure, and focused learning environment, scholars may not independently order food or arrange for food to be delivered to the school during the instructional day. Scholars may not use personal devices or school-issued technology to place orders with restaurants, delivery services, or other outside vendors.

Parents and legal guardians should not arrange food deliveries to the school unless they have received prior approval from the school administration. The school provides free breakfast and lunch to all scholars, and scholars may bring a packed lunch from home.

Unauthorized food deliveries are prohibited because they:

- Create additional and unscheduled visitor traffic at the school;
- Present food-safety, allergy, and dietary concerns;
- Interrupt classroom instruction and scheduled activities; and
- Require school employees to receive, locate, and distribute individual orders.

Exceptions

An exception may be approved for a documented medical or dietary need that cannot be accommodated through the school's regular meal options or for another special circumstance approved by the Principal or designee.

A parent or legal guardian must request the exception in writing and receive administrative approval before arranging a delivery. All approved deliveries must be made through the school's main office and comply with the school's visitor and delivery procedures.

Policy Violations

The school may refuse an unauthorized delivery, return it to the delivery service when feasible, or hold it in the main office until dismissal. The school is not responsible for the cost, loss, condition, or disposal of unauthorized food orders.

Repeated violations may result in the loss of personal-device or school-issued technology privileges and may lead to additional disciplinary action consistent with the Scholar Code of Conduct.

Vision Academy Charter School appreciates the cooperation of scholars and families in maintaining a safe, healthy, and productive learning environment.

Transportation

Vision Academy Charter School coordinates with scholars' resident school districts to arrange transportation for eligible scholars. Transportation eligibility, routes, stops, schedules, and registration requirements are determined by the transporting school district in accordance with applicable law and district procedures.

Families should:

1. Complete any current VACS transportation survey or information form; and
2. Register with their resident school district when required.

Current forms, district instructions, and contact information are available on the School's Transportation webpage or from the main office. Families must promptly report changes to their address, telephone number, emergency contacts, or transportation needs.

Bus Behavior and Safety Expectations

Scholars must:

- Remain seated and face forward while the bus is moving;
- Enter and exit safely and respectfully;
- Use quiet and respectful voices;
- Follow the driver's instructions;
- Keep aisles clear;
- Keep hands, feet, and objects inside the bus;
- Refrain from throwing objects; and
- Refrain from eating or drinking unless authorized.

Conduct that distracts the driver or threatens the safety of passengers is prohibited.

Response to Bus Misconduct

Bus misconduct may result in parent notification, a conference, assigned seating, behavioral supports, restorative action, School discipline, or temporary restriction of transportation privileges.

Consequences are not automatic. They will be determined individually based on the nature and severity of the conduct, safety risk, scholar's age, disciplinary history, relevant circumstances, and effectiveness of prior interventions. Serious conduct may result in an immediate safety response even if the scholar has no prior bus referrals.

Before imposing a transportation restriction, the School will provide notice to the parent or guardian and an opportunity for the scholar to respond. The School will also apply all required disability, due-process, and procedural protections.

Before any extended or long-term removal from district-provided transportation, VACS will coordinate with the transporting school district and determine how the scholar will continue attending School. When transportation is required by an IEP, Section 504 Plan, or applicable law, the School will ensure that required transportation and educational services continue. Transportation will not be removed in a manner that unlawfully excludes a scholar from School or denies required services.

Multi-Tiered System of Supports (MTSS)

At Vision Academy Charter School, we are committed to ensuring the success of every scholar through a proactive and systematic approach called MTSS (Multi-Tiered System of Supports). MTSS is a school-wide framework that integrates high-quality instruction, assessment, and intervention to meet the academic and behavioral needs of all learners.

What Is MTSS?

MTSS is a data-driven, multi-level framework designed to identify scholars who need additional support early and provide targeted interventions. It includes:

- Standards-aligned, culturally responsive core instruction
- Universal screening and progress monitoring
- Tiered levels of academic and behavioral support

- Collaborative problem-solving among educators
- Active parent and family engagement

MTSS supports **all scholars**, including those who are advanced, those who need extra help, and those learning English. Teachers use ongoing data to group scholars, plan instruction, and implement strategies that best match each learner's needs.

How Does MTSS Work?

Scholars receive support through **three tiers**:

- **Tier 1**: High-quality classroom instruction for all scholars
- **Tier 2**: Small group interventions for scholars who need more support
- **Tier 3**: Intensive, individualized interventions for scholars with significant needs

Progress is closely monitored at each tier, and instruction is adjusted based on scholar response.

MTSS for English Learners

English learners (ELs) are fully supported within the MTSS framework. We provide:

- High-quality ESL instruction aligned with core content
- Differentiated supports based on English language proficiency
- Assessments such as WIDA ACCESS for ELLs and the WIDA Screener to guide instruction
- Collaboration between classroom teachers, ESL specialists, and families.

If you have questions about MTSS or how it supports your child, please contact your child's teacher or email the Supervisor of Curriculum and Instruction.

XII. MISCELLANEOUS INFORMATION

Building Access

The only entrance to the school after the morning bell will be the main door at the front of the administration building by the school office. This is to better ensure the safety of all scholars during the day. All visitors and parents must sign-in in the main office when coming to the school.

School Visitor Policy

The Vision Academy Charter School encourages all parent(s)/ guardian(s) to visit our school facilities in accordance with reasonable procedures that have been established to ensure that such visits do not disrupt the educational environment or endanger the safety of scholars or staff.

We believe that parent(s)/guardian(s) who have scholars attending our school have a special responsibility to keep themselves informed about the day-to-day operations. The administrators shall encourage parents and guardians to visit the school and shall promote a spirit of mutual cooperation between home and school that will benefit scholars. Additionally, we shall make an effort to ensure that parent(s)/guardian(s) of school scholars are aware of the school visitor policy and procedure and that you have a pleasant experience.

Because the safety of our scholars (your children) and employees are a top priority, all visitors during regular school hours, including parents, must sign in at the reception window, leave a picture ID with office personnel, and obtain a visitor's badge/pass. Visitors are not allowed to be inside the school without a visitor's pass at any time, which includes dropping off and picking up scholars. Anyone without a pass will be directed to the office to obtain one. We ask that you follow our procedure with courteous behavior. Failure to comply will result in the administration taking your behavior as a serious safety incident. We will not tolerate anyone jeopardizing our security plan.

A school visitor shall not be permitted to interrupt classroom instruction to speak with a staff member or his/her child unless the school administrator grants permission because there is an emergency. A school visitor shall not be permitted to visit any scholar who is not his/her child, unless permission for such a visit is granted in advance by that scholar's parent/guardian.

Except for persons attending scheduled school programs, all persons who visit VACS, during the school day, shall report to the school office upon arrival, sign in, announce the nature and purpose of the visit and obtain a visitor pass before proceeding to their destination.

School Visitor Responsibilities

1. All Visitors must be scanned by a School Safety Officer and must report to the school office when entering the building during the school day, except when attending scheduled school programs that occur during the regular school day. It is school policy that all visitors to the school must sign in at the front office - no exceptions.

2. The Visitor will then inform the school secretary of the staff member or scholar he or she wishes to see and ask the school secretary if that person is available. Regular school volunteers need only to complete the visitor logbook.
3. The following information in the visitor logbook:
   A. Name and address
   B. Whether he or she is a parent/guardian of a child attending the school
   C. Name of the person/classroom he/she is visiting
   D. Purpose of the visit
   E. Time of arrival
4. Your valid government ID will be collected and returned to you when you exit. I.e. driver's license, permit, US Army Id.
5. You must then write your name on a visitor badge, affix the visitor badge onto your shirt or jacket and you will be escorted to the location or person to be seen.
6. Visitor must report to the school office after concluding the visit to:
   A. Record his/her time of departure
   B. Discard his/her visitor badge

All visitors and volunteers must wear their name badges in plain sight at all times while on school grounds or at school-related events or activities. Visitors will not, however, be asked to check in and out using this system during large evening meetings, school plays, programs, athletic events, etc.

Administrator Responsibilities

1. Maintain a visitor log book that is available at all times during the school day in the school office
2. Enforce the school visitor policy and monitor the whereabouts of school visitors
3. Provide temporary and permanent visitor passes for all persons who visit the school building
4. Require all visitors, including persons seeking the preferential treatment afforded parents under this policy, to properly identify themselves.
5. Retain complete authority to exclude from the school premises any person(s) whom he/she has reason to believe may disrupt educational programs in the classroom or school, may disturb the teacher(s) or child(ren) on the premises or whom the principal believes are on the premises for the purpose of committing an illegal act.

Administrator's Authority

Adults and minors over 16 years of age who enter a school campus and fail to adhere to the posted "Visitor's Policy" or who defy the principal/designee's authority may be reported to the appropriate police agency and may be subject to criminal charges under the Pennsylvania Crimes Code.

CLASSROOM OBSERVATION PROCEDURES

At our school, parent/guardian classroom observations are subject to specific procedures to ensure a conducive learning environment. To observe their child's classroom during a session, parents/guardians must obtain advance permission from the administrators. Upon receiving a request, the administrators will consult with the respective teacher and schedule the visit within one week.

During classroom observations, it is crucial for parents/guardians to respect the ongoing class activities and avoid interrupting the scholars or the teacher. If there are questions or a need to discuss matters with the teacher, arrangements for a separate conference should be made by contacting the teacher at a later time for an appointment.

To maintain an optimal learning environment for scholars, the administrators have the discretion to limit the number of visitors allowed in a classroom at any given time. They may also determine a reasonable duration for the observation period to minimize disruption to the educational process.

To ensure a focused learning atmosphere, parents/guardians are kindly requested to avoid bringing small children who may cause distractions during the observation. However, when appropriate, active participation in classroom activities is encouraged.

During the observation, it is important for observers to refrain from engaging in conversations with other visitors, as this can distract both the scholars and the teacher from their educational objectives.

Lastly, parents/guardians are welcome to exit the classroom quietly at any time during the observation period. We appreciate your adherence to these procedures and your cooperation in creating an optimal learning environment for all scholars.

Parent Volunteers

The school encourages parents to volunteer and participate in Vision Academy Parent Partners (VAPP) committees. The purpose of Vision Academy Parent Partners (VAPP) is to work in partnership with the administration, teachers, and parents for the continuous improvement of the Vision Academy Charter School Community. The VAPP develops an annual partnership and parent engagement plan to ensure a welcoming school climate and to conduct engagement activities linked to academic and behavioral goals for scholars in our School Improvement Plan.

Studies show that parental involvement in a child's education is one of the most critical factors in raising scholar self-esteem and academic achievement. Moreover, most experts agree that parental involvement should go beyond attendance at teacher conferences and open houses. Therefore, the school has many opportunities to assist our teachers, scholars, and staff.

Volunteer Rules

Volunteers must sign in and out in the main office, and get a volunteer pass, which must be worn at all times.

CONFIDENTIALITY must be kept. Please do not repeat anything you hear regarding scholars while volunteering at school. You should never discuss a scholar's grades, progress, or what goes on in the classroom with anyone except the staff. We need to remember that our children have a right to privacy.

If you sign up for a regular time with a specific teacher, we look forward to you being consistent with your attendance. The children look forward to you being with them, and the teachers plan your visiting time into their schedules. We hope you will not be absent, but please call the teacher or the main office if you must.

Discipline should be left to the staff and administrators. If you are experiencing a problem with a scholar, please consult the teacher. We expect our children to behave according to our Code of Conduct and all adults to be models of the Code of Conduct.

When volunteering, please dress comfortably. Please remember that when you are in school, you are also a role model.

Below is a list of sample jobs that may be filled by parents, family members, or other community members.

Sample Volunteer Jobs

- Arrange for curriculum-related speakers, exhibits, and demonstrations.
- Assist in coaching a sport after school.
- Bring in refreshments for special events.
- Chaperone a field trip or event.
- Help during Lunch/Recess duty
- Help Hosting a Family Literacy Night
- Help Hosting a Family Math Night
- Help Hosting a Family STEM Night
- Help Hosting a Scholastic Book Fair
- Help host a Taste of the World
- Help in a classroom.
- Help Organize a Thanksgiving Celebration Staff Dinner
- Join a school committee of Vision Academy Parent Partners (VAPP).
- Make copies for teachers
- Organize or participate in a special event.
- Plan an Author Visit
- Plan or assist with annual fundraising activities
- Prepare flyers, and write news releases for events for VAPP events
- Research and Coordinate Culture Programs
- Share a talent, interest, or hobby.
- Start and/or Lead a school club.
- Translate notices, letters, and forms into another language.
- Work at the office reception desk
- Volunteer as a School Picture Day Helper

- Help organize Culture Day/Night
- Participate in Career Day activities
- Volunteer for Informational meetings for parents
- Help prepare assemblies
- Update Parent Bulletin board
- Homework Helpers
- Computer Helpers

Clearance Policy For Volunteers

To ensure the safety of our scholars, Vision Academy Charter School ("Charter School") has instituted a policy regarding volunteers, which follows Act 15 of 2015 (the Act). Volunteers, who have "direct volunteer contact," with children at a school, meaning, the care, supervision, guidance, or control of children and routine interaction with children, must have background checks. "Routine interaction" is defined in the Act as "regular and repeated contact that is integral to a person's employment or volunteer responsibilities."

Volunteers must obtain the following certifications:

- Pennsylvania State Police Request for Criminal Records Check
- Department of Human Services Child Abuse History Clearance
- Federal Criminal History Record Information (CHRI)

A fingerprint based federal criminal history (FBI) submitted through the Pennsylvania State Police or its authorized agent is not required as long as: (1) the position the volunteer is applying for is an unpaid position; and (2) the volunteer has been a resident of the Commonwealth of Pennsylvania for the entirety of the previous ten (10) years. Volunteers who are not required to obtain the FBI certification for these reasons must swear or affirm, in writing, that they are not disqualified from service based upon a conviction of an offense under Section 6344.

If a volunteer has not been a resident of Pennsylvania for the previous ten (10) years, but obtained their FBI certification at any time since establishing residency, they must provide a copy of the certification to the person responsible for the selection of volunteers. They are not required to obtain any additional FBI certifications.

If a volunteer has not been a resident of Pennsylvania for the previous ten (10) years, and has not obtained their FBI certification, they must obtain that certification.

Volunteers required to obtain clearances include persons who are responsible for the child's welfare or who wish to visit the school regularly to serve as volunteers and to provide for the care, supervision, guidance or control of children. All Clearance Required Volunteers should obtain their clearances and the Charter School will reimburse the cost of clearances if such clearances are obtained solely to be used at the Charter School and after the volunteer completes ten (10) volunteering days. All Clearance Required Volunteers must obtain the required certification every sixty (60) months from the date of the individual's most recent certification. Copies of all clearances should be provided to the Charter School.

Examples of volunteer situations requiring clearances include, but are not limited to:

- Homeroom parents
- Working with small group of scholars or individual scholars
- Driving a team/group to an activity
- Assisting in a classroom
- Recess and library volunteers
- Volunteer coaches and club advisors

Volunteers not required to obtain clearances include visitors who are not responsible for a child's welfare or are visiting the school irregularly and not providing for the care, supervision, guidance, or control of children. Although occasional visitors are not required to complete the clearances, they should continue to comply with building security policies such as signing in before entering the building.

Examples of situations in which volunteers typically would not need clearances include, but are not limited to:

- Attending a classroom presentation or party
- Attending a school-sponsored event
- Back-to-School nights
- Parent/Teacher Conferences
- Parent guest readers
- Halloween parades
- Collecting tickets to sporting events
- Working concession stands
- Chaperones for field trips and dances (so long as not routine or responsible for the child's welfare)
- Participating in "Career Day"

Fundraising

The Principal and Business Administrator must approve all fundraising projects. Tickets or articles of any kind, other than those associated with school-sponsored activities, are not to be sold on school property by scholars or outside organizations.

Scholar Freedom of Expression, Signs, and Materials

Scholars have the right to express their views through speech, writing, publications, signs, posters, buttons, armbands, meetings, and other lawful forms of communication.

Scholar expression may be restricted only when it:

- Materially and substantially disrupts the educational process;
- Threatens serious harm to the School or community;
- Encourages unlawful activity;
- Violates another person's rights;
- Is obscene, defamatory, or otherwise unlawful; or

- Violates reasonable, content-neutral rules governing the time, place, and manner of expression.

Expression may not be restricted solely because it criticizes the School or its administration or presents an unpopular viewpoint.

Signs, Posters, and Distributed Materials

Before displaying, posting, or distributing signs, posters, banners, handbills, or similar materials on School property, a scholar must submit a copy to the Principal or designee. The materials must identify the scholar or at least one responsible member of the sponsoring scholar group.

The Principal or designee will ordinarily approve or deny the request within two school days. Approval will not be withheld based solely on disagreement with the viewpoint expressed. If approval is denied, the scholar will be informed of the reason and may ask the CEO or designee to review the decision.

The School may:

- Designate bulletin boards and other locations for scholar materials;
- Require materials to include an approval date and removal date;
- Remove materials after a reasonable posting period;
- Establish reasonable distribution times and locations;
- Protect entrances, hallways, instruction, safety, and the orderly movement of people; and
- Prohibit materials that fall within the restricted categories identified above.

Reasonable time, place, and manner rules will be applied consistently and will provide scholars with a meaningful opportunity to communicate with other scholars. Scholars remain responsible for the content of materials they create, post, or distribute.

Flag Salute and Pledge of Allegiance

Scholars may decline to recite the Pledge of Allegiance or salute the flag based on personal belief or religious conviction. A scholar will not be disciplined or subjected to adverse treatment for respectfully declining to participate.

Scholars who decline to participate must remain respectful and may not disrupt the activity or interfere with the rights of scholars who choose to participate. Likewise, participating scholars must respect the rights of those who decline.

This policy will be administered in accordance with 22 Pa. Code § 12.10.

Personal Electronic Devices Policy

To maintain a safe, respectful, and distraction-free learning environment, scholars may not use personal electronic devices during the school day unless specifically authorized by a staff member for an educational, medical, or emergency purpose.

Personal electronic devices include, but are not limited to:

- Cell phones and smartphones;

- Smartwatches and wearable communication devices;
- Headphones, earbuds, and portable speakers;
- Cameras and audio or video recording devices;
- Tablets, gaming devices, and personal computers; and
- Any other device capable of communication, recording, internet access, or entertainment.

Storage and Use

Personal electronic devices must be turned off or placed in silent mode and stored securely in the scholar's backpack or another location designated by the School. Devices may not be visible or used during classes, transitions, lunch, recess, assemblies, or other school activities without staff authorization.

Scholars may not use personal devices to photograph, record, or distribute images, audio, or video of another person without authorization. Devices may not be used for cyberbullying, harassment, academic dishonesty, unauthorized food orders, or any conduct prohibited by the Scholar Code of Conduct.

Parents and guardians who need to contact their child during the school day should call the main office. Scholars who need to contact a parent or guardian may request permission to use the main office telephone or another method approved by a staff member.

Confiscation and Progressive Consequences

A staff member may confiscate a personal electronic device that is visible, used without authorization, disruptive, or otherwise in violation of this policy. The parent or guardian will be notified by telephone, email, or another school-approved communication method.

The following progressive consequences generally apply:

- **First violation:** The device will be confiscated and returned to the scholar at the end of the school day.
- **Second violation:** The device will be held until Friday and must be picked up by a parent or guardian from the main office at or after 1:30 p.m.
- **Third and subsequent violations:** A parent or guardian must pick up the device. The scholar may also lose permission to bring personal electronic devices to school for a period determined by the administration, which may extend through the remainder of the school year.

The administration may impose a more serious or immediate consequence based on the nature of the violation, including conduct involving threats, harassment, unauthorized recording, academic dishonesty, unlawful activity, or a risk to school safety. Additional disciplinary action may be imposed in accordance with the Scholar Code of Conduct.

Return and Responsibility for Devices

The scholar and parent or guardian are responsible for retrieving a confiscated device at the appropriate time. The School is not responsible for the loss, theft, or damage of personal

electronic devices brought onto school property, including devices held as a result of a policy violation, except as otherwise required by law.

Items that are illegal, present a safety concern, or may constitute evidence of unlawful conduct will not be returned directly to the scholar and may be turned over to the appropriate authorities.

School-Issued Technology

This policy applies to personally owned electronic devices. School-issued technology, including Chromebooks, is governed by the School's **Technology Use and Care Policy** and applicable Technology Use and Care Agreement.

Technology Use and Care Policy

Vision Academy Charter School provides technology resources—including Chromebooks, internet access, educational software, school-issued accounts, email, computer networks, and digital learning platforms—to support teaching and scholar achievement. Scholars must use all school technology responsibly, safely, ethically, legally, and only for authorized educational purposes.

1:1 Chromebook Program

Vision Academy Charter School operates a 1:1 Chromebook program. Chromebooks and all related accessories remain the property of the School and are issued to scholars for educational use. Scholars are responsible for properly using, securing, and caring for all equipment assigned to them.

Scholar Responsibilities

Scholars must:

- Use only their assigned school accounts and login credentials;
- Accept responsibility for all activity conducted through their assigned accounts;
- Keep passwords confidential and immediately notify a staff member if an account may have been compromised;
- Bring their Chromebook to school fully charged each day, when applicable;
- Practice responsible digital citizenship and follow generally accepted rules of online etiquette;
- Communicate respectfully and use school-appropriate language;
- Respect the privacy, work, files, and communications of others;
- Follow staff instructions regarding technology and internet use;
- Use internet resources for assigned educational activities and other purposes authorized by a staff member;
- Keep their Chromebook and accessories clean, secure, and in good working condition;
- Promptly report technical problems, inappropriate content, suspicious activity, loss, theft, or damage to a teacher, administrator, or the Information Technology Department;

- Ask a teacher or technology staff member for assistance when unsure whether an activity is permitted; and
- Return all school-issued equipment, including the Chromebook, charger, case, and other accessories, when requested, upon withdrawal or graduation, or at the end of the school year.

Prohibited Activities

Scholars may not:

- Share passwords, allow another person to use their account, or use another person's account;
- Attempt to gain unauthorized access to any device, account, network, file, system, or service;
- View, change, copy, move, or delete files belonging to another person without authorization;
- Damage, alter, deface, misuse, or tamper with school-owned equipment, software, networks, or systems;
- Remove or alter asset tags, identification labels, or security markings;
- Install unauthorized software, applications, games, or browser extensions;
- Attempt to disable, avoid, or bypass security settings, internet filters, device-management controls, or monitoring systems;
- Introduce viruses, malware, or other harmful programs or attempt to disrupt a device or network;
- Access, create, store, display, transmit, or distribute inappropriate, unlawful, threatening, discriminatory, obscene, sexually explicit, or otherwise school-inappropriate material;
- Use profanity, abusive language, or communications that may reasonably be considered threatening, harassing, discriminatory, or seriously offensive;
- Forward, repost, publish, record, or distribute another person's private communication, image, audio, video, or personal information without authorization or consent;
- Infringe copyrights, trademarks, software licenses, or other intellectual-property rights;
- Plagiarize or represent another person's work, including AI-generated content, as their own;
- Use school email or accounts to register for unauthorized websites, applications, subscriptions, or services;
- Send unauthorized emails, messages, mass communications, advertisements, or spam;
- Use school technology for financial gain, commercial activity, unauthorized purchases, political campaigning, gambling, or any illegal or noneducational purpose;
- Engage in cyberbullying, harassment, threats, impersonation, academic dishonesty, or conduct that violates the Scholar Code of Conduct; or

- Use technology in any manner that disrupts instruction, compromises system or network security, violates another person's rights, or interferes with another person's use of school resources.

Internet Safety, Filtering, and Monitoring

Internet activity conducted through school networks, school-issued accounts, or school-owned devices is subject to filtering, supervision, and monitoring. The School currently uses GoGuardian and may use other content-filtering, device-management, and monitoring tools to promote scholar safety and ensure compliance with school policies.

The School may inspect school-owned devices and review files, communications, email, browsing activity, installed applications, and other usage records when necessary to protect scholar safety, maintain system security, investigate suspected misconduct, or ensure compliance with school policies.

Scholars should not expect privacy when using school-owned devices, accounts, networks, email, or other technology resources, except as otherwise provided by law. The School will handle information obtained through monitoring in accordance with applicable privacy requirements and school policies.

Although the School uses reasonable filtering and monitoring measures, it cannot guarantee that all inappropriate or objectionable content will be blocked. Scholars who inadvertently access inappropriate material must immediately close it and report it to a staff member. Scholars will not be disciplined for accidental access when it is promptly reported and was not intentionally sought or shared.

Loss, Theft, Damage, and Financial Responsibility

Scholars must take reasonable precautions to protect school-issued technology from loss, theft, or damage. Lost or stolen equipment must be reported to the School immediately.

Parents or guardians may be held financially responsible for the repair or replacement of equipment that is lost, not returned, intentionally damaged, or damaged through misuse or negligence. Families will not be charged for ordinary wear and tear or equipment failure resulting from appropriate use.

Repair and replacement charges will be determined according to the School's current Technology Use and Care Agreement and fee schedule. The School may revise these fees periodically to reflect actual repair and replacement costs.

Disciplinary Consequences

Violations of this policy may result in one or more of the following:

- Temporary or permanent restriction or loss of technology privileges;
- Restricted access to websites, applications, accounts, email, or other digital resources;
- Confiscation of a device;
- Parent or guardian notification;

- Financial responsibility for repair or replacement costs;
- Disciplinary action consistent with the Scholar Code of Conduct; or
- Referral to law enforcement when required or appropriate.

Consequences will be based on the nature, severity, and frequency of the violation. Restriction of technology privileges will be administered in a manner that does not prevent a scholar from receiving required instruction or services.

Parent and Guardian Responsibilities

Parents and guardians are important partners in promoting safe and responsible technology use. Families are encouraged to supervise their child's online activity outside of school, discuss appropriate digital behavior, protect the confidentiality of school-issued accounts, and reinforce the expectations contained in this policy.

Parents and guardians must promptly notify the School if a device is lost, stolen, damaged, or experiencing technical problems. They must also ensure that school-issued equipment and accessories are returned when requested.

Annual Acknowledgment

Scholars and their parents or guardians must review and sign the Vision Academy Charter School Technology Use and Care Agreement annually. By signing the agreement, families acknowledge that they understand the rules governing school technology, the responsibilities associated with receiving school-issued equipment, and any potential financial obligations arising from loss, nonreturn, misuse, or damage.

Complete Technology Use and Care Agreement

The complete Technology Use and Care Agreement—including Chromebook procedures, acceptable-use requirements, repair procedures, applicable fees, replacement costs, and additional user responsibilities—is incorporated into this handbook by reference. The current agreement is available on the School's website and from the main office.

Acceptable Use of School Technology and Networks

Vision Academy Charter School's computers, networks, internet access, school-issued accounts, email, software, and digital learning platforms are provided to support teaching and learning. Scholars must use these resources responsibly, safely, ethically, legally, and only for authorized educational purposes.

Scholars may not:

- Share passwords, use another person's account, or attempt to gain unauthorized access to any device, account, file, system, or network;
- Damage or alter school hardware, software, files, security settings, filters, or monitoring systems;
- Access, create, transmit, or distribute inappropriate, unlawful, threatening, discriminatory, obscene, or sexually explicit content;

- Use profane, abusive, harassing, or seriously offensive language;
- Forward or publish another person's private communication, image, recording, or personal information without authorization;
- Violate copyright, software-license, privacy, or intellectual-property requirements;
- Use school technology for commercial activity, financial gain, unauthorized purchases, political campaigning, gambling, or illegal purposes; or
- Engage in cyberbullying, academic dishonesty, network disruption, or conduct prohibited by the Scholar Code of Conduct.

All use of school networks, accounts, and school-owned devices is subject to filtering, supervision, and monitoring. Scholars should not expect privacy when using school technology resources, except as otherwise provided by law.

Violations may result in restricted or revoked technology privileges, parent or guardian notification, financial responsibility for damage, disciplinary action under the Scholar Code of Conduct, or referral to law enforcement when appropriate.

This section must be read together with the School's **Technology Use and Care Policy** and annual **Technology Use and Care Agreement**, which contain the complete requirements governing Chromebooks, accounts, internet use, monitoring, device care, repair and replacement charges, and user responsibilities.

Backpacks

For safety and to keep hallways and classrooms clear, scholars may not carry backpacks throughout the building during the school day. Backpacks must remain in the scholar's homeroom in the designated storage area unless a staff member authorizes otherwise.

Lost and Found

There will be a lost and found area. If you find books, clothing or personal items on the school grounds, please bring these items to the office. If you lose something, check the lost and found. Every month unclaimed lost items will be sent to a charity and the school is no longer responsible for the missing items. The lost and found box can be checked before or after school only. A staff member and the main office will be responsible for lost and found.

Labeling all removable clothing and items scholars bring to school will eliminate much of this problem and prevent your having to replace expensive belongings. Indelible markers meant for labeling clothing are available at local stores.

Withdrawals and Transfers

Parents or guardians should notify the main office of a withdrawal or transfer by emailing secretary@vacharter.org or contacting the School directly. The School will provide a Withdrawal Form and reasonable assistance with the process.

Withdrawal and transfer records will be processed promptly and will not be delayed because of an incomplete local form, unpaid balance, or unreturned School property.

Families remain responsible for returning School-owned books, Chromebooks, chargers, and other property. The School may pursue the lawful recovery or replacement cost of unreturned or damaged property separately from the withdrawal and records-transfer process.

Parent-Teacher Communication

Parents are advised to contact the classroom teacher directly should a concern or issue arise, in the belief that most problems are best solved by those directly involved. A simple phone call is enough to clarify or resolve most matters. If a concern is not addressed to everyone's satisfaction, the Supervisor of Curriculum and Instruction (harriott@vacharter.org), Director of Scholar Support Services (dahl@vacharter.org) or Principal (coll@vacharter.org) will provide further assistance. The staff welcomes your input and feels strongly that education is a team effort.

Voluntary Home Visit Program

Vision Academy Charter School offers voluntary home visits to strengthen communication and collaboration between families and School staff. Visits may provide an informal opportunity to discuss a scholar's strengths, interests, progress, needs, and available supports.

Home visits:

- Require the family's advance agreement;
- Will be scheduled for a mutually convenient date and time;
- May be declined or canceled without consequence; and
- Will not affect enrollment, grades, services, activities, or the family's relationship with the School.

Families who prefer not to participate may request a conference at School, by telephone, or through a virtual meeting. Information shared during a visit or conference will be handled in accordance with applicable scholar-record and confidentiality requirements.

The School hopes to offer each family an opportunity to participate during the elementary years, subject to staff availability. Participation is never required.

Forms and Permission Slips

The School provides families with required forms and optional permission slips throughout the year. Required health, safety, emergency-contact, and enrollment-related forms should be returned by the stated deadline.

Permission for optional activities, programs, photographs, media use, or other opportunities is voluntary. Declining an optional activity or permission request will not affect the scholar's enrollment or access to required educational services. Families may request assistance, translation, or an accessible format when completing School forms.

SCHOLAR CONDUCT CONTRACT

As members of the VACS community, we anticipate that all scholars will not only accept their rights as members of our school community, but also their responsibilities to other members of that community. We ask each of you to carefully read over and sign the scholar contract on this page and, as the school year unfolds, do your best to behave in ways that will enhance your own and others' ability to learn.

Scholar Contract (MUST BE RETURNED TO HOMEROOM TEACHER)

As a scholar of VACS, I will do my best to do the following:

1. I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
2. I will speak to others respectfully, not using profanity or uncomplimentary names.
3. I will show respect for all people working or helping in the school.
4. I will show careful regard for both my property and the property of others.
5. I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
6. I will attend school regularly.
7. I will be in class on time with all necessary materials.
8. I will make good use of class time and complete and turn in assignments on time.
9. I understand that I must make up assignments I missed because of an absence.
10. I will remain on campus during school time, including the lunch period. I will not leave the school grounds without the permission of the Principal or designee.
11. I will do my best in my schoolwork, and I will let others do their best.
12. I will ask for help if I do not understand.
13. I will not bring any contraband items to school.
14. I will help keep the school building and grounds clean and tidy.
15. I will walk in the halls.
16. I will not eat or drink in classrooms, and in the hallways
17. I will follow the dress code and arrive at school in my uniform.
18. I will not participate in any behavior banned by the school.
19. I agree to follow all requirements of the VACS Scholar Handbook.
20. I agree to follow the VACS Code of Civility.
21. I agree to follow the Scholar Code of Conduct.

Please list the names and grade levels of all scholars enrolled at Vision Academy Charter School below.

1. Child's Name:_____ Grade:_____
2. Child's Name:_____ Grade:_____
3. Child's Name:_____ Grade:_____
4. Child's Name:_____ Grade:_____

Parent's Name:_____ Relationship to the Child:_____

Signature:_____ Date:_____

COMMITMENT PLEDGE SIGNED PARENTS (GUARDIANS)

Attendance

- We believe that our child's attendance and timeliness are vitally important to his/her success in school.
- We will make sure that our child has a safe and reliable means of transportation to and from school each day.
- We are fully committed to ensuring that our child attends School throughout the entire scheduled school year.
- We will not plan for family vacations or other extended absences to occur during school time.
- We will make certain that our child attends school every day, except in cases of illness or another legitimate reason.
- We will telephone the school prior to 9:00 am on the day of any absence to report why the child is out.
- We will not schedule routine doctor and dentist appointments during the school day.
- Consulting the Vision Academy calendar, we will try to schedule appointments on days or at times when school is not in session; or if such an appointment becomes absolutely necessary during school hours, we will return the child to school after the appointment.
- We will provide absence documentation in accordance with the Attendance Policy and will communicate with the School when documentation is difficult to obtain.
- We will ensure that our child arrives at school on time and will work with the School to address repeated lateness through the supportive interventions outlined in the Attendance Policy.
- We understand that excessive absences may affect our child's academic progress and may be considered as one factor in an individualized promotion or retention decision under the School's Promotion and Retention Policy.

Uniform

- Our child will wear the Vision Academy uniform to school each day.
- We understand that uniform violations may result in a parent notification, use of a school-provided replacement garment, and other nonexclusionary consequences under the Uniform Policy.

Homework

- We understand that our child will have homework most school nights, as described in the Homework Guidelines.
- We understand that regular homework completion is one of the keys to academic success.
- We understand that it is our responsibility to see that homework is completed. We will check our child's homework each night to ensure that it is complete, accurate and neat.

- We will provide a quiet, undisturbed time and space for the work to be completed.
- We understand there will be a series of consequences for my child if homework is not completed, which may include parent contact, a homework support plan, an effect on grades, or other consequences consistent with this handbook.

Parent Conferences and Report Cards

- We understand that report cards and parent-teacher conferences are important for monitoring our child's academic growth, strengths, and areas for improvement.
- We will review our child's report card through PowerSchool and participate in parent-teacher conferences to discuss their academic progress.

Vision Academy Parent Partners (VAPP)

- We will actively engage in Vision Academy Parent Partners (VAPP) by attending its activities, events, and workshops, and by participating in the annual elections of parent representatives to the Board and VAPP committees.

Discipline

- We have read, understand, and support the Vision Academy Scholar Code of Conduct, including its expectations, supports, rewards, and consequences.
- We understand that the School will notify a parent or guardian before assigning an after-school detention and will consider transportation, disability-related needs, and other relevant circumstances.
- We understand that disciplinary consequences will be individualized and administered in accordance with applicable due-process and disability protections.
- We understand that the School may offer a reentry conference or voluntary restorative activity following a suspension. However, a scholar's return to instruction will not be delayed because a parent cannot attend a conference.

Promotion Policy

- We understand that promotion and retention decisions are made individually under the School's Promotion and Retention Policy. Course performance is one factor considered and does not automatically result in retention.

Parent – School Communication

- We agree to support our child's academic work by communicating regularly with my child's teachers.
- We will attend conferences to help our child succeed academically
- Each week we agree to check and sign our child's green folder containing important communications from the school.
- We also agree to post the monthly calendar so we are aware of events at school.
- We understand that we are not required to sign this covenant as a term of our child's admission to Vision Academy CS, but do so voluntarily because we believe that Vision

Academy is a partnership between parents and educators in creating the best possible education for our child.

- We agree to adhere to all policies and procedures outlined in the school Code of Conduct and pledge to uphold the Code of Civility.

Please list the names and grade levels of all scholars enrolled at Vision Academy Charter School below.

1. Child's Name:_____Grade:_____
2. Child's Name:_____Grade:_____
3. Child's Name:_____Grade:_____
4. Child's Name:_____Grade:_____

Parent's Name:_____Relationship to the Child:_____

Signature:_____Date:_____

SCHOLAR PHOTOGRAPH/VIDEO AND WORK PRODUCT RELEASE

By signing below, I consent to (opt in to) the School's use of photographs, video recordings, and work samples of the scholar(s) listed below in School publications, on the School website and official social-media accounts, and in media coverage of School-sponsored activities, as described in the Directory Information and Opt-Out section of this handbook. If this form is not signed and returned to the main office within 14 calendar days after receiving this handbook (or, for a scholar enrolling later in the year, within 14 calendar days after enrollment), the scholar will be considered opted in. A parent or guardian who does not want this information used must submit a written opt-out request to the main office, as described in the Directory Information and Opt-Out section.

Please list the names and grade levels of all scholars enrolled at Vision Academy Charter School below.

1. Child's Name:_____Grade:_____
2. Child's Name:_____Grade:_____
3. Child's Name:_____Grade:_____
4. Child's Name:_____Grade:_____

Parent's Name:_____Relationship to the Child:_____

Signature:_____Date:_____