

ROBERT BENJAMIN WILEY COMMUNITY CHARTER SCHOOL

## PARENT HANDBOOK



2016-2017 School Year

**“LEAVE NO CHILD BEHIND”  
~ R. BENJAMIN WILEY**

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ROBERT BENJAMIN WILEY  
COMMUNITY  
CHARTER SCHOOL

August 22, 2017

Parent/Guardian

Dear Parents

Another school year has begun. It is with pleasure that we thank our families for their continued trust in us as the administrators of Mr. Wiley's vision for our community; we are privileged to serve. Coming off the best year of academic achievement in Charter School history, we are set continue with our successes and to realize them even further. So many exciting initiatives will take place this school year, including a full range of after-school student activities and extended day learning opportunities. We are prepared for our best year ever.

We have enclosed the *Parent Handbook* in order that you may review this important resource. It will serve as a reference in managing our family business. It will inform and guide you through our comprehensive operations and answer the universal question: *How do we serve our students and families?* We encourage you to contact us with any questions and, more importantly, to become involved with our community more than ever before. We are committed to increasing parent involvement in all forms and to sharing resources between us as we work toward the goal of developing parent-school-community partnerships that help kids thrive

Sincerely,

Kathryn Olds & Peter Russo, Jr.  
Co-Chief Executive Officers

*Intelligence plus character –that is the goal of true education.*  
~Martin Luther King, Jr.



Mr. Robert Benjamin Wiley was born on February 7, 1945 in Powhatan Point, Ohio. He was the son of the late Arthur Wiley, Sr. and Clara Luckett Wiley. Robert Benjamin's hometown was a small farming and mining community and his father was a coalminer. His father died before Mr. Wiley was ten and his mother raised Ben and his eight brothers and sisters. Mr. Wiley often spoke of how his town pulled together to help one another, and he learned from his family at an early age the importance of "looking out for one another."

Mr. Wiley graduated from Powhatan High School in 1963, where he was president of the senior class, was selected the 1963 "Ohio Schoolboy Class A Basketball Player of the Year" and led his high school baseball team to a state title. He graduated from Gannon University on a basketball scholarship with a bachelor's degree in business administration and later earned his master's degree in urban systems at Gannon.

In 1969, Ben was recruited to become the Greater Erie Community Action Committee's (GECAC) executive director at the tender age of 24. He was a civic leader who helped transform GECAC into a large nonprofit agency. Under his leadership, the agency grew to a staff of more than 400 that annually serves a clientele of more than 50,000 people ranging from preschoolers to the elderly. He also served as the chief executive of the Greater Erie Economic Development Corporation (GEEDC).

In 1986, Mr. Wiley was inducted into the Gannon University Basketball Hall of Fame. Two years later, he received both the National Lewis Hine Award and Gannon's Distinguished Pennsylvanian Award, which is initiated by the William Penn Society of Gannon University. He received the 2000 National John D. Whisman Vision Award from the Development District Association of Appalachia and was awarded the 2002 Liberty Bell Award by the Erie County Bar Association in recognition of community service that has strengthened the American system of freedom under law.

Ben served on the Gannon University board of trustees from 1990 to 1993. In 1994, he worked on his friend Tom Ridge's successful campaign for the state governor. His early friendship with Tom Ridge led these two men to partner on many "dreams" for their community. Their early shared vision on education grew into a force that changed Pennsylvania when their collaboration resulted in charter school legislation which has provided for a choice in education for children throughout the commonwealth. Mr. Wiley then led a community effort to develop and secure a charter to begin the GECAC Community Charter School. Mr. Wiley insisted that "COMMUNITY" be included in the name of the school since his life belief was in the power of the community to change the lives of children. Although in his lifetime he resisted efforts to name the school after him, the overwhelming sentiment of the board of trustees, as well as the general Erie community was that naming "his school" after him would be a continuing reminder of the quality of character that all of us should strive to develop.

Biographies of Mr. Wiley provide evidence of his legacy through the awards he has won, the organizations that he has participated in, and the lives he has changed. Dr. Frank Pogue, former president of Edinboro University, was one of the people Mr. Wiley recruited to make a difference in Pennsylvania's system of higher education. Dr. Pogue was quoted in Appalachia magazine saying: "Ben Wiley believes in education as the primary solution to poverty, crime, hate – the answer to society's ills. Ben has a kind of magnetism that brings this community together. Racial groups, different socioeconomic groups, business leaders, ministers, you name it – he is the one person who can bring such a rainbow of people together around almost any issue."

***"To see people who don't know and understand what they are capable of accomplishing, and to embrace them and lift their self-esteem, to see them grow in confidence, that gives me the most joy and satisfaction. That's the difference between a bad life and a good life."***

**Robert Benjamin Wiley  
1945-2004**

***The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of TRUE EDUCATION.***

**~ Martin Luther King, Jr**

## **INTRODUCTION**

The ROBERT BENJAMIN WILEY Community Charter School (RBWCCS) is a free, public school operating under a Charter approved by the Erie School District. The staff of the Charter School is responsible to the ROBERT BENJAMIN WILEY Charter School Board of Directors and the Pennsylvania Department of Education.

The ROBERT BENJAMIN WILEY Community Charter School operates in compliance with all applicable federal and state laws and regulations. Our policies and procedures reflect these laws as well as best practices in working with children. Our policies and procedures are based on current knowledge. On occasion directives are sent by the state which may cause us to make changes to the policies and procedures.

## **MISSION STATEMENT**

The ROBERT BENJAMIN WILEY Community Charter School is designed to develop responsible citizens who are prepared to face the challenges of tomorrow. We seek to develop competent students who can compete with students from any school in the country. It is our mission to instill the twin attributes of responsibility and discipline in our students so they may succeed in their future endeavors.

## **BOARD MEMBERS**

Marc Blount, Chairperson  
Pamela Forsyth, Vice Chairperson  
Benny Simmons, Secretary  
Ed Dawson, Treasurer  
Johnie Atkinson: Chair, Management Committee  
Dr. Phillip Belfiore; Chair, Curriculum Committee  
Anthony Williams  
Angela Heidelberg  
Ronald A. Steele

***Education does not end in the afternoon; it does not end in the spring; it does not end...***  
**~ M. Dale Baughman**

## **SCHOOL STAFF**

Pete Russo – Co-CEO  
Kathryn Olds – Co-CEO

### **Support Staff**

Amy Harris – Director of Student Support Services  
Rebecca Bliss – Director of Community, Parent and Student Services  
Marques Adams – Director of Finance  
Veronica Copeland – Administrative Specialist/School Secretary  
Salena M. Gavin – Behavior Specialist/Truancy Officer  
Kristen Risner – Special Education Coordinator  
Jenny Hackenberg – School Nurse  
Krista Carleton – Executive Assistant  
Chelsea Curlett – School Counselor  
Allie “Rabbit” Porter – Maintenance Supervisor  
Allison Reynolds – Academics Coach

**Special Education Teachers:** Jessica Armant, Emily Scalise, Leah Stazer, Ali Luddy, Emily Sorbara, Bridget Thompson, Keri Wisniewski, Amber Schaefer

**Program Assistants:** Willie Gore, Cameron Presley, Franklin Frith, Westley Williams

***"I can accept failure. Everyone fails at something. But I can't accept not trying." Michael Jordan***

**Kindergarten**

Ashley Behn  
Sheela Horton

**Fifth Grade**

Hillary Yohe  
Maria Ogeka

**Music**

Veronica Will

**First Grade**

Ellen Bane  
Kara Barczyk

**Sixth Grade**

Melissa Smith  
Yessenia Montero

**Art**

Rosemary Moore

**Second Grade**

Julie Gresh  
Kim Koch

**Seventh Grade**

Lindsay Mandic  
Jasmine Caruso

**Physical Education**

Tim Banks

**Third Grade**

Natalie Miller  
Michelle Kappler

**Eighth Grade**

Erica Grode  
James Travers

**Timeout Room**

Willie Gore

**Fourth Grade**

Maria Mucci  
Sarah Smith

**Positive Support Room**

Franklin Frith

**PARENT INVOLVEMENT AND PARENT VOLUNTEERS**

Parents are encouraged to be a part of their child's education. The ROBERT BENJAMIN WILEY Community Charter School welcomes parents as part of our school family. The Parent Room is available to parents at all times. You will find many resources for your role as a parent and as your child's first teacher. Please feel comfortable here at any time.

The Charter School sends monthly parent newsletters to provide you with information on special events, activities and workshops that are available to parents.

The Charter School holds conferences twice each year. All teachers and parents are expected to meet at least twice annually to discuss student progress.

Monthly parent meetings are held at the school. All parents are encouraged to be a part of the parent group. Parents are welcome at the Charter School at all times. Parents are welcome in the classroom to volunteer. Parents and teachers should arrange in advance of the lesson what the parents' role will be in the lesson.

Some reminders:

- Prior to volunteering in the classroom, parents are asked to participate in a volunteer training. This training provides ideas on choices of ways parents can assist with the school's mission. Staff will also share any legal or policy information that volunteers will need.
- Parents should schedule their classroom volunteering in advance with the teacher.
- Parents must follow teacher guidelines at all times.
- Parents may not discipline children in the classroom.
- Parents may not be in physical contact with children, other than their own.
- All information obtained while in the classroom is strictly confidential...any violation of this confidentiality may cause parents to be excluded from visiting classrooms.
- In addition to classroom volunteering, parents can help the school by volunteering to serve on committees, work with special school events or assist with non-instructional tasks.

Visitors and volunteers must work in designated areas:

- Parents are always allowed to be in the parent room at any time. If parent room is occupied by an activity, parents are welcome to visit in the lobby area. Parents are welcome to use the computer in the parent room. If the parent computer is in use, and there are no students in the computer lab, parents are welcome to use a computer in the lab.
- Parents are welcome to attend workshops, which may be held in designated areas.
- Parents may use adult/staff restrooms in the red section of the building.
- Parents are welcome to use the vending and coffee machines in the staff lounge, but are reminded to use the parent room or lobby to relax and visit.
- No smoking is allowed on school grounds. .
- Parents wishing to check out books for the student library may do so if the librarian or guest librarian is available and not working with students.

In order to keep our building safe and secure, parents must give their destination to the office staff. Parents should not be just walking in hallways or stopping by classrooms. Teachers are always pleased to meet with parents, but visits without a known purpose are disruptive to instruction.

## **VISITORS**

All visitors must enter the building through the front main entrance and sign in at the office. Visitors will receive a Visitor Pass, which is to be worn during the visit and returned to the office at the conclusion of the visit. This is necessary for the safety and protection of your child. Do not go to your child's class without first reporting to the office. Visits to a classroom during the school day **must have prior approval** by the Co-CEOs.

### **Parent Resource Room:**

Wiley Charter Parent Resource Room and Lending Library:

Purpose and Procedure

The Wiley Charter Parent Resource Room and Lending Library is a technical and training support service funded by the PDE Division of Federal Programs that provides educational support to Wiley Charter School parents. The aim of these services is to improve parent access to continued education through access to an educational lending library and consultation on enhanced professional practice.

Lending Library: Materials Check Out Procedure

All Lending Library items in the Parent Resource Room are cataloged for parent selection. A computerized check-out system or a card check-out system will be utilized to track items. Any item(s) checked out by parents will be tracked through parent name and contact number and processed with a check-out date and a return due date. All Lending Library items are stamped with a permanent Title I Parent Resource Room tag. The due date is written on the check-out card affixed on the item and a card is placed in the Wiley Checked out Items are due back one month from the check-out date.

Lending Library: Hours of Operation

Materials checked-out from the Wiley Lending Library are available to all Wiley Charter School parents during the normal operating hours of the Parent Resource Room (Monday through Friday from 8:00 AM to Noon). Parents may call Mr. Al Smitherman, Wiley Charter Parent Coordinator, at 461-9600 extension 256 to request support and educational materials for check out. Parents are also encouraged to visit the parent resource room in the school during operating hours to request and check-out available materials directly. Available resources through the lending library will be updated and communicated to parents each month through a special section in the monthly newsletter.

## **ATTENDANCE POLICIES**

The ROBERT BENJAMIN WILEY Community Charter School is an exceptional school, but children *must* be present to benefit from all that our school has to offer. It is very important that your child attends school every day. If your child must be absent, please do two things faithfully:

1. Call the office as soon as possible on the morning of the absence.
2. Send a signed note or excuse on the day of your child's return, stating the reason for the absence for the attendance record.

Regular attendance is not only required by law but it is necessary for success in school. Tardiness and unnecessary absences are not acceptable. Parents/guardians **must notify** the school when a student will be absent or tardy. **Charter schools (and all public schools in Pennsylvania) are required by law to report illegal absences to the District Justice.**

Excused Absences:

- Illness (specify reason and obtain a doctor’s excuse if doctor visit is mane)
- Medical or dental appointment (obtain excuse from medical/dental office)
- Death in the family
- Religious observance or activity
- Court cases
- Unavoidable family emergency
- Suspension
- Approved education related trip

A written excuse must be submitted **within three (3) school days after the child’s return to school**. The absence or tardiness will be considered illegal (unexcused) if a written excuse is not submitted within three school days. Any student who is absent from school will not be permitted to participate in or attend any school function or activity for that day. Any student who is excused by the school during the school day due to illness will not be permitted to participate in or attend any school function or activity on that day. Parents may request a simple form for completion of excuse or may choose to hand write excuse for child’s absence.

Illegal Absences:

After a third illegal absence, a letter will be sent to the parent/guardian’s home advising them to have a conference with the appropriate school staff. A fourth illegal absence will result in a truancy report being filed with the district magistrate. The Office of Children and Youth may be contacted for intervention. According to Pennsylvania state law, upon the 11<sup>th</sup> student absence in a school year, parents **must** provide a doctor’s excuse for each absence. All absences without a written doctor’s excuse are illegal and will be reported to the District Justice for Truancy.

**CUSTODY ISSUES**

Please let the school know if there are custody orders concerning your child. We have been advised that legally in order to deny a parent from picking up their child, there must be a current and signed court order stating that they should not have access to the child and we must have a copy of that order in the child’s file. The school cannot become involved in custody disputes; we cannot mediate or keep track of which parent can pick up on which days, unless a court order specifies that information.

**DAILY SCHEDULE**

<p>7:30 Doors to building are opened  <b>7:40 – 8:10</b> Breakfast is served; literacy instruction begin K-8  <b>7:50 – Tardy Bell</b>        8:00 Homeroom (tardy slips needed after 7:55)        10:50 1<sup>st</sup> Lunch K, 1, 2        11:40 2<sup>nd</sup> Lunch, 6, 7, 8        12:20 3<sup>rd</sup> Lunch 3, 4, 5        2:55 Dismissal</p>
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**EMERGENCIES**

**EMERGENCY CARD**

The emergency card completed at the beginning of each school year contains the information needed in the event of an accident or illness. It is required that the parent/guardian notify the office of any information changes that occur during the school year. If we are unable to reach the parent or designated person in an emergency, the school will contact the Office of Children and Youth. For the safety and well being of your child, please be certain that the school always has the name and working phone number of someone who can pick up your child in the event of an emergency when you are not available.

Note: We will send phone messages to parents on a variety of topics through our “school messenger service.” If you have NOT received a school messenger message for several weeks, this probably means that the school does not have a working phone number for you.

**WEATHER AND OTHER EMERGENCIES:**

In the event of any emergency, school staff will protect your child's safety by following our safety plan. Regular drills are held to insure that all staff and students are aware of how to exit the building for fire emergencies, or how to be safe inside the building for weather or other emergencies. If a fire or weather emergency, or safety event occurs on the school campus, a voice message will be sent as quickly as possible via our school messenger service. This voice message will provide you with direct information including information on any early dismissals or evacuation of the school.

#### SAFE SCHOOL PLAN

The ROBERT BENJAMIN WILEY Community Charter School maintains an up to date Safe School Plan, which covers procedures to be followed during emergency and potentially dangerous situations. Each staff member has a copy of the plan. The plan will be reviewed with students at the beginning of the school year. Parents who are interested in being part of our school safety planning committee should contact our Parent Coordinator.

#### **INCLEMENT WEATHER POLICIES**

School delays, closings, and early dismissals due to inclement weather will be announced on local radio and television stations. Delayed openings are due to bad weather such as snow and ice. Local radio and television stations will provide information about the Robert Benjamin Wiley Community Charter School. This information is broadcast in early morning, but please continue to listen and watch in case there is a change. Our school messenger service will also send voice messages regarding any delays or cancellations. Please note this change for this school year. Due to the fact that most of our students are bussed to school there may be some days when Erie Schools are open and we decide that for student safety to cancel school. It is important that we have a working contact number in our school messenger service so that you will not miss this important message.

#### **LOST AND FOUND**

Students' personal property should be marked with the child's name. All children should have other possessions such as coats, lunch boxes, bag lunches, etc., marked. Students may check the lost and found box, which will be placed in a designated area within the school building. At the end of the school year, unclaimed articles will be donated to charity.

***"Defining myself, as opposed to being defined by others, is one of the most difficult challenges I face."***

***~Carol Mosely-Braun***

#### **SCHOOL MEALS**

##### BREAKFAST PROGRAM

The Charter School serves breakfast for all interested students. This **free** breakfast starts at 7:30 a.m. and ends at 8:10. Please be aware that breakfast will not be served to students arriving after 8:30. Please alert school staff to any special circumstances that would necessitate us finding breakfast items for your child on a specific day, even if it is after 8:30.

##### LUNCH PROGRAM

Our cafeteria serves nourishing, well-balanced lunches. We invite and encourage our students to eat lunch. A menu is issued to each child monthly. If a student prefers to bring his/her lunch from home, he/she is welcome to do so. If your child is eating a school lunch, do not send snacks and soft drinks for your child. Note: There is always an alternate selection for students in all grades. Students in grades 3-8 also have the option for a salad instead of the entree.

<b>All students are eligible for free breakfast and lunch based on the percentages of eligible children in the city of Erie.</b>
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##### LUNCHROOM CONDUCT

The Wiley Charter School rules are made to provide a safe and relaxing atmosphere for students to enjoy their lunch break. All students will follow these rules.

1. Walk quietly in the cafeteria at all times.
2. Talk quietly – inappropriate noise and loud talking is prohibited.
3. Stay in your seat.
4. Raise your hand for assistance.
5. Do not leave the lunchroom without the permission of the lunchroom supervisor.

6. Be responsible for collecting your trash and leaving your eating area clean.
7. Do not throw or play with food.
8. Show respect for the lunchroom supervisor(s) and cafeteria ladies. Adults are on duty to enforce the rules and to assist the students.

Every student will eat lunch every day. However, students who have difficulty following these rules will be excluded from eating with friends. Staff will work with parents to assist students with understanding and following these important rules. Our code of conduct further explains consequences for lunchroom behavior concerns.

### **MEDICATION / CHRONIC HEALTH ISSUES**

Only the school nurse, principal or designated person may dispense medication to students. No school personnel are permitted to give medicine to students unless the medication is prescribed by a licensed physician. The medication must be in the prescription bottle with the doctor's instructions concerning time and dosage. Our school nurse can advise parents on the paperwork required for the nurse to administer medication. All medication must be kept in the office. It is against Pennsylvania school law for students to have "over the counter" medications in their possession (i.e. aspirin, cough drops, etc.) If your child is ill and requires over the counter medication, please contact our school nurse.

If your child has a chronic health condition (asthma, diabetes, heart problems, severe allergies, attention deficit disorder), please be contact our school nurse to insure that we make any needed plans for your child's health and success in school.

### **DISEASE PREVENTION**

The school takes precautions regarding the spread of disease and infection. Classroom, hall and restroom surfaces are disinfected. Anti bacterial lotions are available in classrooms and restrooms. Children are encouraged to wash hands and informed of risks to health and safety. Please encourage your children to wash their hands, cover their mouths when they cough. If your child has a fever or flu systems, please keep them home from school.

***"I don't know what the future may hold, but I know who holds the future."  
Ralph Abernathy***

### **MANDATORY DRESS CODE**

Boys shall wear:

- Slacks in colors of solid navy blue, black, or khaki (no white), which must be worn or belted at the waist. "Sagging" is not permitted.
- Shirts in solid white, navy blue, black or khaki. Shirts must be oxford, polo or turtleneck style with sleeves (short or long) and collared. Shirt length may not extend beyond "fingertips when arms are extended". Shirts may not display logos/brand names.
- Sweaters or jackets worn over shirts must be in colors of solid white, navy blue, black or khaki and ***may not have a hood.***

Girls shall wear:

- Slacks, jumpers, skirts in colors of solid navy blue, black or khaki ( NO WHITE), which must be worn or belted at the waist. The hem of the skirts and jumpers must be at or lower than the children's fingertips when their arms are straight at their sides.
- Shirts in solid white, navy blue, khaki, or black. Shirts must be oxford, polo or turtleneck style with sleeves (short or long) and collared. Shirts may not display logos/brand names or be camisole or tank straps.
- Sweaters or jackets worn over shirts must be in colors of solid white, navy blue, black or khaki and ***may not have a hood.***
  - *Uniform shorts may be worn until September 30<sup>th</sup> and after May 1st \**
  - *No hooded jackets/hoodies are permitted.*
  - *No outerwear jackets/coats are permitted to be worn during the school day.*
  - *No patterns, logos, or screen prints*
  - *Safe and appropriate footwear must be worn-no flip-flops, high heels, slippers, sandals without backs.*
  - *Large jewelry, chains, etc are not allowed.*

Though an individual's dress and adornment/appearance is a matter of personal preference and choice, certain styles of dress/appearance are not appropriate in school for the health, safety, welfare, morals and rights of students and staff. *Students will be required to change inappropriate clothing or appearance or be sent home to do so and return.* In order to avoid sending home students who are out of uniform,

we have purchased a small supply of uniform clothing for students to wear for the day. These clothing items must be returned daily prior to student dismissal. Parents will be responsible for replacing any uniform items used and not returned by their student. Students who repeatedly violate dress code will be assigned an after school detention. Students who refuse to change their clothes will be sent home for the remainder of the day for insubordination. Repeated offenses may receive additional consequences.

**DRESS DOWN DAYS: On special occasions, the school administration may schedule “dress down” (or “dress up”) days. Parents will be notified via school messenger, written note or both regarding the occasion, grade level students involved and specifics.** If you have not received notification, please insure that your student comes to school in uniform. If you are unsure, please call the office. Most weeks the CEOs will send important information home to parents through a weekly newsletter on Wed or Thursday. (Students refer to these newsletters as “dress down forms”. Parents are asked to read the information, and then sign the bottom of the form indicating that their student shared the information with them. Students who return the signed form (per child not per family) and return it to their teacher are allowed to “dress down.” Students without the signed form **MUST** be in uniform and follow the required uniform policy, changing if necessary. **School policy of modesty** (length of skirts/shorts and fingertip length shirts over tights, for example), **and appropriate dress** (no bandanas, no clothing depicting weapons, drugs, alcohol, vulgarity, no outlandish clothing which distracts from the learning environment) **applies on dress-down days. Your child may be asked to change if he/she is in violation of this policy.**

Families who need assistance purchasing uniforms should contact the school to request assistance. The school no longer receives vouchers from the Caring Closet. . Parents must contact *The Caring Closet*, which is located at: 913 Payne Ave. Erie, Pa 16503. The telephone number to The Caring Closet is 874-6975. The hours of operation are Tuesdays from 10:00 am– 12:00 pm. Please call the Counselor/Parent Coordinator for other agencies.

*“The question is not whether we can afford to invest in every child; it is whether we can afford not to.”*

~ Marian Wright Edelman



## **BUS RULES**

RBWCCS is proud to be able to offer busing to our students which allows our students the opportunity to have a shorter walking distance each morning and afternoon than they might have if they attend their “neighborhood” school, according to ESD school zones. It is our obligation as administrators and yours as parents to insure that student behavior on school buses meets the standards outlined below. The following subsection outlines what is expected of students who ride the school bus to and from school:

The safety of students is a top priority, and misbehavior on a school bus will not be tolerated. It is imperative that students follow all bus rules/procedures for the safety of all children. If a child violates bus rules, resists bus procedures, poses a safety risk for him/herself and/or others, the following suspension policy will be followed. If a suspension has been assigned, it is the parent/guardian’s responsibility to bring their child to school and pick them up after school on time.

In order to insure student safety, school staff and the bus company will work cooperatively to establish safeguards, including, but not limited to establishing assigned seating, the use of a mounted video camera, and the notification of parents.

Because the driver must focus on driving the bus, it is necessary for students to be well behaved. Therefore, the following regulations shall be strictly enforced:

All students are under the supervision of the driver of the bus and/or the bus aide if one is present. The driver and/or bus aide will handle any behavioral concerns that occur while the bus is in route either to or from the school. The bus driver and/or bus aide is responsible for documenting any bus infractions.

When a student violates the bus policy, a written notification will be faxed to the Erie School District Transportation Office, First Student Transportation, and faxed to the Robert Benjamin Wiley Community Charter School.

Rules of conduct on the Bus/Vans:

- No student shall throw any objects or substances in or around the bus.
- No student shall use loud or profane language in or around the bus.
- No student shall engage in pushing, fighting, or other unruly behavior in or around the bus.
- All students shall remain seated at all times while on the bus. Aisles must be kept clear.
- No student shall deliberately mark, deface or tamper with any part of the bus. The parent of that student will pay for any damages.
- All students will get off and on the bus at their assigned bus stop.
- No student shall eat or drink on the bus.

Bus behavior referrals will be handled on a quarterly basis in the following manner:

The first incident report will be considered warning (unless incident is severe) and parents will be notified.

The second incident report will result in after-school detention and a parent meeting with Student Support team. If a student does not attend the scheduled after-school detention, the student will receive a 1 day bus suspension.

Third and subsequent incidents in a quarter will result in a 3 day bus suspension.

In cases of severe incidents, suspensions may be given without warning if deemed appropriate by an administrative staff.

The bus suspension will be enforced for accumulation of referrals as set forth below. It is the responsibility of the parents/guardians to provide transportation to and from school. Students suspended from the bus must continue to attend school. **Transportation problems will not be considered legal absences.**

Additional referrals will be enforced on an individual basis and suspensions will be given at the discretion of the school administration and the bus company. Additional suspensions will be longer in duration and may result in permanent removal from riding the bus. School staff may also use videotape from the bus camera to determine suspensions or additional disciplinary actions.

Bus transportation in Pennsylvania is a privilege, not a right. It is our responsibility to insure the safety of students on the bus. Student's whose behavior interferes with the safe transport of other students will be excluded from the bus.

### **STUDENT CONDUCT**

The ROBERT BENJAMIN WILEY Community Charter School issues a **Code of Acceptable Behavior and Discipline Manual** that is provided to each student, but extra copies are available in the main office. It is important that parents not only read this manual, but also that they share it with their children. That manual is the ruling document regarding rules and procedures, but some rules are restated here for emphasis. In order to maintain safety and proper decorum, the Robert Benjamin Wiley Community Charter School's policy on student behavior is as follows:

1. Students must show respect for all school personnel. This includes teachers, the CEOS, the administrative staff, student support staff, counselor, graduate assistants, lunchroom supervisors, and cafeteria/custodial staff members.
2. Students will use appropriate language at all times. Abusive or obscene language will not be tolerated.
3. Students will be careful in the use of building materials and supplies, and of all learning materials (including textbooks).
4. Students should observe all rules of safety, whether in school or traveling to or from school. This includes orderly conduct in the halls and bathrooms. Students should not be in the hallways without permission of their teacher.
5. All rules for student conduct apply to field trips.
6. All students are subject to the guidelines as outlined in the Code of Acceptable Behavior and Discipline Manual. Violations will result in the appropriate punishment.

### **THE FOLLOWING BEHAVIORS WILL LEAD TO SUSPENSION OR POSSIBLE EXPULSION:**

- Bringing on to school property or having in the pupil's possession dangerous or illegal weapons
- Possession, handling, or use of look-alike weapons.
- Selling, using, possessing or aiding in the procurement of alcoholic beverages, narcotics or restricted drugs, or controlled substances. (Students may not have over the counter medications in their possession nor share them with other students.)
- Engaging in violent actions/fighting threatening to the safety of pupils and/or school personnel
- Overt insubordination to the clear directions of a Charter School employee
- Committing immoral acts or gestures; sexual harassment.
- Theft
- Destruction or defacement of school property
- Truancy
- Smoking or carrying smoking materials on school property
- Accumulation of offenses....continuing to violate classroom and school rules despite correction and interventions.
- Violation of the laws of the Commonwealth of PA

*If there is an incident in the classroom, your child's teacher will call home to explain the details of the incident. All disciplinary exclusion information will be communicated by administration/student support services. Parents, please remember to stress that arguments, differences or confrontations between peers that cannot be settled in an appropriate manner should be reported to any staff member. Students should never "punish" peers for alleged misbehaviors.*

### **Restorative Justice Philosophy:**

The goal of the Wiley Discipline Program is to always keep students in school and in the community by investing efforts toward intervention that teaches what to do as opposed to what not to do, and following it with punishment alone. It is our mission to address discipline issues in an educative manner. Prosocial, community behaviors are taught to match the expectation. The expectation is as high for our educators as it is for our students.

## **What you need to know about Restorative Justice**

### **What is restorative justice in the school setting?**

Restorative justice is a theory of justice that emphasizes repairing the harm caused or revealed by breaking the student discipline code and affecting the learning environment in a negative way. We are a community and inappropriate behaviors affect the entire community, the classroom, other students, the staff, and the community. Restoring students to the proper community behavior is best accomplished through cooperative processes that include all stakeholders.

Practices and programs reflecting restorative purposes will respond to discipline code offenses by:

1. identifying and taking steps to repair harm to all offended,
2. involving all stakeholders, and
3. transforming the traditional relationships in the community.

Some of the programs and outcomes typically identified with restorative justice include:

- Victim-offender mediation: counseling environment
- Conferencing
- Circles
- Victim assistance
- Restitution: making it right with all those offended in a structured, safe
- Community service

### **Three principles form the foundation for restorative justice:**

1. Justice requires that we work to restore those who have been offended.
2. Those most directly involved and affected by discipline code violations should have the opportunity to participate fully in the response if they wish.
3. The school's role is to preserve a just public order, and the community's is to build and maintain a just peace.

### **Restorative programs are characterized by four key values:**

1. Encounter: Create opportunities for victims, offenders and community members who want to do so to meet to discuss the offense and its aftermath
2. Amends: Expect offenders to take steps to repair the harm they have caused
3. Reintegration: Seek to restore victims and offenders to whole, contributing members of society
4. Inclusion: Provide opportunities for parties with a stake in a specific offense to participate in its resolution

## **TELEPHONE POLICY**

Except in case of an emergency, students will not be allowed to use the office telephone. Teachers and students cannot be called away from classes for telephone calls (messages will be taken). The school's phone number is (814) 461-9600.

Cell phones: Students may not have cell phones in their possession during the school day. See our discipline policy for details.

*"Injustice anywhere is a threat to justice everywhere." Martin Luther King, Jr.*

## **TRAFFIC AND TRANSPORTATION**

## BUS RIDERS

Bus riders will adhere to the following guidelines and conduct:

1. Ride designated buses.
2. Use the designated bus stop. Under no circumstance is a student allowed to ride a different bus or get picked up at a different stop unless they are given permission by the school and the bus company.
3. Obey the school bus driver and monitor.
4. Sit and talk quietly.
5. Obey the rules and display appropriate behavior.

## BUS POLICY

Riding the school bus is a privilege extended to the students of the ROBERT BENJAMIN WILEY Community Charter School. Violations of bus regulations can result in the loss of that privilege. Misbehavior on the bus will be treated as any other disciplinary infractions, with penalties up to and including suspension or expulsion.

## TRAFFIC FLOW

To keep the traffic areas safe and free flowing, follow these guidelines:

1. Drop off children in the back of the school. Please be sure to pull far enough ahead so that other cars may unload safely.
2. Park in the designated visitor parking spaces if you need to enter the school or assist your child with a car seat.
3. **Do not drive to the back of the school after 2:15 p.m.** The bus students are dismissed from the cafeteria and buses are lined up in our back parking lot.
4. Buses are released at 2:55 P.M. and 3:00 P.M.

## MORNING ARRIVAL

### CAR RIDERS AND WALKERS

1. Car riders and Walkers may enter the building beginning at 7:30 AM Car riders and Walkers enter through the front door. After 7:55 a.m. they will receive a tardy slip. (Note: if there are special circumstances that cause students to arrive after 7:55, parents should contact the teacher or the office staff to provide information. School staff will work with parents to find solutions so that students do not miss instructional time.

## BIKE RIDERS

A bike rack is located near the back of the school. We are pleased to offer this opportunity for older children with prior parental permission.

1. Parents should complete a permission form to be kept on file in the office.
2. Park bike inside the bike rack secured with their personal lock.
3. Bike riders should enter through the front door.
4. Bike riders are dismissed with car riders.
5. Wear a helmet and other safety equipment for safety.
6. School can not be liable for safety or security of bike.

## AFTERNOON DISMISSAL

We are committed to a safe and orderly dismissal process. In order to insure that your children arrive safely to their destination each day, it is mandatory to have a consistent dismissal plan from parents. Please adhere to the following guidelines regarding dismissal.

1. Be sure that the school has complete and correct contact information for you at all times- address and telephone number.
2. If you must change your child's dismissal plan, SEND A NOTE to school with your child so that we have time to make the change during the day. If there is an emergency during the day, please call the school as early in the day as possible. Calls received after 1:00 make it extremely difficult to insure accuracy of your request. **WE CAN NOT CHANGE DISMISSAL PLANS FOR YOUR CHILD AFTER 2:15.**
3. Please do not give your child verbal directions about a dismissal change that you have not communicated to the school. This causes confusion and we must adhere to the child's usual dismissal plan if we cannot reach you.
4. Please try to be consistent with your child's dismissal plan. Frequent changes to how a child is to get home always leads to confusion and eventually, a mix up. We understand that *rarely* there may be an emergency which necessitates a change; however, it is in the best interest of every student to have a consistent plan for getting home each day.

## CAR RIDERS

Car riders will be dismissed in the afternoon out the side (north) library ramp door. Parents may park in our parking area or along the front of the building and get out of your car to walk to the library door to get your child.

## WALKERS

Walkers will be dismissed from the front lobby and be assisted by the crossing guard.

NOTE: Our school safety procedures do not allow car riders to cross our entrance street (formerly Hammermill Road). Please do not ever encourage your child to cross "to you". If for some reason you must park on the entrance road (on east side of the street) you must come to the school to pick up your student and cross with them.

***"Education's purpose is to replace an empty mind with an open one."***

**ACTIVITIES**

Monthly Parent Meetings	Open House
Career Day	Science Fair
Christmas Musical	School Carnival
Celebration of Dr. Martin Luther King, Jr.'s life	Founder's Day (Robert Benjamin Wiley)
African American History Month	Women's History Month
Santa's Workshop	Health Fair
Coffee House	Spring Concert

**AFTER SCHOOL PROGRAMS: These programs will be developed and shared with students and parents.**

We will again be developing a variety of programs for students at all grade levels. We will be recruiting staff and parent volunteers to assist with these activities. Please call if you are interested in volunteering or have questions about these programs.

**Activities may include:**

Boys & Girls Basketball	Private Music Lessons	Flag Football
Girls Volleyball	Cheerleading	Student Government
Glee Club	Soccer/Kickball	Kick It Up Exercise
Newspaper	Ballet	Art Club
Holiday Arts and Crafts		

**COMMUNITY-BASED EXPERIENTIAL LEARNING PROGRAM** We also will begin our community-based integrated learning program. Our new 36 passenger limousine will allow us to plan for unique learning experiences throughout Erie County. We plan to have students learning at the local colleges, businesses, historic sites, parks, etc.

**Parent Complaint Process**

The Robert Benjamin Wiley Community Charter School administration and Board of Trustees encourages students and parents to discuss their concerns and complaints through informal conferences with the appropriate teacher, administration, or other school staff. This is typically the best way to resolve issues. Our parents and the community have welcomed access.

To avoid any confusion, the Robert Benjamin Wiley Community Charter School is its own independent, Legal Education Agency and complaints must be expressed directly to this agency only as soon as possible to allow early resolution at the lowest possible administrative level.

If an informal conference regarding a complaint somehow fails to reach an outcome satisfactory to the parent, the parent may initiate the formal process by filing a written complain. Even after initiating the formal complaint process, parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time. The following forms are provided for parents who may wish to initiate a formal complaint process. There are two levels. Level one indicates that a complaint has not been resolved to the satisfaction of the parent and requires further investigation through the school's lead administration. Level two indicates that that following a meeting with the school's administration, the parent yet requires additional consult the Board of Trustees of the Wiley Charter School. The formal process requires that parent's follow the sequence is resolving their formal complaint issues.

**PARENT COMPLAINT FORM LEVEL ONE (Chief Executive Officers)**

This form must be filled out completely by parent/guardian within 15 days of the date the parent first knew of the action giving rise to the complaint or grievance;

1. Student's Name/Grade

2. Parent's Name and contact/Phone number

3. Date of Incident

4. Please write a brief description of the incident

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5. Has this incident been reported to anyone else? Who? Provide name & position

6. What resolution do you seek for this complaint?

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Parent/Guardian Signature: Date:

**PARENT / STUDENT'S COMPLAINT FORM LEVEL TWO (Wiley Board of Trustees)**

This form must be filled out completely by a parent/guardian appealing a Level One decision to the Board.

1 Parent's name:

2 Address

3 Home Telephone

4 To whom did you last present this complaint?

5 Date of Chief Executive Officer Conference

6 If you will be represented by another person in pursuing your complaint, please identify the person representing you.

Name Address City, State and Zip

Telephone Number

7. Attach a copy of your original Level One complaint form.

8. Attach copies of the Level One decision. Date

Student/Parent Signature Date:

## **SPECIAL SERVICES:**

**School Counselor:** We are proud to have a full time school counselor available to assist students. Short term individual and group counseling and assistance with referral for outside counseling for students and families is available. Parents are involved in the referral process and must give signed consent for participation in mental health counseling.

### **Achievement Center Mental Health Satellite Clinic:**

The Achievement Center has designated space in our building to provide counseling to students/families who receive their services. Parents who are interested in their child receiving mental health/counseling services at this satellite clinic (rather than driving them to another clinic) should contact our school coordinator for additional information on referral. These mental health services, provided by licensed master's level therapists) are provided at no cost to families. Families with ACCESS card or appropriate insurance may have cost of counseling paid by insurance. In instances where insurance is not available, the Charter School will cover cost of individual child counseling service as needed.

**School Nurse:** We are pleased to have a full time school nurse in the building. In addition to providing assistance with minor illnesses and injuries, our nurse collaborates with family doctors for medications and treatment. Our nurse also assists families with referrals for follow-up to health, vision, hearing and other screens and conducts wellness programs for students and staff.

**Special Education Services:** We have 8 special education teachers who provide special education services in a variety of models. Students may receive services in the regular classroom (full inclusion) or in part time to full time resource room support. See section below for more detailed information.

### **Title I Services:**

The Robert Benjamin Wiley Community Charter School is a school wide Title I program, insuring that all students in grades K-8 have the advantage of additional support as needed in reading and math.

What is a Schoolwide program?

A Title I School wide program is a method of delivering Title I services in eligible schools. It allows the school to address the educational needs of children living in disadvantaged communities with comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency.

School wide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. School wide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

School wide programs serve all children in a school. All staff, resources, and classes are part of the overall School wide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through:

- High quality instruction.
- Comprehensive reform strategies and methods that are based on the use of scientifically based research.
- Strategies and methods to improve teacher quality and professional development.
- Consolidated use of funds.

What are the advantages of becoming a School wide?

- When an entire school is the target of change, schools serving the most disadvantaged youth can achieve success.
- A School wide program is built upon whole school reform strategies rather than separate, fragmented or add-on services.
- The whole school takes responsibility for the success of each student.
- Integration and coordination of efforts toward unified goals provide for greater success

## ASSESSMENT

In order to make sound decisions about educational goals, it is necessary to have an accurate picture of each individual student's strengths and needs. Teachers use classroom assessments daily and weekly to determine progress on instructional goals. The school also implements several formal assessments. Students in grades 3, 4, 5, 6, 7, and 8 participate in the 4-Sight Benchmark tests in math and reading, which are administered 4 times each year. These tests help teachers determine progress on Pennsylvania Standards in math, reading and writing. The PSSA test in reading and math is administered in the spring to students in grades 3 through 8. The PSSA writing test is also given in the spring to 5<sup>th</sup> and 8<sup>th</sup> graders and the PSSA science test is given in spring to students in grades 4 and 8. Parents will receive written notice of student achievement on each of these tests as soon as results are compiled. Please note that this information is in addition to report cards and progress reports. First and second grade students are formally assessed in reading at the beginning of the year.

Formal assessments and screens are conducted with our Kindergarten students during the first month of enrollment, including developmental, speech/language, and hearing. We also will use the Kindergarten Readiness Test this year. (Parents will be advised of results of these screens and assessments.)

## REPORT CARDS AND PROGRESS REPORTS

Report cards are given to students in grades 1 through 8, at the end of each quarter. Kindergarten students will receive an official report card at the end of the first and second semester. Progress reports are mailed to parents mid quarter. Additional informal reports will be shared with parents as needed. Copies and samples of student work and tests will be included weekly in our Friday folders. We plan to have our grade book on a secure site soon. Parents will have a secure code that they can use to access their child's grades on a regular basis.

## PROMOTION POLICY PRACTICE

The Robert Benjamin Wiley Community Charter School students are required to make passing grades in core academic subjects (English/Language Arts, Mathematics, Social Studies, and Science). If a student receives what is considered a failing grade, D or F, in one or more content area courses at the end of the year a conference will be held with parents to determine grade placement for the following year. In grades 3-8, performance on PSSA as well as other considerations including need for referral for additional services will be discussed.

For Special Education students, the decision regarding the need for participation in the tutorial programs and the mandatory Summer Learning Program will be made by the IEP team. The lack of adequate progress based on the progress monitoring of the IEP goals will lead to IEP meetings to determine any changes to goals, strategies, and/or services. Retention decisions will be made by the IEP team. Student attendance will be considered when making any decisions.

### COMMUNICATION GUIDELINES FOR STUDENTS NOT MEETING PROMOTION STANDARDS

- |         |   |
|---------|---|
| January | ➤ Initial meeting with parent(s) and grade level team is convened. Results of academic strategies attempted since January are discussed. Summer Learning as a more realistic plan is discussed with the parent(s) in attendance. The status of the action plan should be developed and implemented with specific strategies to meet the needs of the student.   |
| March   | ➤ A second meeting with parent(s) and the grade level team is convened. Results of academic strategies attempted since January are discussed. Summer Learning as a more realistic plan is discussed with the parent(s) in attendance. The status of the action plan should be discussed and recommendations for modifications should be discussed. If Summer Learning is a possibility, parents must receive a written warning notification letter at this meeting. |
| May     | ➤ A final meeting with parent(s) and the grade level team is convened. Results of academic strategies attempted since January are updated. The teacher will use this time to implement a final plan.  |
| June    | ➤ The CO-CEOS will make the final decision with input from the classroom teacher's (documentation) promotion reports. Notice of non-promotion letters will be mailed to the parents by certified mail. Parents will be provided an opportunity to appeal the decisions to the CO-CEOS at the conclusion of the Summer Learning Program.   |

## HOMEWORK POLICY GENERAL STATEMENT

Homework is an important learning activity related to experiences assigned within the school. Its purposes are to supplement and enrich work done in the classroom, to provide for individual interests, to promote competency in skills and subject matter, to help students budget time, to integrate learning, to help students use a variety of sources of information, and to involve parents in the learning process.

1. To encourage and improve the child's self-discipline and responsibility.
2. To involve parents in the learning process.

#### TEACHER ROLE AND RESPONSIBILITY:

1. To provide and sustain student understanding of purpose and benefits of homework.
2. To provide group and individual incentives for quality completion of homework.
3. To provide homework that offers a meaningful experience to reinforce and improve basic skills.
4. To provide students with clear directions and expectations for homework.
5. To insure students are given needed resources.
6. To communicate with parents in cases where students are not successful in completing and returning assignments.
7. To provide feedback to students on their work and assistance as needed.

#### PARENT ROLE:

1. Provide a work area in the home that is quiet and has sufficient lighting.
2. Establish a routine time for homework to be completed.
3. Homework assignments are based on skills already taught in each classroom and, therefore, should not require parental instruction. However, parents should check that all homework has been completed satisfactorily. If your child is having difficulty doing his homework, or if there is a sound reason for assignments not being completed, please send a note to the teacher.
4. Praise your child when a homework assignment is completed and completed well. Understand that the student may make errors during this process. The teacher will then work with the student in the areas of need.
5. Contact the teacher with questions or concerns about homework. Participate with teacher in conferences and problem solving if there are concerns about completion or returning work.
6. Encourage your child to understand the need for homework - - have a positive attitude about its use.

On those nights that homework is not given, there are still things the children can practice. These include practice in spelling, number facts, times tables, simple research (with a newspaper), and paragraph writing. Pleasure reading is always a valuable activity in learning new facts and skills. We will offer workshops for parents on homework. Parents may contact teacher at any time for additional suggestions.

This policy is intended to be beneficial to your child and will only be successful with full cooperation between home and school. Homework completion is a necessity and a discipline that will serve your children throughout their education at all levels. Failure of students to comply with homework requirements each week may result in after school homework sessions during after school enrichment time. Academic discipline always comes first. Our partnership to help students complete this important piece of learning will not only help them learn but will allow them to continue to participate in the after school programs of their choice. If you have any questions concerning homework requirements and expectations, feel encouraged to contact the school.

#### **CONFERENCES**

Parent/guardian conferences with teachers will be held on November 24 and November 25, 2015. These conferences allow you to discuss your child's academic performance with your child's teacher. We strongly encourage you to take advantage of this time to meet with your child's teacher regardless of your child's academic progress. Problems or concerns may also be addressed at this time. Conferences will last approximately 15 minutes. If more time is needed, an after-school meeting with the teacher can be scheduled. If for some reason you cannot get to the school, we will try to schedule a home-visit.

Because conference times are limited, it is important to prepare your questions for the teacher ahead of time. It is also important to think about things you can tell the teacher to help him or her better understand your child. Don't take comments about your child personally. Instead if your child is having problems, focus on solutions to these problems with the teacher. Working together, we can help your child (ren) succeed.

#### HOME VISITS:

Research shows that teacher and parent conversations increase student learning. Our previous school experience here has shown that teacher visits to student homes can increase our ability to become true partners. We will work with parents to find the most convenient times for these visits. In the past, some parents have preferred to meet for "coffee" somewhere other than the home. We want this initiative to work for you.

*"We must go beyond textbooks, go out into the bypaths and untrodden depth of the wilderness and travel and explore and tell the world the glories of our journey."  
~John Hope Franklin*

## **HOW TO HELP YOUR CHILD AT HOME**

- Read aloud to your child. Research has proven that this is the most important thing a parent can do to ensure a child's reading success.
- Have your child read to you. Do shared reading.
- While in the car, have your child read street signs and billboards, make a game of it.
- While shopping, have your child read product labels.
- Obtain a library card for your child and check out books.
- Encourage your child to read the newspaper. Discuss articles together.
- Measure objects in the room and house together.
- Model for your child the positive values that will guide his or her behavior.
- Teach your child by example.
- View television programs together. Discuss the shows afterwards.
- Put work that your child is proud of "on display".
- Create flash cards for your child's particular needs - - alphabet recognition, vocabulary words, numbers, math facts, states and capitals, etc. Use flash cards in a variety of game activities.
- Have your child follow a recipe, measure ingredients, and prepare a dish.
- Begin a story and have your child finish it.
- Using magazines go on a phonics picture hunt looking for pictures of things that begin with specific letters.
- Set aside time each day to listen to and talk with your child.
- Go on a color, shape, or number walk. Your child points out things that are a particular color or shape, or counts items such as trees, houses, and mailboxes.
- Encourage your child to write stories on a computer.
- Play games on the refrigerator with magnetic letters and numbers.
- Write notes to your child. Place them around the house - - on the bed, on the door, on the mirror, in a lunch box.
- Have our child write letters and thank-you notes to friends and relatives.

## **RIGHTS AND PRIVILEGES**

The following information is provided to notify you of your rights and privileges under the family educational rights and privacy act, a federal law which protects the confidentiality of student educational records by limiting their disclosure. It guarantees parents and "eligible students" (students eighteen years of age or older) certain rights which are described below.

### Access to Records

Parents or eligible students have the right to review their child's or their own educational records and to have a school official explain the records if requested.

### Challenging Records

Parents or eligible students have the right to request that educational records be changed if they believe the records are inaccurate, misleading or violate student's rights, and to have a hearing if that request is refused. Challenges are to begin at the building where the student attends.

### Disclosure

Educational records cannot be released without the written consent of the parent or eligible student, except to other school districts to which the student transfers or in a few specific situations where government agencies require the release of records.

### Directory Information

Information which is labeled "directory information" by a school district is excluded from protection from release and can be released without parental or student consent. In this district the directory information that

is released to the public consists of the following information: The student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. If you do not want some or all of this information about your child released, you may prevent its disclosure by stating so in writing and sending this notice to the school principal.

### Policy

A more detailed explanation of your rights, the procedures to follow if you want to take advantage of them, and the limitations for the release of records is presented in the school district's guidelines governing collection, maintenance, and dissemination of student data and information. For more information, please contact the school principal at (814) 461-9600.

### Complaints

If you believe that the school district is not complying with the law or not guaranteeing you your rights as outlined above, you may file a letter of complaint with the federal office in charge of enforcing the act at the address below:

FERPA Office; Department of Education  
Room 4511 – Switzer Building; Washington, D.C. 20202

## PARENT SATISFACTION:

Parents have always been our strongest resource in recruiting new families to our Charter School. We pledge to you to continue to work to serve the interests of your children and family. We welcome your ideas, concerns, complaints and compliments. Please feel welcome to address these to the direct attention of Kathryn Olds or Pete Russo. We look forward to being partners with you in the important job of educating your child for future success.

## PROTECTED SPECIAL NEEDS STUDENTS:

**Additional information including Annual Public Notice is contained on our school website. Parent with any questions or concerns are encouraged to call the school.**

In compliance with state and federal law, the ROBERT BENJAMIN WILEY Community Charter School will provide to each protected special needs student without discrimination or cost to the student or family, those aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected special needs student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for special needs students are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provision of services to protected special needs students, contact Kathryn Olds at (814) 461-9600.

## **ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES & PROGRAMS, SERVICES FOR GIFTED STUDENTS, & SERVICES FOR PROTECTED HANDICAPPED STUDENTS**

### **Notice to Parents**

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, intermediate units and charter schools 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. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 PA Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedure in IDEA and Chapter 14 shall take precedence.

. Children ages 3-21 can be eligible for special education programs and services.

**If parents believe that the child may be eligible for special education, the parent should contact the school at 461-9600 and ask for the Principal or the Special Education Coordinator.**

### **Evaluation Process**

Each school district, intermediate unit and charter schools have a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school, which your child attends. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the Early Intervention Supervisor, NW Tri-County Intermediate Unit #5, 252 Waterford St., Edinboro, PA 16412 or call 1-800-677-5610, ext. 8461.

### **Consent**

School entities cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website at [www.pattan.net](http://www.pattan.net). Once written parental consent is obtained, the school district, intermediate unit, charter schools, or PRRIs will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

### **Program Development**

Once the evaluation process is completed, a team of qualified professionals and the parents determine whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

### **Confidentiality of Information**

The school districts, intermediate units, charter schools and PRRIs maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of

any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

For additional information related to student records, the parent can refer to the FERPA at the following URL:  
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a preschool or school aged child, public or private, contact the school or district where your child attends. Additionally one may contact the name and number or e-mail listed below: Kathryn Olds, CEO/Principal [kolds@rbwileyccs.org](mailto:kolds@rbwileyccs.org) 461-9600 ext 221

The charter school will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No pupil enrolled in a charter school program shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

## **SERVICES FOR STUDENTS WITH SPECIAL NEEDS**

It is the policy of Robert Benjamin Wiley Community Charter School that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a Federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEIA 2004"). Chapter 711 of Title 22 of the Pennsylvania Code. This law requires the publication of a notice to parents to inform parents of children applying to or already enrolled in Robert Benjamin Wiley Community of (1) available special education services and programs, (2) how to request those services and programs, and of (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Robert Benjamin Wiley Community Charter School. The purpose of this Notice is to comply with the school's obligations under Chapter 711 of Title 22 of the Pennsylvania Code. This Notice is made available both in the school's Parent-Student Handbook and on the school's website. Parents may also request additional information from the CEO, the Coordinator of Special Education Services, and the School Counselor or through their child's teacher. Our school secretary can assist parents in connecting with any of these staff members.

Parents whose students previously received any special education services or may have been evaluated for services should notify staff upon enrollment so that services can be in place from the first day of enrollment.

There are two steps for a student to qualify for special education and related services.

The first step is a finding that the student has one or more disabilities that interfere with his or her educational performance: (1) autism or pervasive developmental disorder, (2) deaf-blindness, (3) deafness, (4) emotional disturbance, (5) hearing impairment, (6) mental retardation, (7) multiple disabilities, (8) orthopedic impairment, (9) other health impairment (includes ADD, ADHD, epilepsy, etc.), (10) specific learning disability, (11) speech or language impairment, (12) traumatic brain injury, and/or (13) visual impairment including blindness. IDEIA 2004 provides legal definitions of the above-listed disabilities, which may differ from those terms used in medical or clinical practice or daily language. The second step in determining eligibility for special education and related services is a finding by the school's Child Success Team or IEP team that the student with one or more of these disabilities is in need of specially-designed instruction. (Students who enter the school with a current IEP or evaluation that indicates that the child is eligible for special education services will be eligible upon enrollment. An IEP team meeting will be held to insure that appropriate services and programs are in place and those teachers and support staff is aware of student needs and services.

### What Parents Can Do If They Think Their Child May Qualify for Special Education

Parents who think their child is eligible for special education may request, at any time, that the school conducts a multi-disciplinary evaluation. Some potential signs of a student having a qualifying disability including experiencing years of difficulties in reading, writing or solving math problems, difficulties focusing and concentrating on schoolwork, difficulties sitting still in the classroom, and difficulties controlling emotions (such as anxiety and depression) and/or behaviors. Requests for a multi-disciplinary evaluation must be made in writing to the school's Special Education Office. If a parent makes an oral request for a multi-disciplinary evaluation, the school provides the parent with a form for that purpose.