

Impact Charter School West

Student & Family Handbook

2026-2027

Our Mission

Impact Charter School West provides a comprehensive educational program that empowers global citizens to become academically, socially and emotionally prepared to make a positive impact in their local and global communities. Our program focuses on world cultures, Spanish language instruction, and participation in service-learning projects.

Our Vision

Our students understand the value of contributing to the world in meaningful ways. They are global citizens who recognize their potential, maintain a sense of purpose, and use their individual and collective power to make a positive IMPACT

Global Citizenship

Our Global Citizenship curriculum is guided by Oxfam's definition of Global Citizenship: A global citizen is someone who is aware of and understands the wider world - and their role in it.

Our students are guided by our Global Citizenship values:

As Global Citizens at ICS West we value Community, Empathy, Responsibility and Persistence.

Ciudadanos Global en ICS West valoran Comunidad, Empatía, Responsabilidad y Persistencia.

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2026-27 ICS West School Calendar

Arrival - 9:00-9:15am Dismissal - 4:00-4:15pm
1:30pm Dismissal Every Wednesday

<table><tr><th colspan="7">AUGUST 2026</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table>	AUGUST 2026							S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						10-14: New Staff/Position PD 17-21: All Staff PD 24: First Day for 1st-8th Grades 26: 1st Early Dismissal Wednesday 27: First Day K: 1st half (ONLY) 28: First Day K: 2nd half (ONLY) <i>Kinder assigned by last name</i>	<table><tr><th colspan="7">FEBRUARY 2027</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	FEBRUARY 2027							S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28							15: Presidents Day, School Closed
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School Contact Information

- This directory is subject to change. Please refer to our school website for edits and additions.
- Email is the preferred form of communication for school employees other than classroom teachers. Please contact teachers using Class Dojo.
- The school phone number is **215-724-5600**.

***Email addresses end with @icswest.org**

Contact	Name	Email*
CEO	Dana Twyman	danat
Principal K-4	Shannon Creamer	shannonc
Principal 5-8	Dr. Ernest Patrick	epatrick
Special Education Supervisor	Susan Steinmetz	susanst
Director of Climate & Culture	Suzette Bennett	suzetteb
Attendance	Breiyana Pointer	attendance
Enrollment	Patricia Gadson-Sullivan	enrollment
Transportation	Susan McAllister	transportation
School Counselor of K-2	Tineya Cotte	tineyac
School Counselor of 3-5	Ralph Kyser	ralphk
School Counselor of 6-8	Andrew Ockenden	andrewo
Enrichment & After School Programs	Parrish Polen	parrishp

Board of Trustees 2026-2027

The Impact Charter School West Board of Trustees is the school's governing body and has the authority to make decisions regarding the operation of ICS West, including budgeting, curriculum planning, facilities management, and employment, all in the service of fulfilling the ICS West mission.

Members

Board President & Treasurer: Gloria Shabazz	Vice-President: Dyana Reid
Secretary: Jahlee Hatchett	Board Member: Ceciley Bradford-Jones
Board Member: Khadiya Blanks	Board Member: Voffee Jabateh

Meetings

Families, ICS West staff, community members, and the general public are welcome to attend any board meeting. There is a public comment period scheduled at each meeting. Meetings begin promptly at 6pm. Please plan to arrive by 5:55pm.

July 30, 2026	February 4, 2027
September 3, 2026	March 4, 2027
October 1, 2026	April 1, 2027
November 5, 2026	May 6, 2027
December 3, 2026	June 3, 2027

Minutes

Board meeting minutes are posted to our website after they are approved. Find notes under the "About: Board of Trustees" section.

Uniform Policy

Students who arrive at school out of uniform will be sent to a staff member to change or call home for a change of clothing to be provided.

Logos	• ICSW logos are optional, however, no non-ICS West logos are permitted on any clothing.
Bottoms: Navy	• Navy trousers, slacks, or capris - worn at the waist • Solid navy jumpers, dresses, skorts, skirts and shorts – no shorter than 3 inches above the knee • No jeans or jeggings, no exercise or legging-like pants
Tops: Red	• Red, solid, collared shirt, long- or short-sleeve. • Solid-colored shirt may be worn underneath polo shirt for warmth • Solid navy sweater, pullover, sweatshirt, or vest may be worn inside the building • No tube tops or spaghetti-straps
Socks	• Socks, tights or leggings underneath skirts or shorts may be worn and may be any color or design
Shoes	• Closed-toe shoes, sneakers or boots - toes and heels must be covered • No sandals or high heels
Physical Education Gym	• Solid navy sweatpants or yoga pants may be worn all day • Shorts or pants must be worn under skirt/jumper • Solid red t-shirt may be worn under polo shirt • Athletic shoes/sneakers only • ICSW t-shirts and sweatpants can be purchased through the school store.
Accessories	• Earrings allowed - no more than 1 inch in length • No hats may be worn in the building • Purses, small backpacks and fanny packs are not allowed to be worn in the building • No accessories allowed that cause a potential safety risk • Accessories that do not meet the dress code must be kept in lockers during the school day
Field Trips	• Students must remain in dress code for all trips unless otherwise indicated by the teacher due to the nature of field trip
Dress Down Days	• Jumpers, dresses, skorts, skirts and shorts – no shorter than 3 inches above the knee • No ripped or intentionally-distressed pants • No tube tops or spaghetti-straps • No offensive logos, symbols or language • If the clothing is inappropriate the student will call home for a change of clothing and may lose future dress down privileges.

Arrival & Dismissal

Arrival

- The regular school day runs from 9:00am-4:00pm, and 9:00am-1:30pm on Early Dismissal Wednesdays.
- Students should arrive at school between 9:00-9:15am and enter through Grays Lane lot (K-1), playground (2nd-4th) and cafeteria (5th-8th).
- No students may arrive before 9:00am.
- Family members are not allowed to enter the schoolyard or building during arrival.

Dismissal

- Dismissal Time: 4:00-4:15pm on full days, and 1:30-1:45pm on Early Dismissal Wednesdays.
- Parents will incur a late fee if students are picked up after 4:30pm on full days and 2:00pm on early dismissal days.
- Dismissal Locations:
 - Kinder-2nd & 5th: Grays Lane lot (remain in your car)
 - 3rd-4th grade: School playground area
 - 6th-8th grade: Building C (Kingsessing Ave)
- To avoid congestion, families should exit the dismissal area immediately after picking up children. Teachers cannot hold conferences during dismissal. Whenever necessary, please contact teachers on Class Dojo to schedule an in-person meeting, phone or Zoom conference.
- Kinder-4th graders will dismiss with their teachers. Any adult who arrives to pick up a student must be prepared to present a photo ID.
- 5th-8th graders are all considered “walkers.” We do not check IDs for 5th-8th grade students.
- Transpasses are provided for 7th-8th graders (siblings upon request.)
- Every student must have a list of individuals or organizations on file who have permission to pick up students during dismissal and in case of an emergency. If you need to make a change to your list, please email transportation@icswest.org or visit the main office.
- Do not bring any pets on the school grounds as it is a safety concern.

Late Pick Up Policy

- Students are escorted to the Late Room beginning at 4:15pm on full days and 1:45pm on Early Dismissal Wednesdays.
- Any parent whose child is picked up after 4:30pm or after 2:00pm on Early Dismissal Wednesdays, will incur late pick up fees. There is a late fee of \$5 for every 15 minutes that students are picked up past the dismissal time.
- Parents/guardians must come to the Main Office and pay the late pick-up charge. If late pick-up becomes chronic, the School Social Worker and/or School Counselor will be assigned to the case as necessary.
- Parents/Guardians are responsible for late fees incurred due to late arrival of after care providers.
- Students will be excluded from all non-academic and incentive-based activities until the fee is paid.

Attendance Policies

Late Arrival

- Students are considered late after 9:15am. Late students who arrive between 9:15-10:00am should enter through the cafeteria doors. Late students who arrive after 10:00am must enter through the main office.
- If a student arrives at school late due to school bus delays, the child will not be marked late.

Early Dismissals

- A student must be in the school building for a minimum of 2 hours to be marked present for the day.
- If you need to schedule an early dismissal, please email the Attendance Coordinator at attendance@icswest.org or call 215-724-5600 by 12:00pm on the day that you are requesting the dismissal.
- We will call your child to the office to be dismissed when you arrive at ICS West.
- If no prior arrangement for early dismissals were made, students cannot be dismissed after 3:00pm on regular school days, or after 12:45pm on Early Dismissal Wednesdays.
- All adults who arrive to pick up a student must be prepared to show a photo ID.

Absences

- When your child is absent from school, you must submit a written note or email from the parent/guardian or doctor in order for the attendance to be marked as "excused." Notes can be enclosed in an envelope marked "Attendance" or emailed to the Attendance Coordinator at attendance@icswest.org. Email is preferred.
- Notes must be submitted within 3 days of the absence or they will be considered unexcused. All notes must contain:
 - Student's Full Name
 - Student's Teacher/Room #

- Date(s) of Absence(s)
- Reason for absence(s)
- Parent or Doctor's Signature
- Absences that last 3 days or more require a doctor's note in order for those days to be excused.
- More than 8 "excused" absences overall will result in the requirement of a doctor's note to excuse future absences.
- Acceptable reasons for excused absences:
 - Illness
 - Religious holiday
 - Pre-approved travel - Send request to attendance@icswest.org in advance of the trip
 - Death in the family
 - Family emergency or other rare and unavoidable circumstances
 - Professional health care or therapy services rendered by a licensed practitioner
 - Out-of-school suspension

Truancy (3+ Unexcused Absences)

- After 3 unexcused absences, families will receive a notice of "illegal absence" notifying them of the situation and possible consequences if unexcused absences continue.
- After 6 unexcused absences, families will be required to attend an Attendance Meeting with the Counselor to create an Attendance Improvement Plan.
- ICS West may refer the parent or guardian to a community-based program and/or Truancy Court if absences continue.
- Students may not receive out-of-school suspension, expulsion, or disciplinary placement for truant behavior.
- After 10 consecutive unexcused absences, ICS West will remove the student from its active membership roll.

Transferring

If you are transferring out of ICS West, please email enrollment@icswest.org with your students name, grade, and reason for unenrolling.

School Bus Service

- Students in 1st-6th grade who live more than 1.5 miles from ICS West are eligible to use the school bus service provided by the School District of Philadelphia.
- For real-time information on your child's bus's status or location, you must contact the bus company directly.
- You can contact ICS West for non-urgent questions or changes regarding your child's bus route or to report problems with a bus route, at transportation@icswest.org or at 215-724-5600. Emails will be checked once daily and responded to by the end of the next school day.
- Expectations for appropriate behavior on the school bus are included in our Code of Conduct.

Food Services & Policies

ICS West offers free breakfast and lunch to all students through the National School Lunch Program. Maschio's Food Services is our meal vendor. All food service related information can be found on our website under the "Cafeteria" section.

Dietary Restrictions

If your child is participating in our meal program, please provide information regarding any special dietary needs, allergies, or restrictions per the Pennsylvania school nutrition regulations. You must submit an updated note each year to our Nurse's office from your pediatrician indicating the specific allergy or intolerance.

Lunch & Snack Policy

- Candy, seeds, and gum will not be allowed at any time during school hours - including in the cafeteria.
- Drinks other than water, milk, and juice are not permitted during lunch.
- Glass bottles and containers are not permitted at school at any time, including both the cafeteria and schoolyard.
- Students are encouraged to bring a reusable water bottle to drink and refill throughout the day.
- In order to maximize learning potential, we recommend that parents support students with providing a healthy snack. We suggest fresh fruit, granola bars, yogurt, dried fruit and nuts.
- The main office cannot receive lunch and/or snacks to be delivered to students during the school day. Lunch bags and food delivery (UberEats, Door Dash, etc.) are not accepted in the main office. If students forget to bring their lunch or snack, they can receive a free meal from the cafeteria.

Birthday Celebrations

Birthday celebrations in the classroom occur once per month, and the dates are determined and communicated by the classroom teacher. Communicate directly with your child's teacher for permission and instructions if you would like to send in food.

Health Services

School Nurse Services

ICS West has a registered professional nurse who is responsible for handling a variety of student health concerns, promoting student health, reviewing student immunization records, and for maintaining all medical records on each student. Please see our school website for updated information regarding immunization requirements, physical and dental examinations, medication management and illness or infectious conditions.

Parents/guardians and students are asked to contact the school nurse regarding any special health problems. To contact the school nurse's office, call 215-724-5600 or send an email to nurse@icswest.org. Do not leave voicemail messages or send emails regarding an urgent situation; instead, if you do not get an answer the first time you call, call the Main Office again.

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

1. Provide first aid in emergencies. The nurse will notify parents/ guardians when a student has been hurt or suddenly becomes seriously ill and needs immediate care from a doctor and/or hospital.
2. Notify parents/guardians when a student can no longer remain in class and needs to be taken home because of injury, illness or a communicable condition.

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

Immunization and Examination Requirements

Unless exempted due to documented medical or religious grounds, all students must be immunized in accordance with Pennsylvania law prior to admission to school. A student need not be immunized if a physician or the physician's designee provides a written statement that immunization may be detrimental to the health of the child.

In addition, a student need not be immunized if a parent/guardian objects in writing to the immunization on religious grounds or on the basis of a strong moral or ethical conviction similar to a religious belief.

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

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

Please see our school website for updated information regarding other health related issues.

Counseling Services

ICS West has a lower grade and upper grade counselor. We encourage you to contact your child's counselor if you have any questions, needs, or concerns. Your concerns might include changes in your family, stress in your home, a sudden shift in your child's behavior, your child's peer relationships, or parenting support.

Here are some of the ways that the counselors at ICS West can support and serve your child and family:

1. Respond to requests from ICS West staff and parents for consultation regarding students' emotional well-being as it relates to school success.

2. Intervene in situations of student conflict, potential bullying, etc.
3. Identify community services and supports for students and families.
4. Facilitate individual and small group intervention sessions in areas of need such as bullying, divorce, death and grief, trauma, etc.
5. Facilitate classroom-based sessions on various topics such as bullying, crisis response, health and hygiene, etc.

Multi-Tiered System of Supports (MTSS)

At Impact Charter School West (ICSW), our development of Multi-Tiered Systems of Supports (MTSS) aligns with our core belief that all children, if given proactive, consistent, and individually designed support within an integrated framework, are able to grow and progress.

A pivotal assumption of MTSS is that the great majority of students' needs are met through universal support that enhances academic, social-emotional and behavioral outcomes for students. MTSS at ICSW is an integrated tiered system that includes a holistic view of the student, with the data collection and strategies needed to support each student's achievement. While the underlying assumption of MTSS is that most students' needs are met through universal support, the framework is also designed to provide students who present with more intensive needs the time, focus, and attention required for growth. The MTSS pyramid is considered "healthy" when as many students as possible are served in Tier 1, with 10-15% of students receiving instruction in Tier 2, and 5–10% of students served in Tier 3. As the pyramid falls out of balance with larger numbers in Tiers 2 and 3, educators are forced into spending too much time reacting to multiple and simultaneous individual student issues; the focus gradually changes from the proactive model of differentiation to a model based on strained resources and shifting priorities. To recreate the fluid, more connected model, staff must focus on strengthening Tier 1 supports; educators should be spending their time applying preventative measures that reach all students and effectively minimize gaps over time.

At ICSW, the MTSS Team uses data to analyze student progress and integrate academic and behavioral instruction and intervention. Integrated instruction and intervention is determined by student need and delivered in varying intensities (tiers).

The MTSS team at ICSW seeks to support its staff in implementing MTSS by:

1. focusing heavily on developing, implementing and sustaining universal support in Tier 1.
2. ensuring there is a common lexicon (vocabulary) and understanding about the rationale for, the purpose of, and the expected outcomes of implementation of MTSS.
3. clearly identifying roles, responsibilities and accountability measures for staff and teachers.
4. ensuring that school policies are supportive of implementation of MTSS.
5. providing sufficient professional development and technical support to staff and teachers to ensure effective implementation.

Please see our website under "Policies and Procedures" section for the entire Multi-Tiered Systems of Supports (MTSS) Implementation Handbook.

Special Education Services

Annual Notice of Special Education Service - Child Find ICS West

Each school district and public education agency in the state of Pennsylvania must establish and implement procedures for identifying, locating, and evaluating children suspected of having a disability. The purpose of this notice is to:

1. describe the types of disabilities that might qualify a child for programs and services under IDEA,
2. describe the special education programs and related services that are available, and
3. describe the process by which ICS West may screen or evaluate students to determine eligibility.

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School Districts (SDs), Intermediate Units (IUs) and Charter Schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15.

Special Education Overview

At Impact Charter School West, students enter through an open lottery system that welcomes all potential students equally. We comply wholeheartedly with the requirements of the Federal law known as *Child Find*, which requires us to make proactive efforts to recruit and enroll students using a process that remains open, inclusive, and fair. Entering students therefore may present with a range of social-emotional, academic, and medical issues, which may not yet have been identified or addressed. ICS West works carefully and thoughtfully to provide quality assessment used as the basis for supportive instructional approaches.

ICS West has developed a multi-tiered system of support aligned with our core belief that all children given proactive, consistent, and individually designed support within an overall framework of high expectations and appropriate resources are able to grow and progress. A pivotal assumption of our process is that the great majority of students' needs can be met within general education classes, where differences in learning style are met by instruction designed to help staff provide adaptations and support, ensuring success while learning alongside their peers.

Pennsylvania charter schools must comply with federal and state laws and regulations when determining if a student is eligible for special education and, if so, what services the student will receive. Special education ensures that all students with disabilities have a free appropriate public education (FAPE) available to them that emphasizes specialized instruction and related services designed to meet their unique needs. All service and placement determinations are made with the full involvement of parents/guardians throughout the process.

Specially designed instruction includes modifications that affect content, delivery of instruction, methodology, and/or performance criteria as necessary to assist the student in participating in

and learning the general education curriculum. Given the range of student needs, education supports must allow for a continuum of alternative placements that offer the maximum level of participation with typical peers while ensuring that individual needs are prioritized. Special education may include related services, e.g., occupational and physical therapy, speech and language, orientation and mobility training, adapted physical education, counseling, transportation, or assistive technology.

Special education services are available to children who have one or more of the following physical or mental disabilities:

- autism
- deaf/blindness
- emotional disturbance
- hearing impairment including deafness
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment, including blindness

For more information regarding a child's disability, screening or evaluation procedure, related services, educational records, or general questions, please contact our Special Education Team at specialeducation@icswest.org or 215-724-5600.

Gifted Education

ICS West does not currently offer a separate program for students identified as gifted. The most current research in education supports differentiation of instruction to meet all students' individual needs. ICS West classrooms are equipped with academic tools to meet the learning needs of all students at their individual levels.

Students may be referred for gifted testing in the 4th and 5th grades. The administrative team at ICS West will determine if testing is warranted for the student and continue if necessary. ICS West does not test for gifted prior to 4th grade and will not test after 5th grade. Parents will be asked to seek outside resources at their own expense to have gifted testing conducted for a student prior to 4th grade and after 5th, or if school-based assessments and recommendations do not warrant testing. If a student is identified as gifted, the identification remains with the student even after leaving ICS West for high school.

English as a Second Language

English as a Second Language (ESL) Services are provided to students who both speak a second language at home and require additional language support to be academically and socially successful in school. Services are determined based on specifically designed state testing, teacher input and ongoing assessments.

Students who qualify for services receive pull-out (small group) or push-in (in-class) support based on grade level and individual needs. Impact Charter School West works to ensure that parents have access to all school information, regardless of English language ability. Interpreters can be provided for report card conferences and translations of important documents are sent to parents in a timely manner.

Impact Charter School West maintains a mission and associated values which strongly align with those identified by WIDA, the consortium that defines and frames expectations for students whose primary language is other than English. Placing an emphasis on positive, strength-based approaches, and focusing efforts toward continuous and effective collaboration, ICSWest shares the belief that the rich, many-layered contribution of multilingual learners only increases our success as we work to develop committed global citizens within our program.

ICSWest has adapted their programming to model the standards identified within the WIDA framework. ELD services are provided to students whose primary language is not English, or who require additional language support to be academically and socially successful in school. The WIDA screener, developed to assure quality screening in the four domains of language including listening, speaking, reading and writing is our primary formal tool. Measures of language skills identified through classwork is gathered to support decision-making

Our framework for multilingual students is based on a functional approach to learning; that is, the emphasis is upon learning what is useful and necessary for the specific student to interact within their specific environment, as well as to develop strong social relationships. The ELD teacher collaborates with general education teachers with intention; the goal of collaboration is to ensure that both the ELD teacher and the students are prepared for the content to come and have continuous opportunity to practice skills. As mandated by PDE, the ACCESS instrument is used annually in order to assess students in proficiency. Access for English Language Learners is a standards-based, criterion referenced English language proficiency test which evaluates social, functional, and content oriented language skills across the four language domains.

Both individual and small group pull-out are provided to students who will most benefit from targeted instruction outside of the classroom; however, the ELD teacher is also actively involved in classroom activities whether or not the small groups are offered. Pushing into classes in order to proactively support students as they learn new content and practice learned skills has proven to be an effective and highly engaging method of increasing skills. When students are enrolled in the program, a Language Instruction Education Plan must be developed, which identifies evidenced based methods of instruction, identification of a plan of action providing appropriate support, and methods of monitoring progress.

Parents who are concerned about their child's English language development or who would like to request that an interpreter be present at a teacher meeting or other school function should contact Sharon Golding, ESL Specialist, at sharong@icswest.org.

General Education Overview

Core Content & Specialist Classes

Our approach to teaching and learning seeks to address the needs of a diverse community of learners while promoting a high level of excellence. Students receive regular instruction in the core content areas of literacy, mathematics, science and social studies. This year our teachers use the following programs to teach the core subjects:

- Literacy: *EL Education* (core program) and *i-Ready* (supplemental online program)
- Mathematics: *Eureka Math*² (core program) and *i-Ready* (supplemental online program)
- Science: TCI: *Bring Science Alive!*
- Social Studies: TCI Social Studies

Core content curriculum guides can be made available by emailing your child's Assistant Principal.

In addition to the core content, students also have the opportunity to participate in specialist classes throughout the year. Those classes include art, social-emotional learning (SEL), and health/physical education.

Language Program

Spanish instruction is part of the core instructional program for all kindergarten through fifth grade students. In sixth through eighth grades, students have the option to participate in a Spanish enrichment course. This opportunity is available for students who have shown an interest in continuing to expand their knowledge of Spanish language and culture. The goal is for the class to be highly interactive, including conversation, writing and project-based activities.

Assessments

Assessments are intended to support student learning by providing information about ability and current level of understanding, monitoring progress toward learning goals and guiding future teaching and learning. Currently ICS West utilizes the following as our primary assessment tools:

1. i-Ready Diagnostic: Math & Reading, K-8th grades
2. Independent Reading Level Assessment (IRLA): K-8th grades
3. Foundations Benchmark (foundational reading skills): K-2nd
4. Grade-Level Unit Assessments: Math & ELA, K-8th grades
5. Pennsylvania System of School Assessment (PSSA): Math & ELA, 3rd-8th grades; Science 4th & 8th grade

Grading Procedures for Kindergarten – 2nd Grade

The purpose of ICS West K-2 report cards is to accurately describe to parents their child's academic and social learning performance. Students in grades K-2 receive a standards-based report card. Standards describe what a student should know and be able to do at each grade level. Standards-based report cards communicate to parents and guardians the progress their child is making towards mastering ICS West standards.

K-2 Grading Key

4: Advanced	<i>Performs beyond ICSW marking period standard. Demonstrates ability to extend learning of concept, skill, or strategy.</i>
3-3.5: Meets Grade Level Expectations	<i>Meets ICSW marking period standard. Understands and applies concept, skill or strategy. Completes tasks independently.</i>

2-2.5: Approaching Grade Level Expectations	<i>Demonstrates progress toward meeting ICSW marking period standard. Demonstrates some understanding of concept, skill or strategy. Requires some assistance in completing tasks.</i>
1-1.5: Below Grade Level Expectations	<i>Demonstrates little or no progress toward meeting ICSW marking period standard. Demonstrates inadequate understanding of concept, skill or strategy. Requires frequent assistance in completing tasks.</i>

Grading Procedures for 3rd- 8th Grade

Students in 3rd-8th grades receive report cards that outline the A-F letter grades assigned in every content area in which they have a class. All grading policies are determined by the classroom teacher in consultation with the Assistant Principal. The following guideline is an example of a grade breakdown:

Class Work:	Tests/Projects:	Quizzes:	Participation:	Homework:
30%	25%	20%	15%	10%

Report Card Conferences

The report card conference provides an opportunity for families and teachers to discuss the academic and social progress of students. It is, therefore, strongly encouraged that all parents attend parent-teacher conferences in order to fully participate as partners in their child's academic and social success. Conferences are held in-person and via Zoom.

Homework Guidelines

ICS West recognizes that becoming a good reader is a key to academic success. ICS West expects students to read each night at home with a family member or independently. We strongly recommend reading at least 15-20 minutes per night for K-2nd grade, and at least 20-30 minutes per night for 3rd-8th grade.

Additionally, ICS West teachers assign homework to provide meaningful opportunities for students to practice skills that are being taught in class and to promote good study habits. The type and amount of homework assigned will be determined at the discretion of the teacher, and will vary based on students' needs. Note that more time may be required to study for tests or prepare for special projects; however, in general, homework is not intended to be unreasonably time-consuming for students.

Online Learning Tools

All ICS West students have access to multiple free online learning tools through their Clever login, including i-Ready Reading & Math. This program provides opportunities for independent practice in reading & math. Students can work at their individual level through "My Path" or complete teacher-assigned lessons.

Students Rights & Responsibilities

(Adapted from the Lake Washington School District Student Rights & Responsibilities)

Rights

- Students have the right to a clean, safe, and positive school environment free from discrimination, intimidation, harassment, and assault.
- Students have the right to high quality, academically- and culturally-appropriate curriculum and instruction.
- Students have the right to school rules that are enforced in a consistent, fair, and reasonable manner.
- Students have the right to be treated with respect.
- Students have the right to school staff who model appropriate behavior.
- Students have the right to expect staff to provide guidance and support in solving their problems.
- Students have the right to participate as partners in the problem-solving process to facilitate successful solutions and closure.
- Students have the right to engage in respectful speech that expresses their thoughts and opinions as long as it is not disruptive to the educational environment and does not interfere with the rights of others.

Responsibilities

- Students are responsible for making a determined effort to learn.
- Students are responsible for following school rules.
- Students are responsible for attending school and all classes daily and on time.
- Students are responsible for completing assignments and being prepared for class.
- Students are responsible for following the ICS West dress code.
- Students are responsible for respecting the property of other people and of the school.
- Students are responsible for treating all members of the school community with courtesy, kindness, and respect and to demonstrate a regard for the safety and welfare of others.
- Students are responsible for informing school staff of behavior which may be harmful to an individual or themselves.

Nondiscrimination in Services

Admissions, the provisions of services, and referrals of students shall be made without regard to race, color, religious creed, disability, ancestry, national origin (including limited English proficiency), age, or sex.

School services shall be made accessible to eligible persons with disabilities through the most practical and economically feasible methods available. These methods include, but are not limited to: Equipment redesign, the provision of aides, and the use of alternative service delivery locations. Structural modifications shall be considered only as a last resort among available methods.

Any student (and/or their guardian) who believes they have been discriminated against may file a complaint of discrimination with:

Impact Charter School West
5600 Chester Avenue
Philadelphia, PA 19143

Department of Public Welfare
Bureau of Equal Opportunity
Room 223, Health and Welfare Building
P.O. Box 2675
Harrisburg, PA 17105

PA Human Relations Commission
Philadelphia Regional Office
Room 711, Philadelphia SOB
1400 Spring Garden Street
Philadelphia, PA 19130

U.S. Department of Health and Human Services
Office for Civil Rights
Suite 372, Public Ledger Building
150 South Impact Mall West
Philadelphia, PA 19106-9111

Bureau of Equal Opportunity
Southeastern Regional Office
Room 1105-B, Philadelphia. SOB
1400 Spring Garden Street
Philadelphia, PA 19130-4088

Title I Notification

As a public charter school, ICS West receives local, state and federal funding. As a school-wide Title I funded site, ICS West must remind you that you have the right, as a parent or guardian, to request and receive timely information regarding the professional qualifications of your child/ren's classroom/subject teachers. If you would like to know this information, please notify ICS West by dollyf@icswest.org or delivering a written request to the Main Office.

Child Abuse and Neglect

It is policy that Impact Charter School West complies with the Child Protective Services Law of the Commonwealth of Pennsylvania. This law makes it mandatory for ICS West employees to report suspected cases of physical abuse, neglect, mental injury, sexual abuse or sexual exploitation to the school counselor or administrator, who must file a report with the Department of Human Services. Compliance with the laws of Pennsylvania and the policies of ICS West serves to protect all parties involved.

Family Educational Rights and Privacy Act (FERPA)

Student records maintained by ICS West are subject to the protections, restrictions, and potential penalties mandated by FERPA: <http://www.ed.gov/policy/gen/guid/fpco/ferpa>

Impact Charter School West
Title I Schoolwide Program
2026/2027 Home/School Involvement Compact

Dear Parent/Guardian:

We value your role in working to help your child achieve high academic standards through the Title I Program. The following is an outline of some of the ways you and school staff can build and maintain a partnership to share the responsibility for supporting your child's Learning.

Title I Program/Staff Responsibilities:

- Provide high quality standards-based curriculum, technology, and instructional materials
- Strive to address the individual needs of each child
- Provide parents with Title I program resources and trainings
- Provide opportunities for ongoing communication between you and Title I staff through:
 - annual Title I Parent/Staff Meeting
 - ongoing program updates regarding your child's progress in the Title I program
 - various opportunities to communicate with administration and instructional staff
 - via phone, web, Classroom Dojo, mailings, e-mail blasts, teleconferencing, etc.

Parent Responsibilities:

- Create a home environment that supports learning
- Read with my child at least 15 minutes, each day
- Send my child to school regularly
- Monitor homework assignments, giving help and support when needed
- Monitor television watching and computer usage and encourage positive use of your child's extracurricular time
- Review all school communication and respond promptly
- Actively participate in decisions relating to the education of my child

Please review this Home/School Compact with your child. Please contact our school principal at principal@icswest.org or your child's classroom teacher if you have any questions.

Thank you for your continued support and involvement in your child's education.

Impact Charter School West Code of Conduct

Beliefs and Framework

At Impact Charter School West (ICSW) we believe that all children can be successful in a safe, supportive and respectful learning environment. Our approach to school climate is proactive and collaborative - engaging staff members, students and their families in the process.

A positive school climate begins with values and expectations that guide the actions of all school community members. ICSW is committed to being consistent, fair and respectful in regard to establishing and enforcing expectations related to student discipline.

ICSW utilizes strategies from the Responsive Classroom framework as the foundation to our approach to managing student behavior. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

Major Goals of Responsive Classroom Framework:

1. Use positive language that promotes a safe, joyful, and engaging school environment.
2. Implement a proactive approach to classroom management that minimizes misbehavior, maintains the dignity of students, and restores positive behavior as soon as possible.

Tools We Use at ICSW:

1. Morning Meetings: Promote a sense of community and practice positive social skills.
2. Classroom Rules: Teachers and students work together to establish and reinforce rules.
3. Visual and verbal cues: Silent signals and hand signals are used to give directions.
4. Teacher Language:
 - a. *Reinforce*: Builds on students' strengths. Teachers consistently notice and name what students are doing well.
 - b. *Remind*: In a respectful tone, help students recall what they already know.
 - c. *Redirect*: Use direct and specific words to correct undesirable behavior.
5. Logical Consequences: Help students understand the connection between their behavior and the impact it has on others.
 - a. *Break-it, Fix-it*: Students take responsibility for repairing the damage they caused.
 - b. *Loss of Privilege*: Relevant consequences when students are unable to handle a responsibility.
 - c. *Take a Break*: Students separate from the group inside the classroom and rejoin when appropriate.
 - d. *Buddy Break*: Students separate from the group and complete a reflection in another room and rejoin when appropriate.

Disciplinary Guidelines and Consequences

The following information guides the levels of interventions and consequences that school administrators can implement for specific violations that are considered extremely disruptive and/or dangerous to the school learning environment and community. This applies to all times that school is in session, during any school program or function, either in the building or at any other location, as well as during arrival and dismissal, and traveling to and from school. This includes travel on school district vehicles, private transportation and public transit systems.

Minor Incidents and Consequences

The table below outlines the possible consequences for various minor student behaviors. Examples of minor inappropriate behavior include, but are not limited to, those listed in the left-hand column. The right hand column lists the possible consequences, all of which may apply to any of the listed behaviors.

Behavior*	Possible Consequences (More than one consequence may be assigned and all are applicable to all behaviors listed in the left column)
Refusing to Follow Directions Talking Back Disruption of Class Possession/ Use of Cell Phone Profanity/ Offensive Language Dress Code Violation Destruction of Property (minor) Selling Goods on School Grounds w/o Authorization Play-fighting/ Roughhousing Student Arguments Taunting/ Instigating Misuse of Technology Stealing (minor) Inappropriate Display of Affection Chewing Gum Late to Class Plagiarism/ Cheating	Student may Take a Break. Student may go to Buddy Room Student will practice expected behavior with teacher and/or peers. Mediation may occur between all participants. This will include a chance to “fix” relationships or objects. Teacher may contact parent by phone (parent may be asked to speak with the student), note in take home folder or by email. Student may lose a privilege (such as loss of dress down day/free time, recess detention, etc.). Student may be given a behavior assignment to be completed at home. Parent meeting may be requested. Student may be given in school community service to “fix” relationships or objects. Student may be assigned a lunch or recess detention or delayed dismissal. Repeated violations may result in a Discipline Referral

* If a minor behavior continues, it will be considered a Major Incident and will be addressed according to the *Major Incidents and Consequences* section. Additionally, if a student refuses to comply with a consequence for a minor violation, then the infraction will be addressed at the level of a major incident.

Major Incidents and Consequences

The table below outlines the possible consequences for various major student behaviors. Examples of major inappropriate behavior include, but are not limited to, those listed in the left-hand column. The right-hand column lists the possible consequences, all of which may apply to any of the listed behaviors.

Behavior*	Possible Consequences (More than one consequence may be assigned and all are applicable to all behaviors listed in the left column)
Repeated Minor Violations Severe/Intentional Disruption of Class Possession/ Use of Cell Phone (repeated offenses) Leaving Classroom/School Grounds without permission Bullying/Harassment/Intimidation Racial Harassment Sexual Harassment Serious Threats Endangering Self or Others Destruction or Theft of Property (major) Selling Goods on School Grounds Without Authorization (repeated offenses) Stealing (major)	The student may be immediately removed from the classroom and sent to the Dean's office. Student may discuss and practice expected behavior with the Dean and/or teacher. Mediation may be held for all participants. This will include a chance to "fix" relationships or objects. Parent may be called by the Dean. Parent may be asked to speak with the student at the time of the call to discuss the behavior and expectations. A letter documenting the incident may be given to the parent. Parent is expected to sign and return the letter on the next school day. Student may lose a privilege. Student may be given an assignment to be completed at home.

Indecent Exposure/ Inappropriate Touching Profanity Directed at Adult Assault on Student Assault on Staff Fighting Possession of a Weapon Possession of Illegal Substance Refusal to comply with consequence for a minor violation Technology Violation	Student may be given school community service. Student may be assigned detention. Student may be assigned an In-School Suspension. Student may be sent home. Parent will be asked to come to school and take the student home within one and a half hours. Student may be suspended out of school between 1 and 5 days, not including the day of the incident. Student may be suspended out of school between 5 and 10 days, not including the day of the incident. Parent meeting may be required. Student may be placed on Behavioral Probation.
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* If a minor behavior continues, it will be considered a Major Incident and will be addressed according to the *Major Incidents and Consequences* section. Additionally, if a student refuses to comply with a consequence for a minor violation, then the infraction will be addressed at the level of a major incident.

Incidents Qualifying for Expulsion

Behavior	Consequences
Any criminal conduct as defined by Pennsylvania Law. Assaulting any person, as an individual or as a group. Attempting to engage or engaging in any conduct that threatens the health, welfare or safety of any member of the school community. Student is under the influence of drugs or alcohol.	Student will be escorted to the Principal's office. Parent/Guardian will be notified immediately. Parent/Guardian will be asked to pick their child up immediately. Student will be suspended from ICSW until a full evidentiary hearing on the expulsion of the student can be held before the Board of Trustees.

Possession of tobacco or alcohol products. Possession of over the counter medication, look-a-like drugs and/or drug paraphernalia. Possession of any weapon, but not limited to any knife, pocket knife, Swiss army knife, cutting instrument, cutting tool, nunchuck, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury as specified by Act 26. Any item brought or used with the intent to cause harm as specified by Act 26.	ICSW may call the Department of Human Services (DHS). ICSW may call the Philadelphia Police Department.
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Community Code of Civility

Adapted from the University of Maryland University College Code of Civility

- Respect: Treat all students, staff, families, and community members with respect and in a professional and courteous manner at all times, whether in person or in written communication (including email and texts).
- Kindness: Refrain from using profanities, insults, or other disparaging remarks.
- Truth: Tell only the truth and do not knowingly misrepresent, mischaracterize, or misquote information received from others.
- Responsibility: Take responsibility for your own actions. Do not blame others.
- Cooperation: Work together with other students, community members, and staff in a spirit of cooperation toward our shared goal of providing a quality education and creating global citizens.
- Privacy: Strive to uphold the right to privacy and do not talk about others.
- Nondiscrimination: Respect differences in people and their ideas and reject injustice and intolerance.

Acceptable Use of Technology

The use of technology by students, employees, or subcontractors of Impact Charter School West is a privilege, not a right. Technology users are expected and required to avoid actions that are dishonest, unkind (such as personal attacks and invasion of privacy), invasive, illegal (such as libel, slander, vandalism, sexual harassment, theft, unauthorized access) or in other ways inappropriate.

The guidelines and prohibited actions described in this policy apply to any use of the Impact Charter School West network to interact with any other websites, including all social networking platforms. In addition, the use of technology in negative or derogatory ways may be in violation of other school policies and rules of conduct, including but not limited to harassment, off-campus behavior, and/or alcohol and other drug policies.

School Technology Accounts

All students are issued G Suite for Education accounts at the beginning of the school year. A G Suite account consists of Gmail, Calendar, Drive and Docs, and Classroom. Not all G Suite components are turned on for all students. Student are provided with a G-Suite account to log into the chromebook. Email will not be activated on this G-Suite account and its sole purpose is for logging into the student computer.

Rules for Technology Use

1. The use of the school's technology resources is for academic and school-related purposes only. Personal electronic devices may not be used while on school grounds.
2. Students are assigned a chromebook to be used for academic purposes during the school year. Students are not allowed to take Chromebooks out of the building, they are for in school use only.
3. Students maintain the responsibility for properly securing their property. Teachers are not responsible for securing students' personal property and will not be responsible for lost, stolen or damaged devices.
4. Students are not allowed to carry cell phones during the school day. Cell phones must be turned off and placed in lockers or cubbies at the start of each day.
5. Non-school issued electronic devices, including earbuds/earphones, which are used on school property without permission, will be confiscated. For the first offense, the student may retrieve items from the Dean or other school administrator at the end of the day. For subsequent offenses, a parent or guardian must pick it up.
6. Students may not create or share videos or images of other students or staff unless given permission by a supervising adult. Every message sent represents the individual and the school, and thus must follow our code of civility.
7. No student may reveal over the Internet, in any form, the personal information or picture/image of a current or former student, administrator, faculty or staff member, or parent.
8. Network and email passwords may not be shared with classmates in school, nor outside of school in any form.

Technology Violations

Technology violations may result in disciplinary action including, but not limited to restrictions to technology use, the loss of computer equipment, and/or financial responsibility of the parent/guardian for the repair or replacement of equipment. Technology violations, include, but are not limited to the following:

- Visiting a website or using an application not related to the work assigned.
- Attempting to damage or intentionally damaging computer equipment.
- Visiting an inappropriate website.
- Inappropriate comments made electronically.
- Cyberbullying or harassment of any individual - within or outside of the ICS West community.

Consequences for Improper Technology Use

Minor technology offenses include:

- Visiting a website or using an application not related to the work assigned.
- Carrying or moving computer equipment improperly or unsafely.

Consequences for minor technology offenses include:

- *First offense* - Loss of computer equipment for remainder of class, possible impact on participation grade.
- *Subsequent offenses* - Loss of computer equipment for that class, family contacted, and discussion with Dean of Students regarding additional consequences.

Major technology offenses include:

- Attempting to damage or intentionally damaging computer equipment
- Visiting an inappropriate website
- Inappropriate comments made electronically
- Cyberbullying

Consequences for major offenses include:

- Parent/guardian might be financially responsible for the repair or replacement of equipment. Failure to pay could result in the student being unable to participate in incentivized, non-academic activities such as dress down days or field trips.
- Loss of computer equipment for that class, possible impact on participation grade, parent/guardian contacted.
- Other consequences as outlined in Major Incidents and Consequences may apply.

Bullying and Cyberbullying

The ICSW Board of Trustees (the Board) is committed to providing a safe, positive learning environment for students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying in any form by students.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or member of the school community, which occurs in a school setting and/or outside the school that is severe, persistent or pervasive and has the effect of disrupting the educational process or creating a reasonable apprehension or such disruption by:

1. Interfering with a student's education by creating an intimidating or hostile environment;
2. Physically, emotionally or mentally harming a student;
3. Damaging, extorting or taking a student's personal property;
4. Placing a student in reasonable fear of physical, emotional or mental harm;
5. Substantial disruption of the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student, teacher, employee, or other member of the ICSW community by

sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or web site posting (including blogs and other forms of social media).

Any reprisals or retaliations associated with a report of bullying or cyberbullying will be defined as bullying.

The terms “bullying” and “cyberbullying” shall not be interpreted to infringe upon a student’s rights to engage in legally protected speech or conduct.

School setting means in the school, or school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

The Board prohibits all forms of bullying by school students.

The Board encourages students who have been bullied to promptly report such incidents to a school employee.

The Board directs that the complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, to the extent possible and consistent with the district’s legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

The Chief Executive Officer (CEO) or Principal or designee shall develop administrative regulations to implement this policy.

Each staff member shall be responsible to maintain an educational environment free of bullying and cyberbullying.

Each student shall be responsible to respect the rights of other students and to ensure an atmosphere free from all forms of bullying.

Students shall be encouraged to report bullying or cyberbullying complaints to ICSW employees.

The CEO or Principal or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The CEO or Principal or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

The CEO shall annually provide the following information with the Safe School Report:

1. Board’s Bullying Policy,
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

The content of the Bullying and Cyberbullying Policy should be outlined in the Parent-Student

Handbook, which shall be disseminated annually to students and parents/guardians.

Complaint Procedures

1. A student shall report a complaint of bullying or cyberbullying, orally or in writing, to any School employee.
2. The School employee will investigate the alleged conduct that occurred. If the behavior is found to meet the definition of bullying or cyberbullying, written documentation must be submitted to the CEO.
3. The School employee may ask assistance from other School District employees in the investigation process.
4. After the investigation, the CEO shall be notified in writing of the complaint and the results of the investigation and shall take corrective action to ensure that the conduct ceases.
5. The CEO or designee will inform parents of the victim and person accused of the results of the investigation.

Education

The School may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Conduct.

Hate Speech

At ICSW, we refer to hate speech as any derogatory word having to do with another student's race, religion, origin, disability, gender, or sexual orientation at school. As a school that prides itself on developing our students to become global citizens, ICSW takes this matter very seriously.

Hate speech makes others feel unsafe and it is not permitted at ICSW. If a child uses hate speech at school, we will notify parents and ask that you please follow up at home to ensure that this type of language does not continue. It is very important that all students at ICSW feel safe and accepted. Any additional instance of hate speech will result in disciplinary action consistent with the Code of Conduct.

School Bus Expectations

For all students given the opportunity to be transported by bus between home and school, the following are behaviors expected at all times, in order to ensure safety for everyone. Refusing or disregarding these rules can result in a suspension from the bus for an amount of time as determined by the Dean or Bus Operator, and/or a meeting between the school, parent and the transportation company to determine another appropriate disciplinary measure.

If students are provided with an assigned seat, determined by the bus driver and/or ICS West

staff member, these assignments are absolute. Students are NOT permitted to change their seat unless directed to do so by transportation or a school staff member.

All students are to remain facing forward and seated fully on their seats. If it seems necessary or helpful, a seat belt may be requested or assigned.

In order for the bus driver to carefully attend to the responsibilities of driving, students must demonstrate calm behavior that does not distract. The following are prohibited:

- Walking in the aisles
- Eating and drinking on the bus
- Standing in or leaning over the seats
- Loud noises - including talking, screaming or yelling
- Throwing items inside or outside of the bus
- Teasing, bullying and/or harassment
- Inappropriate or offensive language and/or gestures
- Recording or taking pictures of other individuals on the bus

Informal & Formal Hearing Procedures

Informal Hearings: The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended. The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

The following due process requirements shall be observed in regard to the informal hearing:

1. Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
2. An informal hearing must be offered for any suspension exceeding 3 school days.
3. Sufficient notice of the time and place of the informal hearing shall be given.
4. A student has the right to question any witnesses present at the hearing.
5. A student has the right to produce their own witness during an informal hearing.
6. The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

Formal Hearings: A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

1. Notification of the charges shall be sent to the student's parents or guardians by certified mail.
2. At least 3 days' notice of the time and place of the hearing shall be given. A copy of the

- expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
3. The hearing shall be held in private unless the student or parent requests a public hearing.
 4. The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
 5. The student has the right to be presented evidence from witnesses and copies of statements and affidavits of those witnesses.
 6. The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 7. The student has the right to testify and present witnesses on their own behalf.
 8. A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 9. The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - a. Laboratory reports are needed from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student invoking their rights under the Individuals with Disabilities Education Act (20 U.S.C.A. § § 1400—1482).
 - c. In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
 10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Restraints

The use of restraints is used as a last resort by professionally trained staff only and when all other protocol and interventions have been maximized.

Discipline of Students with Disabilities

Students with disabilities who are protected under Section 504 of the Rehabilitation Act of 1973, and students who are eligible for special education supports and services under the Individuals with Disabilities Education Act (IDEA) who violate ISCW's student Code of Conduct are afforded additional protections as follows:

According to 22 Pa. Code §§ 14.143, a disciplinary exclusion of a student with a disability education is a change in educational placement in any of these three situations:

1. The disciplinary exclusion is for more than 10 consecutive school days;
2. The disciplinary exclusion, when cumulated with other disciplinary exclusions in a single school year, exceeds 15 school days; or
3. The disciplinary exclusion (for any length of time) involves a student with an intellectual disability.

ISCW may not change the placement of a student with a disability without following the procedures set forth below. No later than the day on which the decision to take disciplinary

action is made, ICSW shall notify the parents/guardians of the decision to change the student's placement and of all procedural safeguards under the IDEA.

When discipline is to be imposed upon a student with a disability, school personnel have the authority to:

1. remove the child from his/her current placement to an appropriate interim alternative educational setting or suspension for a period of not more than the 10/15 day limits to the extent such discipline would be applied to students without disabilities;
2. assign the student to an alternative educational setting for the same period as such discipline would be imposed upon children without disabilities if there has been a determination that the conduct at issue was not a manifestation of the child's disability or
3. assign the student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the conduct at issue was a manifestation of the child's disability if the special circumstances for emergency placement. When a student with a disability has committed an act that would result in a suspension from school, all regular disciplinary procedures must be followed.

Manifestation Determination

Within ten (10) school days after the decision is made to change the placement of a student with a disability, the relevant members of the IEP team, as determined by the parents/guardians and the Administration, must consider whether the student's behavior is attributable to the student's disability. In making this determination, the IEP team must review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine:

1. whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability and
2. whether the conduct in question was the direct result of the school's failure to implement the IEP.

If the team determines that the answer to either of these questions is "yes," then the conduct shall be deemed a manifestation of the student's disability.

Conduct Deemed a Manifestation

If the conduct is deemed a manifestation, then the IEP team must (a) conduct a functional behavioral assessment of the student unless such an assessment was previously conducted and develop and implement a behavior intervention plan, unless such a plan has already been developed; or (b) if a behavior intervention plan was previously developed, then the IEP team must review the plan and modify it as necessary to address the behavior. The behavioral intervention plan will provide the foundation in the determination of what constitutes a change in educational placement for each student's program. If the IEP team has included certain school responses to student behavior in the behavior intervention plan, the application of the agreed upon procedures will not constitute a change in educational placement.

Additionally, if the conduct is deemed a manifestation of the student's disability, then the student must be returned to placement from which the student was removed unless (a) the parents/guardians and ICSW agree to a change in placement as part of a behavioral

intervention plan or (b) the special circumstances for emergency placements set forth in this handbook apply.

Conduct Not a Manifestation

If the conduct is not deemed a manifestation of the student's disability, then ICSW may proceed with the disciplinary measures applicable to students without disabilities in the same manner and for the same duration as they would apply to students without disabilities. ICSW is still required to provide a free appropriate public education (FAPE) to the student through implementation of the student's IEP, but it may provide the education in an alternative setting.

Students with Intellectual Disabilities

If a discipline problem involving a student eligible for special education with an intellectual disability is immediate or so severe as to warrant immediate action, the LEA must first contact the parents/guardians to see if they will agree to the change in educational placement.

If the parents/guardians agree, the LEA issues notice to the parents/guardians.

If there is no agreement:

1. The LEA may contact the Pennsylvania Department of Education's (PDE) Bureau of Special Education at 717-783-6134 to request permission to impose a disciplinary exclusion which would be a change in educational placement.
2. When PDE approves the change in educational placement, the LEA must issue notice to the parents/guardians. PDE cannot approve requests for a change in placement which would continue beyond 10 consecutive school days.
3. When PDE does not approve the change in educational placement, the parents/guardians may request a due process hearing and then the pendency requirements under 34 C.F.R. § 300.518 apply.

Special Circumstances

A student with a disability may be removed to a 45-school-day interim alternative educational setting regardless of whether the conduct was a manifestation of the student's disability if the student:

1. carries a weapon or possesses a weapon at school, on school premises, or to or at a school function;
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. inflicts serious bodily injury upon another person while at school, on school premises, or at a school function. 34 C.F.R. § 300.530(g).

Weapons

A student with a disability who carries or possesses a dangerous weapon to or at school, on school premises or to or at a school function may be placed in an interim alternative educational setting for a maximum of forty-five (45) school days.

Controlled Substances

A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function may be placed in an interim alternative educational setting for a maximum of forty-five (45) school days. The term “illegal drug” means a controlled substance but does not include a substance that is being administered in school under the supervision of a licensed healthcare professional. A “controlled substance” is a substance as defined in the Controlled Substances Act (21 U.S.C. §812(c)).

Serious Bodily Injury

A student with a disability who has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function may be placed in an interim alternative educational setting for a maximum of forty-five (45) school days. Serious bodily injury is defined as “bodily injury which involves a substantial risk of death; extreme physical pain’ protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.”

In all three circumstances, procedures described above related to the manifestation determination and development of a functional behavioral assessment and implementation or modification of a positive behavior support plan still apply. For any of these special circumstances for emergency placements, if a student’s conduct is deemed not to be a manifestation of the student’s disability, then ICSW may impose discipline beyond the forty-five (45) school days to the extent and for the duration that it would impose such discipline on students without disabilities. If ICSW proposes such a placement beyond the forty-five (45) school day alternative placement, then the ICSW must offer a School Board hearing as it would for students without disabilities.

Protections for Students Who Are Not Yet Eligible for Special Education

The IDEA provides that a student who has not been determined to be eligible for special education may assert the protections set forth above if ICSW had “knowledge” that the student was an eligible student before the occurrence of the behavior that precipitated a disciplinary action. ICSW is considered to have knowledge if:

1. the parent of the student expressed a concern in writing (unless the parent is illiterate or has a disability that prevents compliance with the requirements contained in this clause) to ICSW that the student is in need of special education and related services;
2. the parent of the student has requested an evaluation of the student; or
3. the teacher of the student or other personnel of ICSW expressed a specific concern about the behavior or performance of the student to the Supervisor of Special Education or to other supervisory personnel of the school.

ICSW would not be deemed to have knowledge if the parent/guardian: 1) has not allowed an evaluation of the student, or 2) has refused the provision of special education services for the student.

Act 26 – Pennsylvania Law

24 P.S. § 13-1317.2. Possession of weapons prohibited (a.k.a. “Act 26”)

1. Except as otherwise provided in this section, a school district or area vocational-technical school shall expel, for a period of not less than one year, any student who is determined to have brought onto or is in possession of a weapon on any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity.
2. Every school district and area vocational-technical school shall develop a written policy regarding expulsions for possession of a weapon as required under this section. Expulsions shall be conducted pursuant to all applicable regulations.
3. The superintendent of a school district or an administrative director of an area vocational technical school may recommend modifications of such expulsion requirements for a student on a case-by-case basis. The superintendent or other chief administrative officer of a school entity shall, in the case of an exceptional student, take all steps necessary to comply with the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).
4. The provisions of this section shall not apply to the following:
 - a weapon being used as part of a program approved by a school by an individual who is participating in the program; or
 - a weapon that is unloaded and is possessed by an individual while traversing school property for the purpose of obtaining access to public or private lands used for lawful hunting, if the entry on school premises is authorized by school authorities.
5. Nothing in this section shall be construed as limiting the authority or duty of a school or area vocational-technical school to make an alternative assignment or provide alternative educational services during the period of expulsion.
 - (e.1) A school district receiving a student who transfers from a public or private school during a period of expulsion for an act or offense involving a weapon may assign that student to an alternative assignment or provide alternative education services, provided that the assignment may not exceed the period of expulsion.
6. All school districts and area vocational-technical schools shall report all incidents involving possession of a weapon prohibited by this section as follows:
 - (1) The school superintendent or chief administrator shall report the discovery of any weapon prohibited by this section to local law enforcement officials.
 - (2) The school superintendent or chief administrator shall report to the Department of Education all incidents relating to expulsions for possession of a weapon on school grounds, school-sponsored activities or public conveyances providing transportation to a school or school-sponsored activity. Reports shall include all information as required under section 1303- A. [FN1]
7. As used in this section, the term “weapon” shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

CREDIT(S) 1949, March 10, P.L. 30, No. 14, art. XIII, § 1317.2, added 1995, June 30, P.L. 220, No. 26, § 4, effective in 90 days. Amended 1997, June 25, P.L. 297, No. 30, § 6, effective July 1, 1997. [FN1] 24 P.S. § 13-1303-A.

Exceptions to Pendency Requirements under 34 C.F.R. § 300.518

The following exceptions are applicable in Pennsylvania:

Exception 1. Students whose behavior that gave rise to the disciplinary exclusion is determined not to be a manifestation of the child's disability.

Parents/guardians who disagree with a manifestation determination or disciplinary exclusion under 34 C.F.R. § 300.530(c) may request a due process hearing in accordance with 34 C.F.R. § 300.532. When an appeal has been made, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration

Exception 2. Students who carry a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA.

IDEA 2004 and 34 C.F.R. § 300.530(g)(1) permit LEAs to change the placement of a student eligible for special education to an interim alternative educational setting for not more than 45 school days if the student brings a weapon to school or at a school function.

The 45-school-day interim alternative educational setting must be determined by the IEP team and must meet the requirements of IDEA 2004. These requirements include the selection of an educational setting that will enable the student to continue to participate in the general curriculum, to receive services and modifications in the current IEP, and to receive services and modifications designed to address the behavior.

If a student has been placed in an interim alternative educational setting and the parents/guardians request a due process hearing to challenge the interim alternative educational setting, then the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-school-day time period, whichever occurs first, unless the parents/guardians and the LEA agree otherwise.

If the LEA proposes to change the student's educational placement after expiration of the interim alternative educational setting, the student must remain in the current placement (that is, return to the placement prior to the interim alternative educational setting) if the parents/guardians invoke pendency by requesting a hearing. LEAs may request an expedited hearing to establish that it is dangerous for the student to return to the prior placement during the pendency of due process proceedings.

Exception 3. Students who knowingly possess or use illegal drugs, or sell or solicit the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an LEA.

The same requirements described in Exception 2 above apply to students who knowingly possess or use illegal drugs, or sell or solicit the sale of a controlled substance, while at school, on school premises, or at a school function.

Exception 4. Students who inflict serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.

The same requirements described in Exception 2 above apply to eligible students who inflict serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.

Exception 5. Determination by a hearing officer that maintaining the current placement is substantially likely to result in injury to the exception 6. Judicial intervention. Dent or others.

IDEA 2004 allows hearing officers to order a change in educational placement to an interim alternative educational setting for not more than 45 school days if the LEA demonstrates that maintaining the current educational placement of the student is substantially likely to result in injury to the student or to others. 34 C.F.R. § 300.532(b)(2)(ii).

LEA may seek a court order to remove a student with a disability from school or to change a student's current educational placement, if the LEA believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.

Recording and Reporting of Behaviors

ICSW documents behavioral incidents and the resulting outcomes in our Student Information System. At any time, a parent or guardian may request their child's behavioral record. The request must be written and may be addressed to the Dean of Students. The request will take approximately 48 hours to process. Records can be emailed or a parent can pick up a hard copy from the main office.

The parent/guardian does have the right to appeal any information in the student behavioral record. To appeal the factual information (this is different from disagreeing with the decision), please email the Board of Trustees at icswest@icswest.org. Parents can expect to receive a response within 48 hours regarding their appeal.

All records will be altered to protect the privacy of other students involved.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day ICSW receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the ICSW to amend their child's or their education record should write to the school principal [or

appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Definitions of Code of Conduct Terms

Term	Definition
Act 26	Pennsylvania State Code referring to a weapons violation. Please see Act 26 section referenced in the Code of Conduct.
Assault	(Simple) An unlawful attempt or threat to do physical harm to another. Assault is one sided. The victim does not or is not able to defend themselves with enough force to prevent harm. (Aggravated) Assault with a weapon

Behavioral Probation	When a student is placed on behavioral probation the following will take place immediately: The student will be placed on a behavior plan/contract which will require regular check-in meetings with parents and student daily check-ins with the Dean. The behavioral plan will be revisited regularly during the time a student is on Behavioral Probation. It is expected that student behavior will improve significantly and with consistency. If there are additional behavioral incidents during this period, the student may be brought to the Board of Trustees for expulsion. During this time, students will not be able to attend academic field trips without their parents or guardians present. Student participation in incentive-based activities will be limited or prohibited. Student behavior will be tracked and monitored on a daily basis. Student will be required to have a behavioral form completed and signed by teachers.
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Buddy Room or Take - A - Break	If a student continues to be disruptive or is agitated in a classroom, they will be directed to go to a different location. This is a space where the student will Take a Break without the distraction of their classroom peers. This will be a silent break. The student will be expected to occupy the space without disruption. If the student continues to be disruptive, they will be addressed by the Dean and additional consequences will be considered according to the Code of Conduct.
Bullying	To hurt or intimidate other people in a repeating and patterned manner. Bullying includes: physical or verbal aggression toward a person and/or their belongings causing social alienation and intimidation. Bullying usually includes an imbalance of power. This includes taking or playing "keep away" with another person's belongings.
Cheating	To violate rules dishonestly. The consequence may include one or more of the following: loss of grade for the academic activity, negative impact on grade, mandatory summer school, or suspension.
Detention	Consequence that may be assigned by the Dean or a teacher for repeated minor incidents and/or a major incident.

Discipline Referral Form	Form used by staff to record major or repeated minor behavioral incidents.. When a student is sent to the Dean's office, they should be accompanied by a Discipline Referral Form. Parent or guardian will be contacted within 48 hours of the incident. A copy of the discipline referral form is available from the Dean.
Dress Code Violation	A student who does not arrive to school in the approved ICSW Dress Code, and/or does not comply with the ICSW Dress Code throughout the length of the school day, will receive a logical consequence, such as losing future dress down day privileges. If the student continues to dress out of code, a parent meeting will be required and the student may be sent home. Please note that this consequence will not apply to students whose parents/guardians contact the school about special circumstances regarding the reason for the dress code violation. Certain clothing items worn in school in violation of the dress code can be confiscated. Items will be returned after a parent meeting is held.

Expulsion	Student is dismissed from the school permanently, unless otherwise stated, due to severe or repeated behaviors. The student and parent have the right to be informed of the reasons for the movement toward expulsion and to respond to these reasons prior to the suspension taking effect. Parents and guardians of children who have been recommended for expulsion shall have the right to a full evidentiary hearing before the Board of Trustees of ICSW at which time they may present their argument and evidence for not expelling the student. The expulsion hearing shall take place at the next regularly scheduled meeting of the Board of Trustees (BOT). If the next meeting of the BOT is more than three weeks from the date of the incident, the CEO or Principal shall call a special meeting of the BOT. The BOT shall take a roll call vote immediately at the close of the hearing. The decision of the BOT shall be final. The parent/guardian shall be notified of the hearing date in writing within ten (10) days prior to the date of the hearing. Please Note: The LEA* shall decide expulsion for special education students as stated in IDEA laws and regulations, on a case-by-case basis. *LEA=Local Education Agency. In Pennsylvania, charter schools are their own LEA.
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Extortion	To obtain something by using threat or intimidation.
Fight	Taking part in a physical struggle.
Inappropriate Public Displays of Affection	An inappropriate public display of affection is defined as physical contact such as, but not limited to hugging, kissing, or touching body parts in an intimate manner. Because inappropriate public displays of affection distract from the learning environment, students who engage in them may be subject to disciplinary measures. Age and circumstances will be taken into consideration when applying discipline measures for inappropriate public displays of affection.
In-School Suspension	Student will remain in a designated location for the duration of their suspension. During this time the student will complete all classroom work, work on additional behavioral assignments given by the Dean and receive all homework. Please Note: The LEA shall decide suspension for Special Education students as stated in IDEA laws and regulations, on a case-by-case basis.

Logical Consequence	Defined (by Ruth Charney, Teaching Children to Care) as: reasonable and respectful, neither punishment nor permission. The consequence will help students assume responsibility through structured learning opportunities and the opportunity to try again.
Out of Bounds	To be away from the school, teacher or classroom without direct permission. All students must have a pass at all times to travel through the hallways during non-transitional periods. Consequences will be assigned on an individual basis and will depend on the reason for a student being out of bounds.
Out-of-School Suspension	Student will remain in the Dean's office on the day of the incident until the parent or guardian is able to pick them up. ICSW expects that the parent or guardian will arrive to the school within one and a half hours of the original phone call. The day of

	pick up does NOT count as a day of suspension. The student is responsible for completing all in class and all homework for the day(s) missed due to suspension. The student may also be responsible for completing any assignments given by the Dean. All parents or guardian are required to attend a reinstatement meeting as scheduled, without which the student will not be allowed to reenter the classroom. The student must arrive to school with the parent or guardian and will not be allowed into the classroom until the reinstatement meeting is finished. The student and parent have the right to be informed of the reasons for the suspension and to respond to them prior to the suspension taking effect. The parent has the right to immediate written notice of the suspension and when it exceeds three (3) school days, the school must offer to hold an informal hearing within the first five school days. Please note: The LEA shall decide suspension for Special Education students as stated in IDEA laws and regulations, on a case by case basis.
Play Fighting / Rough housing	Taking part in aggressive physical interaction that simulates a fight. Play fighting is considered to be dangerous as students often become injured or the play fighting turns to a real fight. It is important to understand that for the safety of all students play fighting is not allowed under any circumstances.

Reinstatement	A meeting held to restore the student to active standing. If the reinstatement meeting is not held, the student may not return to school. Any student who returns to school without their parent or guardian will be sent to the Assistant Principal's office and the parent or guardian will be contacted.
Self Defense	Self Defense applies only to those situations where a student could not walk away and/or get help from a teacher.
Take a Break	Every classroom has a designated Take a Break spot. All students are made aware of this spot at the beginning of the school year. Students know that they may ask to go to this spot in order to calm down or think about a situation. In some cases a teacher may instruct the student to go to the Take a Break spot. The student is expected to comply.
Teasing	To upset or annoy by taunting or making fun of another student. Teasing is a "one time" occurrence. Teasing that occurs on more than one occasion and/or becomes a patterned behavior is considered bullying.
Under the Influence	Having any detectable amount of alcohol or a controlled substance in your system and/or showing physical manifestations of being under the influence.

Impact Charter School West
Family Agreement Signature Page
Student & Family Handbook 2026-27

Each family is required to complete this signature page electronically, or sign and return this sheet to the classroom teacher.

By signing below, I acknowledge that I have received the Impact Charter School West Family & Student Handbook and will read it thoroughly and keep it close at hand for future reference. By signing below, I am indicating that I agree to uphold the policies and codes listed within.

_____ Parent/Guardian's Name PRINTED	_____ Parent/Guardian's Signature	_____ Date
_____ Student's Name PRINTED	_____ Student's Signature	_____ Grade

If you have more than one child at ICS West, please list the names of all children and have each child sign.

_____ Student's Name PRINTED	_____ Student's Signature	_____ Grade
_____ Student's Name PRINTED	_____ Student's Signature	_____ Grade
_____ Student's Name PRINTED	_____ Student's Signature	_____ Grade