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## THE WILLIAM PENN CHARTER SCHOOL PHILOSOPHY

William Penn Charter School is a Friends school, both by birthright and by conviction. Established in 1689 by members of the Religious Society of Friends in response to a charge by William Penn, the school continues its commitment to Quaker spiritual and educational testimonies. A coeducational, K-12, college preparatory school, Penn Charter is committed to training the mind, quickening the spirit, cultivating the aesthetic, and developing the body.

The school is grounded in the Quaker belief that there is “that of God” within us all, a Divine Spark, which when nurtured can illumine our lives. Therefore, weekly Meeting for Worship is central to life of the school.

Because we value the unique worth of each person as an expression of that Divine Spark, we are committed to a school where everyone – student, teacher, and staff alike – treats one another with respect. We affirm each individual’s responsibility to the larger community and we embrace the deeply held concern of Friends for honesty, justice, compassion, simplicity, and the peaceful resolution of conflict.

We seek to be a richly diverse school community: racially, religiously, economically, ethnically, and socially. In our curriculum, we work to widen our embrace of a plurality of cultures and to celebrate the voices of both women and men.

We strive to nurture the special gifts and abilities of every student while honoring excellence in all endeavors: academic, artistic and athletic. And, since we believe that all persons have the capacity for growth, we are committed to a rigorous yet patient pursuit of the truth. Within a traditional curriculum of liberal arts and sciences, we seek to develop an atmosphere of trust and exploration.

We look to arrive at decisions in a searching manner and recognize that we are strengthened whenever members of the community can find it possible to share in the process of corporate decision making.

As our students move through Penn Charter, we seek to instill in them a sense of independence and responsibility and to sensitize them to the world of want and deprivation, providing them opportunities to serve others.

We reaffirm William Penn's founding tenet that, "Good instruction is better than riches." The capacity within each of us for continuing revelation dictates that learning must be ongoing and endless. Thus, as our students prepare to depart Penn Charter, we endeavor to assist them in the process of identifying the next step that will best meet each one's individual needs. We strive to imbue each with the ability and the will to pursue learning beyond institutional walls.

We recognize that our philosophy includes goals that challenge us, both as an institution and as individuals. As a result, we are led to a process of continuing search and introspection so that we may better understand what it is that we are called to do.

## WILLIAM PENN CHARTER SCHOOL MISSION STATEMENT

Quaker principles and practice continue to guide William Penn Charter School, a Friends school founded in 1689. Within a school community that honors difference, we seek that of God in each person. We value scholarship and inquiry. With excellence as our standard, we challenge students in a vigorous program of academics, arts and athletics. Through global connections, civic engagement and a focus on environmental sustainability, we inspire students to be thinkers, collaborators, innovators and leaders. We educate students to live lives that make a difference.

## PENN CHARTER UPPER SCHOOL MISSION STATEMENT

Based on Quaker values and the Mission Statement of Penn Charter, the Upper School develops young people of integrity, academic strength, and social responsibility. Our community encourages students to explore spirituality and listen to the voice within.

We value and accept diversity. The Upper School challenges students to be independent learners and critical thinkers. We empower students to find their strengths among academics, arts, athletics, and service, preparing each to be a compassionate individual in an ever-changing world.

## WHY PENN CHARTER?

Aware of the rapid growth of his colony, William Penn directed members of the Society of Friends to found a school in 1689. Penn issued a charter in 1711 naming fifteen “discreet and religious persons” or Overseers to be responsible for the school’s operation. In that charter, Penn stated these fundamental principles for the school:

*the good education of youth in reading, writing, learning of languages, and useful arts and sciences; and early instruction in the principles of true religion and virtue, qualifying them to serve their country and themselves.*

Penn believed that these principles were fundamental to the “prosperity and welfare of any people.” Today’s Overseers, in direct line of succession from the original fifteen, hold to the same philosophy of teaching academic and useful arts, and of developing principles of true religion and virtue.

Penn Charter, by history and in effort, is a Friends school. A central belief of Friends is there is “that of God in every one.” Meeting for Worship is held weekly, in which students, teachers, Overseers, and visitors come together in silence; out of the silence someone may speak as he or she feels moved. The silence amid the busy school day is important for a person to hear the voice of God within. Small groups, such as the student council and the community council, strive for consensus in Quaker fashion rather than majority rule in their deliberations. In our diverse school community, students may experience the richness of hearing many voices and working with peers from many different backgrounds. Whether in the classroom, the studio, or on the playing field, Penn Charter students are encouraged to learn from one another and gain confidence in their own strengths and abilities. Service to the community, sincerity in word and deed, and simplicity in manner are encouraged at Penn Charter, as in any Friends school.

Academically, Penn Charter as a Friends school follows the principle of looking for the “teacher within” each of us. The pedagogical approach of the faculty is to assist each student to learn how to learn through self-discovery and sensitivity to others. Students will be encouraged to find answers, develop hypotheses, and draw conclusions on their own, but the helpful presence of a teacher, advisor, coach or mentor is not far away. Penn Charter has played a leadership role in many of the educational innovations of the past half century; new curricula in language arts and the “new math” courses have been

developed here. Students may take advanced placement work in mathematics, foreign language, history, the sciences, and other subjects. The diverse curriculum includes core courses in the arts, both visual and performing, computer sciences, health and physical education. Throughout the curriculum, students receive a sound college-preparatory foundation and may pursue their own particular interests as well.

The school begun by Penn in the seventeenth century has grown and changed through the past three centuries. Overseers actually operated a variety of schools in colonial Philadelphia, and by the middle of the nineteenth century population pressures in the city caused a consolidation of those schools into one Penn Charter, which opened the 1874 school year at number 8 South 12th Street. The school moved to buildings at the current location in 1925, a property known as Pinehurst. More land has been added, including properties across School House Lane, giving us the current total of 47 acres. From 1965 to 1976 three major construction projects increased the instructional space: the Activities Building (or “new gym”), the John F. Gummere Library, and the Lower School building. Renovations to the main building since 1977 have expanded creative arts facilities, modernized science laboratories, provided rooms for the teaching and practicing of choral and instrumental music, and enlarged the stage area and renovated the Meeting Room. Recent additions have been the Raymond Dooney Field House, a larger dining hall, new school store, reconfigured athletic fields, and new tennis courts constructed on the Strawbridge property. In 2002 the Richard B. Fisher Middle School opened, Upper School classrooms in the main building were modernized, and in 2007 the Kline/Specter Squash Courts were built. In 2010 we opened the David L. Kurtz Center for the Performing Arts, the first “green” building in East Falls housing state-of-the-art practice rooms, band and choral facilities, and a 650-seat theater. The track and football field were upgraded in 2015

In keeping with the school’s historical tradition, our colors are the same as those of the city and state: blue and yellow. Each student is assigned a color at matriculation and all students compete in Color Day races at the end of every year. Intramural athletics in lower and middle schools and interscholastic competition after grade six allow students to test themselves, appreciate teamwork, and develop good sportsmanship.

The school motto is Penn’s paraphrase of a passage from the book of Proverbs: “Good Instruction is Better than Riches.” The spiritual gifts of a Friends education are precious in ways that can not be measured by the wealth of the world.

# THE ACADEMIC PROGRAM

**Semester System**      The school year is divided into two semesters, varying in length from 75 to 80 days.

**Graduation requirements**      In the course of a normal four year program in grades 9 through 12, students are required to complete satisfactorily the departmental requirements outlined below. One credit unit equals one semester of coursework.

|                            |            |
|----------------------------|------------|
| Computer Science.....      | 0.5 unit   |
| English.....               | 8 units    |
| Language.....              | 6 units    |
| Mathematics .....          | 7 units    |
| Performing Arts.....       | 1 unit     |
| Physical Education .....   | 2.33 units |
| Religious Studies .....    | 2 units    |
| Science.....               | 6 units    |
| Social Studies .....       | 6 units    |
| Visual Arts & Design ..... | 1 unit     |

Students take a minimum of five units each semester. Students may take more than one course per semester in a given subject area with the approval of the department chair and the division director. The various departmental requirements fulfill 39.83 credit units. Students need to earn a minimum of 40 credit units to graduate.

Any alteration in the four-year sequence must be approved by the head of school and director of the Upper School. Credit requirements for graduation are a minimum standard. The completion of the specified credits prior to the end of the senior year does not entitle a student to early graduation.

**Grading system**      In the Upper School, four passing marks are employed: A, B, C and D. The grade of A is the highest mark, indicating excellent work, and D- is the lowest passing mark. An F means failure. Certain courses, with the permission of the division director, may be taken on a pass/fail basis. In most courses, the final grade is obtained by averaging the semester grades with the year-end assessment. In social studies, in grades 10 and 11, the research paper project is factored into the final grade separately.

There are the following two exceptions to the above procedures:

1. A student failing a course in semester 2 and the year-end assessment will receive a failing grade for the year regardless of the student's grade average.

2. A student achieving a C- or better on a cumulative year-end assessment will automatically raise a failing average to a passing grade, except in laboratory science courses, where the teacher has the discretion to pass or fail the student.

In calculating letter grades, teachers use the following scale:

|           |           |           |             |
|-----------|-----------|-----------|-------------|
|           | B+ 87-89% | C+ 77-79% | D+ 67-69%   |
| A 93-100% | B 83-86%  | C 73-76%  | D 63-66%    |
| A- 90-92% | B- 80-82% | C- 70-72% | D- 60-62%   |
|           |           |           | F below 60% |

In calculating grade point averages, the following numerical equivalents are used for our letter grades: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, etc. to D- = 0.7 and F = 0.

Any rounding of grades is done at the discretion of the teacher. Students are expected to complete all course work in a timely manner. Papers and projects submitted for a grade in one course may not be resubmitted for a grade in another course, or in a repeat of the same course.

Honors is a grade point average of 3.00 or higher with no grade lower than a B-, and high honors is an average of 3.65 or higher.

Honors &  
High  
Honors

CUM LAUDE SOCIETY is a branch of the national society. Each year the society elects seniors and selected juniors on the basis of their grades. Elected students should also have demonstrated character, honor, and integrity in all aspects of school life. Selection to the Cum Laude Society is Penn Charter's highest academic recognition.

*Cum  
Laude  
Society*

Teacher grade books on PC Hub are open to all students at all times. Grades are sent to all families shortly after the end of: Quarter 1; Quarter 2/Semester 1; Quarter 3; Quarter 4/Semester 2.

Reports

**For year-long courses**, grades sent at the end of Quarter 1 and Quarter 3 represent current approximate grade averages.

Grades sent at the end of Semester 1 and Semester 2 are used to calculate (along with the grade for the year-end assessment or any other major assessment, such as a research paper) the final grade for the student for the year-long course.

**For semester courses,** grades sent at the end of Quarter 1 or Quarter 3 represent current approximate grade averages. Grades sent at the end of Semester 1 and Semester 2 represent the final grade for the student for the semester course.

**For quarter courses,** grades sent at the end of the quarter represent the final grade for the student for the quarter course.

In addition to the above grade reporting periods, parents will have access to summary grade reports via PC Hub for five-day intervals during the months of October, November, December, February, March, April, May, and June.

Narrative comments are written for all students and sent to all families following the end of Quarter 1 in early November and following the end of Quarter 3 in early April. Comments may also be written at the end of Semester 1 and Semester 2 for students who are experiencing academic challenges. Also, narrative comments may be written for any student whose grade has changed significantly (more than one full letter grade) up or down since the previous reporting period.

In addition to the quarter comments and final grade reports described above, some students may also receive interim progress reports (IPRs). Interim progress reports will be sent once per quarter to families of students earning a C- or below or experiencing academic challenges. The director of the Upper School determines which students will receive interim progress reports.

**Academic probation**

At the end of each quarter, any student who earns an F average in any course or who carries an overall academic average of below a C (2.0) is automatically placed on academic probation. A student may also be placed on academic probation at the discretion of the Upper School director. While on academic probation, Upper School students will lose any open or off-campus privileges, and may be assigned to a study hall during free periods. Also, any violation of the Community Code while on

academic probation may result in suspension or expulsion from school. If the overall academic average remains below a C for a second consecutive quarter, the probationary status will continue and the student may also be ineligible for participation in sports or other extracurricular activities. If a student's overall academic average does not rise to a C or above by the end of the academic year, the student's name will be brought before the faculty for possible dismissal from school.

After school study refers to mandatory study/extra-help sessions for students who have earned unsatisfactory grades (generally below a C) in major subjects in the previous marking period. Students must report to an after school study hall on Mondays, Wednesdays, and Thursdays from 3:15-4:15pm. In addition, students are required to see their subject teachers weekly for extra help. A student may be placed on a modified after school study at the discretion of the director of the Upper School if the student appears to be in academic decline.

After  
School  
Study

Students in AP courses are expected to maintain a grade of B or higher in their AP courses. A student who earns a B- or lower in Quarter 1 in an AP course may be required to drop the course. The AP teacher, the department chair, and the director of the Upper School will make this decision. If a student drops the course, a grade of withdraw pass (WP) or withdraw fail (WF) will appear on the student's transcript as a final grade. Students will be given credit for the work completed.

AP Policy

If the student is a senior, and drops an AP course, she or he will be required to notify colleges about this change of status. All students enrolled in AP courses will take the AP exams given by the College Board in May. Seniors in AP courses may be required to take a final course exam in their AP course(s). These final exams will be scheduled during 80-minute blocks during the week before and the week after the AP exams are scheduled. These exams will be calculated into the overall course grade. Juniors will not be required to take final exams in AP courses.

A comprehensive list of course offerings and requirements for graduation is published each March. Students meet at that time with the director of the Upper School, department heads, and their advisors to make their course selections for the next school year.

Course  
of Study

**Assessment  
Policy**

Students may be tested during any period of the academic day. However, it is expected that an Upper School student will not have more than two major assessments per day. Major assessments include: tests (including take-home tests); papers of three or more pages in length; major lab reports; and major class presentations (twenty minutes or more). Quizzes and short presentations of less than 20 minutes in length are not counted as major assessments and are not included in the policy of “no more than two major assessments per day.” Moreover, there is no limit to the number of quizzes or short presentations a student may be responsible for in a given day.

Teachers are expected to list all major assessments, as described above, on the Upper School online testing calendar. This calendar is available for students to view online. Students who feel that they have more than two major assessments occurring on the same day should first speak to the subject teachers to resolve the conflict. If the issue cannot be resolved with the teachers, students should speak to the grade dean or the assistant director of Upper School at least 24 hours in advance of the assessments in question (i.e., not the day of the disputed assessments).

No major assessments can be due during exam review days, which are typically in the last week of Quarter 4. Additionally, no major assessments are permitted on the days following school-sponsored concerts, college programs, and other evening events which involve a significant number of students in the Upper School.

If a student is late to school on the day a test, quiz, or other assessment is to be completed or turned in, the student is responsible for seeing the teacher and making up or turning in the assessment on that day. Tests and quizzes missed due to excused absences should generally be made up within a one-week time period. Teachers are not obligated to allow students to make up assessments missed due to unexcused absences.

Teachers will try to meet most student testing accommodations as recommended in a Penn Charter Educational Profile, which is created by the Learning Specialist using the student’s educational-psychological evaluation. These accommodations

may include extra time for testing, use of computers, etc. Consistent with the guidelines set forth by Educational Testing Services, students recommended for “50% time testing” on tests are allowed the test period minutes plus one half of the test period minutes to complete their work. Students recommended for “100% time testing” are generally allowed two times the test period minutes to complete their work. Extra time for testing, and all other educational accommodations, need to be approved by the director of the Upper School. While teachers are notified of the learning accommodations of specific students, it is the responsibility of the individual student to make arrangements for specialized testing needs several days in advance of the testing period.

Specific days are set aside for exams at the end of the academic year. For year-long courses, exams are averaged with the semester grades to determine the final grade in a course. Year-long courses may test the work of the entire year; separate marks are recorded for these exams. An exam in a semester-long course is incorporated into the semester course marks.

Final  
Exams

Any student who fails a required course is expected to make up the failure in one of two possible ways:

Failures

1. Pass an appropriate course in summer school that has been approved by the department chair and the division director.

2. Pass a re-examination after work done in the summer, either through tutoring or attending summer school.

(NOTE: depending on the circumstances, a specific option may be required.)

No student will receive a failure in a course without prior parent notification through quarter comments, interim progress reports, or other means of communication.

Any student who receives an incomplete at the end of a course must complete all work within ten school days, unless other arrangements are made with the director of the Upper School and the course teacher.

Incompletes

The purpose of independent study is to make possible the study of a subject not regularly offered in the curriculum. It is the student’s obligation to find a faculty member with whom to do the independent study and to fill out the application form

Independent  
Study

that is available in the Upper School office during the first week of the marking period in which the independent study is to occur. Independent study courses may not be substituted for one of the five required major courses, nor may they replace departmental requirements.

**Pass/Fail Courses**

Any student in grades 10-12 is eligible to take a course pass/fail, providing it is beyond the minimum five course load and is not specifically required to be taken to meet a department's graduation requirement. A full-year course must be taken pass/fail for the whole year. Permission forms can be obtained from the Upper School office.

**Senior Comprehensive**

The senior comprehensive takes place during the month of May. It involves integrating the traditional academic disciplines with "real world" settings, issues, and topics in five possible formats: ethical, interdisciplinary, intern, social issues, and vocational. The senior comprehensive is optional for all graduating seniors. Each project requires a presentation to faculty, parents and peers at the end of the academic year.

**Special Academic Rules for Seniors**

Seniors are required to pass all required courses taken in the senior year to graduate. Any failure of a required course means that the student is placed on academic probation, and it is the student's responsibility to make up the work through one of three possible options: repeating the course, taking an equivalent course, or doing independent work and taking a re-exam. The selection option must be approved by the department chair and the director of Upper School.

## Upper School Homework Expectations and Responsibilities

**Definition**

In the Upper School at Penn Charter, "homework" describes any assignment a teacher requires a student to complete beyond class time. Homework can include, but is not limited to: reading, writing, listening, studying, exploring, viewing, creating, refining, practicing, reviewing, reflecting, completing, and preparing.

**Purpose**

**The Purpose of Homework is to Extend Learning Beyond Class Time by...**

1. Processing, reviewing, reinforcing, refining, extending

- content and skills, individually and/or collaboratively
2. Helping to provide a pathway toward mastery
  3. Preparing for future lessons, activities, assignments or assessments
  4. Introducing new content/skills
  5. Completing assignments and activities begun during school day
  6. Allowing for student exploration
  7. Encouraging student reflection
  8. Providing teacher and student with feedback on learning, comprehension, and mastery

### **Student Expectations and Responsibilities**

### **Student Expectations**

1. Complete homework thoughtfully, thoroughly, and with purpose
2. Demonstrate the completion and/or the knowledge gained from any homework assignment on the day it is due
3. Work with the adults in your life to manage time well, both during school (study halls and free periods) and at home
4. Avoid behaviors and activities that decrease focus on task at hand (e.g. texting, emailing, social media, television, videos, and gaming)
5. Access the resources at the school, including teachers, math center, writing center, and other learning support services
6. Inform teacher of any outside assistance (person, resource, Internet, etc.) used in completion of homework prior to completion and/or submission (including individual and collaborative assignments)
7. Contact teacher about homework not only when something is unclear or student misses class but also communicate proactively with teachers

### **Faculty Expectations and Responsibilities**

### **Faculty Expectations**

1. Assign purposeful homework that includes explicit goals and connections to content, skills, and learning outcomes
2. Design homework that will challenge students appropriately, but can also be completed without external assistance

3. Communicate course expectations regarding homework, including how/when it is evaluated and how it is completed (individually or collaboratively)
4. Post online and regularly update homework expectations, guidelines, and assignments
5. Provide meaningful and timely feedback on homework assignments when evaluated
6. Set appropriate time limits and guidelines for homework completion and longer-term assignments, keeping in mind the overall workload placed on students across all discipline. Evaluate quantity and effectiveness of homework assignments and adjust as necessary

Parent Expectations **Parent Expectations and Responsibilities**

1. Help to provide a healthy balance of outside activities that prioritizes the completion of academic work
2. Provide an environment that is conducive to effective and efficient homework completion by assisting students in eliminating distractions (e.g. - remove cell phone, set internet blockers, etc.)
3. Allow the student to work independently, providing only general guidance as necessary and notify the teacher and the advisor when student work is not being completed independently
4. Work with student to structure time and schedule that allows for meaningful work, especially on long-term assignments
5. Ask students to explain homework and help them to draw connections outside of the classroom

Admin. Expectations **Administrator Expectations and Responsibilities**

1. Hold students, parents, and teachers accountable for meeting expectations
2. Schedule times and create physical spaces that are conducive to the effective completion of academic work
3. Work with students, parents, faculty, and advisors on creating and maintaining balanced schedules for students
4. Create structured academic time during and after the school day for students experiencing academic difficulties

## The School Day

Upper School classes run from 8:10 am to 3:15 pm on Mondays, Wednesdays and Thursdays; on Tuesdays and Fridays the school day ends at 2:30 pm. (see pages 85-87) Activities and sports are scheduled from 3:45 pm to 6:00 pm each day. Hours

**If your child is going to be absent or late to school, parent(s)/guardian(s) should call Bridgette Bonner-Fennal in the attendance office at ext. 264 by 9:00 am. Please give a reason for absence. If we do not receive a call before 9:00 am., a phone call will be made home. Parent(s)/guardian(s) should call the school nurse at ext. 142 only for a prolonged or atypical medical absence.** Absence  
If a student is absent due to illness, the student is required to bring in a note from a parent or doctor on his or her return to school.

If a student knows in advance that she or he will be absent for one or more days for reasons other than illness, a parent(s)/guardian(s) note explaining the reason for the absence, regardless of the length of the absence, must be brought to school. In this case, the student is responsible for acquiring, completing and returning a student absence form to the Upper School office. Students are required to make up all missed work as needed.

All notes are to be handed in to the Upper School office.

*Excused Absence* includes illness and special circumstances such as religious holidays, a death in the family, and college visits which have been approved by the director of the Upper School or the assistant director of Upper School prior to the absence from school. In the case of absence due to lengthy illness, a student should meet with the school director, the advisor, the learning specialist and his or her teachers to set up a schedule for making up missed work.

Juniors and seniors are permitted a total of five excused absences for college visits over the course of their junior and senior years. Juniors taking college visits should plan these visits between January 1 and May 1 of the school year. It is recommended that juniors miss no more than two days of school for college visiting. Seniors may visit at any time during the senior year. Students planning to miss school for college visits must complete a student absence form prior to taking a trip in order for these absences to be excused.

*Unexcused Absence* is any absence that does not meet the above criteria. Absences due to extended family vacations or nonrelated school activities are considered unexcused. Students are required to make prior arrangements with all of their teach-

ers in advance of a planned unexcused absence. All academic responsibilities must be fulfilled in advance or immediately upon return to school. Teachers are not obligated to give make-up work or assessments for an unexcused absence and may assess late penalties or other academic penalties for work that was due during a student's unexcused absence. Repeated unexcused absences may result in loss of privileges or more serious disciplinary action.

On the fifth absence (excused or unexcused) in any semester, parent(s)/guardian(s) may be notified and the student may meet with the assistant director or the director of the Upper School. If absence continues, a student may be given an incomplete for courses and placed on academic probation. The school director or assistant director will set up a conference with the student and parents to determine an appropriate course of action.

In addition to daily attendance, Upper School teachers take daily class attendance. Absences (both excused and unexcused), latenesses (again, excused and unexcused) and early dismissals due to sports can have an impact on a student's learning. Once a student has missed a class more than five times in a semester, the student's parent(s)/guardian(s) may be notified by a letter from the school. Parents are encouraged to contact the teacher at this time. If a student continues to miss the class, a letter could be sent, a parent conference requested and/or the student could be assigned extra work by the teacher.

Any student who misses more than 15% (25 school days) of the school's scheduled academic time, for any reason, automatically will be reviewed by the Upper School administration and faculty to determine if the student can be promoted with his or her class. The review includes excused and unexcused absences and latenesses. If it is determined that promotion is not in the best interest of the student and the school, the student may be required to repeat the present grade at Penn Charter or will be required to enroll at another school.

**Absence  
From  
Physical  
Education  
Class**

It is understood that illness often precludes physical education activity, and we will be as considerate as possible under these circumstances.

1. Any student absent from school one or more days is excused from physical education classes for the duration of the absence. (This applies to excused absences only.)
2. If a student is able to attend school, but because of illness must be excused from physical education class, he or she must present a note from a parent(s)/guardian(s) or the attending physician to the school nurse. The nurse will then provide that student with an excuse slip which must be presented to the appropriate physical education teacher.

3. If a student must be absent from physical education activity for an extended period of time due to illness (e.g., fractured bone, asthma, skin disorder, etc.), he or she must provide the school nurse with a note from the attending physician. The nurse will inform the appropriate physical education teacher and, where possible, the student will be provided with an adaptive program.
4. If a student is excused from any physical education class because of illness or injury, he or she may not participate in after school sports activities without special permission from the appropriate school director in consultation with the physical education teacher, department chair, and the athletic directors.

Please refer any questions or concerns to the department chair of health and physical education.

Weekly syllabi are available on Penn Charter's online learning management system, PC Hub. Students with short or prolonged absences should first check the PC Hub for assignments and related course materials. Should students need clarification on assignments, they should email the teacher directly. In the event that books or other course materials need to be sent home, students or parents/guardians should phone or email the Upper School office between 9:00 and 11:00 am.

**Assignments**

Early dismissals for medical or family emergencies require notification to the division office. Parents should direct notes and/or calls to the Upper School office. Students should sign out and sign back in (if they return before the end of the school day) in the Upper School office. Please note that students are not allowed to call during the day to request an early dismissal from a parent, nor are students allowed to sign themselves out.

**Early Dismissal**

If a student is injured or feels ill, he or she should report to the infirmary immediately. If a student misses class time due to illness, the nurse will provide the student with an excuse slip which is to be given to the appropriate teacher(s). A note from the nurse, presented to the Upper School office when the student signs out, is required in order to leave school early due to illness. The school nurse is on duty from 8:00 am to 4:00 pm.

**Health Office**

Students report to their first period class before 8:10 am. Attendance will be taken promptly at 8:10 am and the Daily Bulletin will be read. Students arriving between 8:10 and 8:15 am should report directly to class and will be marked late. Students arriving after 8:15 am should report to the Upper School office to sign in before going to class. Failure to sign in at the Upper School office after 8:15 am could result in a Saturday detention.

**Lateness**

Latenesses will be counted as either excused or unexcused. In order for a lateness to be excused, the Upper School office must receive a note from a parent or a phone call on the day in which the student is late. Lateness is excused if a student has a doctor's appointment, or needs to attend a religious service, for example. Oversleeping or being caught in traffic are not considered excused latenesses, even with a parent's/guardian's note or phone call.

Any student who arrives after 8:40 am without a parental/guardian excuse will receive a detention for lateness. Students who accumulate three or more detentions in this manner will receive a Saturday detention. Continued latenesses at the beginning of the school day may result in additional disciplinary action, including, but not limited to, disciplinary probation.

In addition, a student who arrives after 8:40 am without a parental/guardian excuse is not eligible to participate in athletic competitions, practices, plays, or concerts scheduled for that day without prior permission of the assistant director or director of the Upper School. Students who find themselves in these specific circumstances are expected to use this time to meet their academic obligations.

Juniors and seniors who are not assigned to a class during the first block will report to the meeting room at 8:10 am for attendance and the Daily Bulletin. Any student arriving after 8:10 am will be marked late. Continued latenesses will jeopardize open and off campus privileges.

Students arriving late, whether excused or unexcused, are responsible for making up all academic obligations, including major assessments, on the day of the lateness. Failure to make up all academic obligations may result in an academic penalty.

**Excessive  
Lateness**

The following guidelines have been established for dealing with Upper School students who are excessively late to school during a trimester and/or over the course of a year.

*To school:* Any student who is late (unexcused) to school five or more times in one semester will receive a Saturday detention, or a week of morning detentions, at the discretion of the assistant director of the Upper School. The assistant director may also schedule a conference with the student, or call the student's parents. If excessive lateness continues, a student may lose privileges for the balance of the year and may receive additional punishment, which may include suspension. Latenesses are recorded on a student's transcript.

*To Class:* Attendance is taken in each class. If a student is late to the same class three times (unexcused) during a semester (even if it is the first block of the day), he or she may receive a morn-

ing detention at the discretion of the teacher. Continued lateness will be reported to the assistant director or the director of the Upper School, who may assign additional consequences.

Cutting all or most of a class, whether intentional or unintentional, will result in a Saturday detention and a meeting with the director of the Upper School and/or the assistant director of the Upper School.

Cutting  
Class

*Open Campus:* This term refers to privileges given to members of the senior and junior classes who are in good academic and social standing. This privilege allows a student to use non-scheduled time in a variety of constructive ways on campus. Students on open campus do not have to attend study halls, but are required to be present and on time for all classes, Meeting, advisory, assemblies, and other obligations.

Special  
Attendance  
Privileges

*Off Campus:* This term refers to the privilege given to seniors in good academic and social standing. With approval from their parents, students are allowed to leave the campus during free periods, provided that they return for their next obligation. Students must sign out before leaving campus and sign in upon their return. Failure to sign in and out may result in a Saturday detention or a loss of privileges. Students are not permitted to go off campus after their last class and return for after school activities.

*Senior Comprehensive Project:* Attendance standards will be determined by the assistant director and the director of the Upper School. Generally, seniors working on their SCP need only attend the classes on their academic schedules, divisional assemblies, and Thursday morning Meeting for Worship. Other special mandatory attendance functions will be announced.

Students in the following grades may apply for an extension of privileges:

Extended  
Privileges

- Seniors: late sign-in (by 9:00 am) if they do not have a first period class in the second semester
- Juniors: off campus after noon after spring break
- Sophomores: open campus during study hall periods after spring break

The criteria for determining the eligibility of juniors and sophomore students are as follows:

1. all grades must be a C or better in the second and third quarters;
2. no more than nine tardies to school in the first three quarters combined;
3. not on academic or disciplinary probation;
4. all academic and activity requirements fulfilled in the previous year;

5. no more than five morning or Saturday detentions in the first three quarters combined;
6. faculty approval;
7. director of Upper School's, assistant director of the Upper School's, and advisor's approval;
8. parent(s)/guardian(s) consent form signed and handed in.

In order to be eligible for late sign-in, seniors must have met the criteria for off-campus privileges as articulated above and met their senior obligations to the senior class by making all deadlines for the Senior Comprehensive Project and the *Class Record*. In order to continue to have this privilege, students 1) must not abuse this privilege by missing any time from their next class/obligation (not even once) and 2) maintain faculty and administration approval by remaining in good academic and disciplinary standing. Failure to meet any of these requirements, or any others set by the administration, may result in the denial or loss of privileges.

**Leaving  
Grounds**

Due to the concern for student safety, all students (except for those with off campus privileges) must remain on campus until departure for home. Students are required to wait in the main lobby and to be picked up in the front circle in the afternoon. If students must leave early and return again, they should turn in a note from a parent/guardian to the Upper School office before the first period class, sign out at the Upper School office, and sign in upon returning.

**Messages  
for  
Students  
and  
Faculty**

Parents who need to leave a message for their child may telephone the division office during school hours. Unless it is an emergency, we make every effort not to interrupt class time. Please be advised that messages received late in the school day or after the close of school might not reach the student.

The school recognizes the convenience that cell phones provide. However, student cell phones and other portable electronic devices are not to be seen or heard during the academic day. Attempting to contact your child via cell phone during the school day is potentially very disruptive. Should you need to inform your child of an immediate and significant emergency, parents/guardians and family members should call the Main Office (x100), Rose Mary Cavalcante (x101), or Bridgette Bonner Fennal (x264).

All faculty have voice-mail extensions and e-mail addresses which are listed in the Community Directory. Parents and students may contact members of the faculty directly using either of these means. Messages taken for faculty by the Upper School assistant or the receptionist will be placed in their mailboxes. Faculty should respond to messages within two school days regardless of the method of contact.

## ATHLETIC AND ACTIVITIES PROGRAM REQUIREMENTS

All students in grades 9 through 12 are required to participate in at least one sport per year. All students are also required to participate in another major activity each year, which may be a second sport.

In order to qualify for the activity portion of this requirement, an activity needs to involve at least 40 hours of participation per year. A list of the 40-hour activities appears later in this section. (Please note: If a student receives academic credit for participation in a 40-hour activity, he or she will not be eligible for activity credit.) Clubs and organizations that do not appear on the “40-hour” list continue to be important to the life of the school. College applications and letters of recommendations may refer to this participation.

### ATHLETIC OFFERINGS

| <i>Fall</i>         | <i>Winter</i>    | <i>Spring</i>       |
|---------------------|------------------|---------------------|
| Girls Tennis        | Girls Basketball | Girls Lacrosse      |
| Girls Field Hockey  | Boys Basketball  | Boys Lacrosse       |
| Football            | Wrestling        | Boys Track & Field  |
| Boys Soccer         | Girls Swimming   | Girls Track & Field |
| Girls Soccer        | Boys Swimming    | Boys Tennis         |
| Boys Cross Country  | Girls Squash     | Softball            |
| Girls Cross Country | Boys Squash      | Baseball            |
| Boys Water Polo     |                  | Crew (coed)         |
| Girls Water Polo    |                  |                     |
| Golf (coed)         |                  |                     |

### ATHLETIC CREDIT OPTIONS

Athletic credit may be awarded by coaches for satisfactory participation in a well-established area: team manager, student trainer, and mentors at the Middle School level (seniors only). Credit is not automatic. It can be earned only by working with a coach and is contingent on the approval of the athletic director, the dean of students, and the Upper School director. If interested, see the athletic director at the start of the academic year.

## OUT OF SCHOOL SPORT OR ACTIVITY CREDIT

The activity credit requirements underscore the belief that extensive involvement in the life of the school is an integral part of a student's Penn Charter education. In very rare circumstances Penn Charter will waive all or part of the activity requirement for students who have demonstrated interests so specialized and talents so extraordinary (Olympic level) that they cannot be maintained within the context of our program. Weight is given to the requests of older students. In every case, exemptions of any kind are rare.

The school will work with students who have been denied exemptions, and they are encouraged both to continue with outside endeavors and to find meaningful ways to stay involved at school. Students and parents will find Penn Charter's offerings varied and programs flexible. Completed proposals for exemption must be submitted to the assistant director of the Upper School no later than June 1 of the preceding school year.

These proposals must include:

1. Letter from a parent/guardian requesting exemption. The kind of exemption (sport or activity) should be stated clearly as well as the reasons for the exemption.
2. Essay from a student explaining why he or she wishes an exemption from a sport or an activity.
3. Letter from a supervisor or a coach describing the activity and the current level of competition/participation of the applicant.

All proposals are reviewed by the activity committee. The decision of the committee is considered final; all appeals must be made to the head of school.

### PENALTY FOR FAILURE TO COMPLETE THE ACTIVITIES REQUIREMENT

Students who do not fulfill their activities requirement as described above will have to make them up the following year. Seniors who do not fulfill their activities requirement will have to complete the work over the summer and will not receive a diploma at graduation (because graduation requirements have not been met). Furthermore, Penn Charter will not release the final transcript to colleges, which is usually a prerequisite for matriculation. Upon successful completion, Penn Charter will mail the diploma to the student and send the final transcript to colleges. Returning students who do not fulfill their activities requirement will have them automatically added to their activities requirement the next year. These students will also lose their highest privilege (open or off campus) for at least the first semester, and they will not be eligible to apply for extended

privileges in the spring of the following year. If the additional activities requirement is not met, enrollment for the following school year will be in jeopardy.

## GENERAL ATHLETIC GUIDELINES

Varsity, junior varsity and 9th grade teams begin practice no earlier than 3:45 pm and end no later than 6:00 pm. During the winter season (or at other times when practice facilities are limited), practice times may vary from the general rule. In cases of inclement weather, changes in practice or game schedules are posted on the student message board, the website and on the hotline.

Practice  
Times

Each year students must have a physical examination performed by a qualified physician and recorded on our school form. All completed forms must be returned to the school before a student will be permitted to participate in any sports practices or games.

Physical  
Examination

There is an athletic equipment office where sports equipment is issued to students or may be purchased by students. When sports seasons start, special office hours will be arranged; otherwise, the office is open only during its regularly posted times. Students are responsible for all equipment/uniforms issued by the athletic department and are expected to return equipment/uniforms after the last game of the season. Failure to do so may result in detention. Students will be charged the replacement cost of any equipment/uniform not returned.

Equipment

All students are assigned a gym locker in which equipment and athletic clothing should be kept. Ninth grade students purchase a combination lock in the school store; this lock must be placed on a student's gym locker. Students in grades 10 through 12 should use the lock they purchased in 9th grade or buy a new lock in the school store. The school is not responsible for lost or stolen items. It is each student's responsibility to ensure that their belongings are placed in an appropriate athletic locker and that the combination lock is functional and properly affixed to the locker.

Students are not permitted to wear cleated shoes in any of the school buildings at any time. Cleats should be cleaned or put on outside of all school buildings.

Cleated  
Shoes

Even though gym doors may be open, these rooms are out-of-bounds unless a faculty member is present for supervision. This applies during recess, before physical education classes start, and after school. Sneakers must be worn on gym floors; no stockings, bare feet or street shoes are permitted. On game days, only the scheduled teams may play on the floor; other students, for example, may not shoot baskets during halftime of basketball games.

Gyms

## **40-HOUR ACTIVITIES**

The following activities may be used to fulfill the major activities requirement in lieu of a second sport. In order to qualify, students must log a minimum of forty hours, as determined by the faculty advisor and the assistant director of the Upper School.

**BLACK STUDENT UNION** The BSU is an affinity group of African-American students who have a shared experience at Penn Charter, and want to increase awareness around current events and history of African-Americans. The BSU will support Penn Charter and surrounding communities. Participating students will be required to meet once a week and support all activities sponsored by the BSU. *Advisors: Ms. Legette and Mr. Williams*

**BOOK CLUB** meets once a week during lunch in the library, to discuss books and other forms of literature the club chooses to read. The club also plays an advisory role in summer reading selections and sponsors literature-related activities. *Advisor: Ms. Hill*

**BOYS A CAPPELLA** is a select choir of Upper School boys. Auditions are held each year, and require that the auditionee be able to match pitch, sing in four part harmony, have their voices blend with the others, agree to complete our advanced sight singing and theory course, maintain attendance and decorum standards, and be a member of the Charter Singers. Every three years, some members of this group may be invited to join the Quakers Dozen for an international concert tour. Rehearsals are scheduled twice each week at 7:15 am. *Advisor: Mr. Fitzmartin*

The **CLASS RECORD** is the school's yearbook, produced by the senior class through its chosen editors, to chronicle all phases of the school year. Specific positions qualify for the 40-hour credit. *Advisor: Mr. Burkhardt*

**FRENCH CLUB** offers students a chance to become better acquainted with French-speaking cultures in all their incarnations throughout the Greater Philadelphia area. Membership in the club includes opportunities to sample French desserts and pastries, visit local restaurants, attend plays and musicals, and visit art exhibits. In addition, French Club members will

have a chance to support the school's service efforts with a pétanque tournament, several bake sales, a booth at the All-School Carnival, and more! No knowledge of French is required. The club meets at lunch on the first school day of each week. Advisor: *Ms. Allen*.

GIRLS A CAPPELLA is a select choir of Upper School girls. Auditions are held each year, and require that the auditionee be able to match pitch, sing in four part harmony, have their voices blend with the others, agree to complete our advanced sight singing and theory course, maintain attendance and decorum standards, and be a member of the Charter Singers. Every three years, some members of this group may be invited to join the Quakers Dozen for an international concert tour. Rehearsals are scheduled twice each week at 7:15 am. Advisor: *Mr. Fitzmartin*

GLOBAL AWARENESS CLUB promotes interest in the United Nations and global awareness. The club offers opportunities for students to explore and participate in such varied activities as attending Model U.N. events, sponsoring speakers, and taking field trips to historical sites and cultural events. Students will also engage in sharing their knowledge and findings with the school community through interdivisional events. Activity credit is not automatically granted, but is based on fulfillment of various projects and assignments. Advisor: *Ms. Stratton*

The LIT MAG is the school's primary literary magazine. The staff is made up of Upper School students; however, short stories, artwork, poetry, and editorials are accepted from students in any grade. Advisor: *Mrs. Malhotra*

JAZZ BAND consists of students who are also members of the Upper School band (with the exception of guitar, piano, and bass players). Members of the jazz band meet twice a week before school from 7:15 to 8:00am and learn to play different jazz techniques and improvisation. Advisor: *Mr. B. Ford*

The MIRROR is the school's newspaper. Any student may write, draw, or take photographs for the publication. Specific positions meet the 40-hour credit. Advisor: *Ms. Landon*

The MOCK TRIAL team meets on weekday evenings and

on Saturdays to learn about legal procedure and to prepare for the annual mock trial competition hosted each spring by the Philadelphia Bar Association and Temple University. Students prepare both sides of a case given to them, composing opening and closing statements, practicing direct and cross examination of witnesses, and learning to object to opposing council. They also work closely with local volunteer law students. This is a rigorous and demanding program, but full of opportunity for those interested in the law and debate. *Advisor: Ms. Hilton*

**PENN CHARTER AMBASSADOR PROGRAM (PCAP)**  
During the school year, the Admissions Office staff members offer tours to prospective families and invite prospective students to spend the day at Penn Charter. Campus Tour Guides provide families with a tour of the campus during the school's Open Houses and during students' free blocks. Student hosts take care of visitors during their visits to the school. In order to earn a 40-hour credit, students must attend required training sessions and participate in the program for at least three Open Houses. *Advisor: Ms. Marcee*

**PENN CHARTER SERVICE PROGRAM** Our service program endeavors to maintain long-term sustainable relationships which help the agencies with whom we work. We hope students will fill the van each day whether they are doing service for an activity requirement or not. However, 40 hour service activity Penn Charter credit can only be obtained as follows:

1. After school service for a season (fall, winter, and/or spring) with TWO specific programs, i.e. if you commit to St. Vincent's on Thursdays you must go every Thursday for a season. You could go to projects every Tuesday and Thursday for one season or just on Thursdays for two seasons. However, in the latter case, you must make two season-long commitments in the course of a year.

2. Commitment to the St. Francis Inn, NPIHN moving and/or other weekend activities throughout the year. A student electing this option would choose a specific number of visits comparable to two season long commitments. We will work with students on a plan for the season or year.

3. Attending two reflection periods during the time in which the student is serving others. Members of the Service Council will conduct these sessions.

Credit for Penn Charter 40 hour service activity can only be obtained through service in the school's programs. Writing Center/Math Center and outside activities, drives and walks will not count towards this requirement. *Advisors: Ms. Goodner, Ms. Ahram*

QUAKERS DOZEN is a choral group of thirteen members selected by audition from current members of Charter Singers to perform four-part singing of all types of music. *Advisor: Mr. Fitzmartin*

SEXUALITY AND GENDER ALLIANCE welcomes any student who is interested in making Penn Charter a more tolerant and safe community for each person, regardless of his or her sexuality. The club organizes events to educate the school community about homophobia and sexual orientation issues and provides a safe place for the discussion of these issues. *Advisor: Ms. Scribner*

SOCIAL JUSTICE GROUP: This group's primary goal will be to enhance and help support the mission and philosophy of Penn Charter. The focus of this group is to build an inclusive community that embraces diverse populations. Students and faculty will engage in complex conversations to increase awareness and encourage open and honest dialogue. Members will be expected to meet once a week throughout the year. *Advisor: Ms. Legette*

STAGE CREW consists of a group of students who build, paint and remove sets for productions. Members are also responsible for running the technical aspects (sound, lighting, etc.) of productions. Crew members meet within the performance period of each scheduled Upper School production. *Advisor: Mr. Roche*

STRING ENSEMBLE is for students in grades 9–12 who play an orchestral string instrument (violin, viola, cello or double bass). Students will rehearse on Tuesday mornings from 7:15–8:00 am and will perform throughout the school year. *Advisor: Mr. Wilson*

TECHNOLOGY GROUP provides technology leadership by: (1) assisting with the setup and operation of the computer labs during free blocks; (2) working with other PC groups to create Web pages documenting their work; and (3) doing community service to help others to be able to use technology. Members of this group do not need special knowledge about technology, but must be interested in learning. Members are required to work in the computer lab during blocks scheduled with the advisor. *Advisor: Mr. Blackwood*

THE STUDIO AND DIGITAL ARTS CLUB supports group and individual explorations of the visual arts. Students have the opportunity to share their thoughts, ideas, and artwork at informal weekly lunch meetings. A series of hands-on workshops offers students opportunities to try out various media including printmaking, painting, Photoshop, and animation. We will also have guest artists and field trips. Students may also accrue club hours by working on independent projects in the art studio (room 105) and working on public murals. All students are welcome to join. *Advisor: Ms. McGee*

THEATER The U/S play, *The Laramie Project*, will take place in the first semester on November 18 and 19, 2016 (Advisor: Ms. Bender). Auditions will take place in early September. The All School Musical is *Godspell*. Auditions will take place in early November. The show dates are February 24 and 25, 2017 (Advisor: Ms. Noone). For those interested in playing with the pit orchestra, please see Mr. Ford by early November. U/S students may be interviewed for stage manager positions for any of the shows, including the two M/S plays: *Roshambo* and *The Baloney, The Pickle, The Zombies and Other Things I Hide from My Mother*, (April 28 & 29, 2017, advisor: Mr. Roche). For those interested in Stage Crew, Stage Management, Lighting, Sound, or Costumes please see Mr. Roche or Ms. Bender. Participation in the cast, stage crew, pit orchestra, or as a stage manager for any of the above productions for the entirety of the scheduled rehearsal period would qualify as a 40-hour activity.

ULTIMATE FRISBEE is a fast-paced, competitive, coed sport open to players of all ages and abilities. Ultimate meets twice a week in the Fall, with skills practice and competitions on Tuesdays and open pick-up games on Fridays. Anyone is welcome to come to practices or Friday games. *Advisor: Mr. Nichols*

**WEDNESDAY WEEKLY** The Wednesday Weekly is the Upper School's weekly news program. While any student may participate in writing, shooting, performing, or editing segments of the show, only specific positions meet the 40-hour credit requirement. *Advisor: Mr. Dziejdzic*

## **CLUBS AND ORGANIZATIONS**

The following activities are offered to all students in the Upper School as part of their Penn Charter experience. None of these activities, however, can be used to meet the 40-hour activities requirement.

**AMIGOS** is the Upper School Spanish club. It offers students the opportunity to build upon their classroom experience by further exploring the cultures of the Spanish speaking world. Typical activities are centered around cuisine, holidays, dance, music, film, and service. On occasion, the club will take local excursions outside of the school day. This club is organized and led by interested students and usually meets regularly during lunch. *Advisor: Ms. Aguilar-Francis*

**ANIME CLUB:** Interested in social resistance, adventure and spiritual quests? Want to explore these ideas from an artistic-literary perspective? The Anime club could be for you! We will explore issues of resistance, adventure, spirituality, and graphic power that are at the heart of the world's best anime. We will watch and discuss films each week, and intend to host an international film month for the entire PC community, guest artists, and panel discussions. We will also coordinate a cross divisional "telling our story" collage event. *Advisors: Ms. Kalam Id-din*

The **ASIAN STUDENT ASSOCIATION (ASA)** is a group that seeks to raise awareness about issues in the Asian American community through discussion and action. We will discuss everything from 'heavier' topics like Islamophobia and outright hate, to 'lighter' topics like Asians in American media. The ASA strives to embrace our motto: Discussion. Awareness. Action. to support the Asian American community in as many ways possible. *Advisor: Ms. Legette*

The Upper School **CHINESE CLUB** offers all students the opportunity to learn more about Chinese culture. Typical  
*Athletic/Activities Requirements*

activities include watching movies, playing games, and designing activities to increase awareness of China at Penn Charter. Club members also play a role in welcoming exchange visitors from our sister school in Tianjin. The club is organized and led by interested students and meets weekly at lunch. *Advisor: Ms. Ekeberg*

The ELEPHANT IN THE ROOM is a club that explores different current topics, some of which can be challenging to talk about. The group practices engaging in difficult conversations with the goal of learning how to investigate issues, talk about them effectively, and become better informed PC community members. *Advisor: Catherine Ezzo*

The GREEN CLUB meets weekly to discuss a wide range of environmental topics. In an effort to serve the school and the larger community, the club will undertake numerous projects throughout the year, including gardening, recycling, fundraising and education programs. The club is committed to environmental awareness and action. *Advisor: Mr. Rickards*

LATIN CLUB offers students the opportunity to learn about ancient Roman mythology, history, and culture outside of the classroom. Typical activities have included watching historical films about the ancient world, discussing mythology, celebrating Roman holidays, and experiencing Roman dress and cuisine. This club is organized and led by interested students and usually meets regularly during lunch. *Advisor: Ms. Master*

The MATH CLUB welcomes students from all grades who wish to prepare for various math competitions. The club will focus primarily on preparation for the Pennsylvania Math League Contests as well as the American Mathematics Competition. *Advisors: Mr. Hajjar and Mr. Napp*

The MATH TUTORING CLUB is a place for lower school students to seek help in Math and a place where they can also learn new and more advanced material through games and various activities. *Advisor: Ms. Menzie*

The PENN CHARTER STEP TEAM is a diverse group of students who meet two to three times a week to learn and

practice STEP routines for performances throughout the school year. *Advisors: Ms. Legette and Mr. Williams*

**PHILOSOPHY CLUB:** Have you ever wondered if your life is just a dream? How can you prove it's not? Or have you thought about whether there is such a thing as fate? If so, how can free will exist? These questions and more will be pondered (and most likely not answered) in Philosophy Club, a place for curious students and teachers to gather and converse about all things philosophical (from political, to scientific, to religious philosophy, and more). We will learn about different philosophers, such as Descartes and Hume, discuss their views, and share our own theories and philosophies. *Advisor: Mr. Zuccotti*

The RELIGIOUS LIFE COMMITTEE is charged with supporting and deepening the Quaker life of the Upper School. Not just a club, but a committee, the RLC has a significant role in the school and provides students an opportunity to make substantive contributions to our community, including Meeting for Worship and Friends-Multicultural Day. We set our own agenda each year, with an eye to finding ways to deepen our understanding of Quakerism and to contribute to the ongoing revelation of what it means for Penn Charter to be a Quaker school. Each year, students from the RLC have the opportunity to attend the Quaker Youth Leadership Conference. *Advisor: Mr. Dziejcz*

The SPANISH AND LATINO STUDENT AFFINITY (SALSA) group is a club for those who identify as Spanish or Latino, and for anyone else who would like to learn more about culture and modern day issues. *Advisor: Ms. Aguilar-Francis*

The UPPER SCHOOL SCIENCE CLUB is an active group of students and teachers interested in all fields of science. They not only discuss current science happenings, but also work on building rockets and spreading scientific knowledge throughout the Penn Charter community. The club meets each Tuesday at lunch but has other after-school meetings. All Upper School students are welcome to join the Science Club. Science club is currently involved in two competitions: the Team America Rocket Challenge, and the competitive Science Team. *Advisors: Ms. Wallmuth and Mr. Kilbane*

# Meeting for Worship

“The Meeting for Worship is the heart of the Religious Society of Friends.” Similarly, the Meeting at Penn Charter holds a pivotal and central place in school life. In this brief space we hope to give all members of our community a basic sense of the essence of Quaker Meeting. This statement derives both from Faith and Practice, the major Quaker document on the beliefs of Friends, and also from the many years of personal experience of Meeting by members of the Religious Life Committee, a committee of students, faculty and administrators.

Although different from the religious observances that many Penn Charter members might be accustomed to, Meeting for Worship is a religious service of worship and deserves the reverence, respect and decorum appropriate to such a gathering. Let the following “living” guidelines help you during Meeting for Worship:

- Meeting for Worship is a place of waiting upon God and searching for communion with God.
- It is a place to reflect upon what we feel to be of ultimate importance.
- Experience shows that there can be a renewal of spirit when we turn away from worldly matters to rediscover inward serenity.
- From the silence may come leadings and fresh insights.
- Communal worship is like a living organism whose individual but interdependent members are essential to one another and to the life of the greater whole. Thus the gifts of silent or spoken participation of each member are important in maintaining and enriching the spiritual life of the Meeting.
- Though a word may not be spoken, Meeting for Worship can be profoundly nurturing.

The leadings above speak to the depth, beauty and holiness of Meeting. We have a second group of guidelines which address some “practical” concerns in helping individuals understand what is and is not appropriate to Meeting for Worship:

- Worship must be respected by keeping silence unless one is moved to share.
- When someone accepts the call of the spirit to speak, fellow worshippers are likewise called to listen with openness of minds and

hearts. Therefore it is a respected tradition that there should be a reflective pause between speakers to allow for time to absorb what has been said.

- Some insights are not meant to be shared. The individual is asked to consider if the insight would be helpful or useful to others.

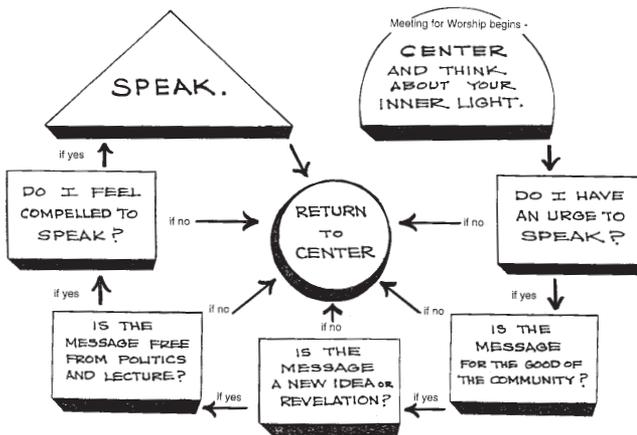
- Lecturing, debate or rebuttal are rarely helpful and usually inappropriate.

- Worship may be in many forms such as silence, speech, music, or dance.

- Inappropriate behavior or words are responded to by a process called *eldering*. In this process an experienced member or leader of the school meets with the individual outside of Meeting to discuss the problem.

The following chart illustrates what someone might ask oneself before standing to speak in meeting.

**"SHOULD I SPEAK IN MEETING FOR WORSHIP?"**  
... A FLOW CHART OF 5 QUESTIONS TO ASK YOURSELF BEFORE SPEAKING.



Many members of our community find Meeting a very special time each week, an oasis of quiet and peace in the midst of a very busy schedule. It is our hope and belief that these brief guidelines will be useful and helpful and might add to the richness of the experience of Meeting for each of us and for the whole community.

Upper School Meeting for Worship is each Thursday from 11:05 to 11:45 am. Generally, students and faculty meet in advisories and then walk quietly to Meeting at 11:05 am. Visitors are welcome to attend.

# COMMUNITY GUIDELINES

## THE COMMUNITY CODE

The William Penn Charter School is grounded in the Quaker belief that there is “that of God” within us all. Because we value the unique worth of each person as an expression of that Divine Spark, we are committed to a school where everyone – students, teachers, and staff alike, young and old – treats one another with respect. We affirm, too, each person’s responsibility to the larger community. We recognize the need to reflect often upon the balance between what is best for the individual and what is best for the community. As guidelines for conduct in all our endeavors, we look to the deeply held concern of Friends for honesty, service, justice, compassion, simplicity, and the peaceful resolution of conflict.

As a member of the William Penn Charter School, a Quaker community based on trust:

- *I will let my conscience guide my daily actions and endeavors;*
- *I will resolve all conflicts peacefully;*
- *I will deal honestly and respectfully with all members of the school;*
- *I will neither give nor receive unauthorized aid, as defined by my teachers both explicitly and implicitly, from any source on exams, homework, quizzes, papers, or any other academic endeavor;*
- *I will demonstrate stewardship of the school environment, including all school property, areas and buildings around the school, and the personal property of others;*
- *I will abide by the principles of this code;*
- *Each year, I will sign an acknowledgment of these principles and other policies in the Student Handbook.*

## THE COMMUNITY COUNCIL

### **Article I: Purpose and Derivation of Authority**

The community council shall reflect the interests and attitudes of the community of the William Penn Charter School. The community council is charged with the maintenance of the community code, which includes hearing cases dealing with al-

leged violations of the code, making recommendations to the administration, and periodic review of the code.

### **Article II: Powers**

The community council shall:

- Hear cases concerning accusations of community violations and then make specific recommendations to the head of school;
- In addition to providing recommendations for disciplinary measures, the community council can convene to offer the student council its perspective on general school issues;
- Establish policies and guidelines for the operation and maintenance of the community code;
- Promote awareness of the community code;
- Periodically review the community code to ensure that it speaks to the community.

### **Article III: Structure, Selection, and Calling a Meeting**

Section I: The community council shall consist of 5 student representatives. Each spring the student council will select 3 representatives. (Interested students will submit essays to the community council student clerks, the assistant director and the director of the Upper School, who will then select three finalists from each grade. Each of these finalists will be interviewed by the entire student council, who will come to a consensus around one representative in each of the 9th, 10th, and 11th grades.) The 11th grade representative will serve for two years; he or she will automatically become the student clerk in his or her senior year. The vice-clerk of the student council is also an ex officio member of the community council, subject to the approval of the outgoing and incoming student clerks and the faculty representatives.

Section II: The community council shall consist of 5 faculty representatives, two of which will be administrators. The assistant director of the Upper School will serve as clerk (in a situation where the assistant director cannot serve, the director of the Upper School will clerk the meeting). The assistant head of school or director of the Upper School is also a member of

the community council. If only one administrator is available, the head of school will join the council for that case. Three faculty members will serve on a rotating basis and will be selected by consensus of the students, faculty and administrators currently on the council.

Section III: Any student brought before the community council will have the option to include a student council grade representative in the decision-making process. The student council representatives will serve and rotate off in alphabetical order. If a student chooses this option, there will be 5 adults and 6 students on the community council for that case. The student may also invite his or her advisor to the interview; however, the advisor is not part of the deliberation process.

Section IV, a: Meetings in response to a specific community violation are called by agreement of the clerks and the Upper School director, or by the head of school. Meetings in response to general community concerns may be called by any three members, which must include at least one student and one faculty member.

Section IV, b: The head of school reserves the right to take immediate, interim action without consulting the community council to impose discipline in order to protect the members of the school community and/or maintain the integrity of the institution. In such unique cases the head of school will impose discipline reasonably calculated to address and stabilize the situation, which will not exceed a temporary suspension. After this initial action, the community council will be consulted following the process described above (Section IV, a).

Section V: A quorum shall be 7 members consisting of at least three students and three faculty members.

#### **Article IV: Procedures for Hearings**

1. A statement from the person making the accusation regarding the violation of the community code shall be submitted to the student clerk, the assistant director of the Upper School, or to the director of the Upper School. The student(s) in question will then be asked to write a statement. This information will be reviewed by the assistant director and director of the Upper School, and the student clerk(s). Together this group will decide whether to convene the council, or to pursue another

course of action. (All cases that are considered a matter of fact will be reviewed by the clerks and may not require that the community council be convened to hear the case. A “matter of fact” case is one in which a student has clearly violated a school policy or rule, admitted the violation, and for which a stated consequence or an established precedent exists. Harassment cases, because of their personal and legal nature, will not be taken to the council, but will be decided by the administration according to the guidelines outlined in the “Policy on Harassment.”)

2. The council may proceed as long as a quorum is present. All proceedings of the community council are kept confidential. Any member of the council failing to respect this confidentiality will be in violation of the community code and may be removed from the council.

3. Any student who appears before the council will be advised of the nature of the accusation and informed of the nature of the evidence to be brought against him or her. The student in question has the right to request that a student council grade representative also serve on the council to bring the total number of student representatives on the council to 6 (student council grade representatives will serve and rotate off). The student in question also has the right to inform and invite his or her advisor to appear with the accused during testimony. The advisor, however, is not a part of the council’s deliberations.

4. The council may interview the person making the accusation and will always interview the student in question. The council may also gather additional information in writing or in person from other witnesses. During deliberations the council will have knowledge of a student’s past disciplinary actions and will take an accumulation of offenses more seriously when recommending a response to the head of school. The council may also review similar cases (with no name references) for additional perspective.

5. The first duty of the council is to determine, in its discretion, whether the community code has been violated. No student shall be found to have committed a violation unless: (1) there is clear evidence against him or her that supports a violation of the community code; and (2) the act is of such a nature that open tolerance thereof would be damaging to the Penn Charter community.

6. A student who testifies before the community council and

who is later found to have lied to the council will be guilty of an additional community code violation. In this case, the council may recommend a more serious punishment, which was compounded by the additional act of lying.

7. All deliberations are conducted in the manner of Friends. There is no voting. Deliberations will continue as long as a quorum is present and until a consensus, a “sense of the meeting,” or a workable agreement has been reached.

8. Results of the council’s deliberations are kept private and are relayed directly to the head of school. The head of school reserves the right to alter this recommendation after consulting with at least two other members of the senior administration. The clerk of the community council will notify the student(s) involved and his or her parents. Consequences may include, but are not limited to, educational components and/or disciplinary action(s) such as detention, disciplinary probation, suspension, separation, or expulsion from school. In any case where expulsion is being recommended as a possible consequence, the head of school will consult with at least two other members of the senior administration. All appeals must be directed to the head of school.

9. Academic integrity lies at the heart of the values expressed in Penn Charter’s mission, and is central to the life of the school community. If the clerks or the council reach a determination of academic dishonesty, generally the student(s) in question will receive a suspension of at least one day from school. For all cases of academic dishonesty, the work in question will receive a 0% regardless of its weight in the course, and the student(s) in question will meet with the director of the Upper School or the head of school. The student(s) in question may be placed on disciplinary probation for a period of time to be determined by the director of the Upper School, during which time he or she will lose his or her highest privilege. If a student receives a suspension for an academic integrity violation, he or she will automatically be placed on disciplinary probation.

10. If a member of the community council is accused of violating the community code or any other major school policy, that person will go before the council, or, if the person prefers, directly to the administration. If he or she goes before the council and is found to have violated the community code, the council will present the administration with an appropriate response, which may include suspension or dismissal from the council. His or her position would be filled by a member of the student council (in the same grade) determined by consensus of the stu-

dent council. Should the student in question forfeit a hearing from the community council, he or she will be temporarily suspended from the council until the administration decides upon an appropriate course of action.

11. All students in leadership positions must be mindful that their positions carry an added responsibility to the community. Therefore, any student found to have violated the community code or any other major school policy may be asked to step down from his or her leadership position. Vacancies will be filled by a process to be determined by the relevant group.

12. All records of the proceedings against a student not found to have committed a violation shall be destroyed. All records related to community council hearings of students found to have violated the community code will be retained in the files of the assistant director of the Upper School. These records will not become a part of a student's "permanent academic record."

13. All suspensions and disciplinary probation resulting from community council deliberations or from an administrative decision at any time in a student's Upper School career, regardless of length, will be reported to colleges if requested by the college or university. Often colleges request this information on "the secondary school report," which Penn Charter attaches to transcripts and mails to colleges. What the college counselors write to colleges concerning disciplinary matters will be shared with the student, if the student asks. **If a student is dismissed, suspended, or placed on disciplinary probation after his/her college transcripts have been sent, the college counseling office will contact colleges and/or universities to report that a change in status has occurred.** Counselors make this contact two weeks after the student's change in status; this two-week period gives the student the opportunity to contact institutions individually before the colleges learn of his or her change of status from Penn Charter. What the college counselors write to colleges will be shared with the student, if the student asks. The college counselors are also available to help the student with his or her own letter to colleges concerning a change of status. The counselor and student letters are mailed separately.

#### Article V: Reports of Actions

A report of the community council's actions will be made regularly to the student body by one of the clerks of the council or by the head of school. In all cases, the identity of the student(s) involved will remain anonymous.

(This portion of the *Student Handbook* was constructed from numerous sources, including the work of past councils here at Penn Charter and other honor systems at schools and colleges around the country.)

## POLICIES AND RULES OF CONDUCT

The William Penn Charter School is a community based on trust. That trust is inherent in our community code and fundamental to our Quaker principles and practices. We expect our students to act in a manner that exemplifies courtesy, concern for others, safety, responsibility, and respect for property. Penn Charter may take disciplinary action or require the withdrawal of a student for failure to comply with the following rules of conduct, or because of disregard of other major school regulations, violations of the law, or lack of parental cooperation.

### Policy on Harassment

As a school community founded by William Penn on Quaker principles, we are committed to following those principles. Penn wrote, in an account of the rise and progress of the Quakers, “No envying, no bitterness, no strife can have place with us. We shall watch always for good, and not for evil, one over another...”. As a school community we seek to affirm his words through respect and support of each member of our Penn Charter community. Any form of harassment is a violation of that affirmation.

William Penn Charter School is committed to maintaining an environment for all members of the school community which is free from all forms of personal harassment. The school does not tolerate harassment of individuals based on race, age, national origin, mental disability, physical disability, religion, gender, sexual orientation, or any other group protected by federal, state or local law. This policy applies to students, teachers, administrators, other school employees, independent contractors, and others working on school property or at school events. The school prohibits harassment in the school, at work, assignments outside the school, through the use of school-provided systems such as electronic mail, voicemail, and the Internet, at school sponsored functions, or elsewhere. Conduct that has the purpose or effect of interfering with an individual’s academic or work performance, or which creates an intimidating, hostile or offensive learning or working environment is prohibited. This commitment is in compliance with federal, state, and local law, and it is based on the principles of the Religious Society of Friends upon which the school is established.

The school’s beliefs with regard to harassment include the prohibiting of sexual harassment. Sexual harassment includes

unwelcome or unwanted sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature when: 1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's academic performance or employment, 2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment. Sexual harassment is any unwanted sexual advance or demand, either verbal or physical, that is reasonably perceived by the recipient as demeaning, intimidating or coercive. Sexual harassment must be understood as an exploitation of a power relationship rather than as an exclusively sexual issue. Sexual harassment includes, but is not limited to, the creation of a hostile or abusive working environment resulting from discrimination on the basis of gender.

Under no circumstances may an employee of the school engage in a sexual relationship with a student.

The school also does not tolerate other forms of harassment, whether verbal, physical, or visual, that is based on a person's protected status, such as race, age, national origin, mental disability, physical disability, religion, gender, sexual orientation, or any other group protected by federal, state or local law; and which has the effect of interfering unreasonably with another's performance; and/or has the purpose or effect of creating an intimidating, offensive, or hostile environment.

Any individual who believes that he or she has been harassed in violation of this policy has the responsibility to discuss it immediately with the appropriate school personnel. In the case of a student, such personnel could include the student's advisor, the assistant director of the Upper School, a school director or the assistant head or head of the school. In the case of an employee, she or he should speak with the chief financial officer, the assistant head of school, or the head of the school. Every effort will be made to keep all such discussions confidential.

It is the school's policy that no person will be subject to retaliation for reporting an incident of harassment, for cooperating in the investigation of alleged harassment, or otherwise opposing harassment. Retaliation is a serious violation of this policy and any concern about retaliation should be reported immediately. The reporting and investigation of allegations of retaliation will follow the same procedures for the investigation

of harassment. Any individual found to have retaliated against a person reporting harassment or for participating in an investigation of allegations of such conduct will be appropriately disciplined.

Allegations of harassment or retaliation brought to an administrator's attention will be reported immediately by that administrator to the assistant head or to the head of school. The school will take immediate action to thoroughly investigate any such complaints and take steps to stop harassment and prevent it from occurring. At least two senior administrators will conduct all investigations and hearings concerning harassment cases, and impose sanctions, where appropriate. Sanctions for students may include, but are not limited to, educational components and/or disciplinary action(s) such as detention, suspension, separation, or expulsion from school.

NOTE: For more detailed information regarding cyberbullying or harassment in cyberspace, see the "Network/Computing Acceptable Use Policy" under "Harassment."

## Dances

### Dances and Dance Rules

Dances and proms are scheduled throughout the year and are open to Penn Charter students in grades 9-12. (Guests of high-school age from other schools are permitted if registered with the assistant director of the Upper School by 3:00 pm the day before the dance; each student can sponsor one guest, and the guest and the sponsor must arrive at the dance together.) Students and families should be aware that time before, during, and after dances are considered "official school-sponsored events." (See the "drug and alcohol policy" and the "off-campus behavior policy" for more information.) Unless otherwise noted, all dances start at 7:30 pm (students must be in the door by 8:30 pm) and are over at 10:00 pm sharp. All students must leave the parking lot (or be picked up) no later than 10:15 pm. Once students enter the dance, they may not leave early.

| <i>Dance</i>   | <i>Date &amp; Time</i> | <i>Sponsor</i> | <i>Location</i> | <i>Dress</i> |
|----------------|------------------------|----------------|-----------------|--------------|
| Back-to-School | 10/1 (7:30-10pm)       | Student Coun.  | Old Gym         | Casual       |
| Winter Theme   | 12/10 (7:30-10pm)      | Senior Class   | Old Gym         | Semi-formal  |
| Soph-hop*      | 2/4 (7:30-10pm)        | Soph. Class    | Old Gym         | Semi-formal  |
| Junior Prom*   | 3/11 (7-10pm)          | Junior Class   | Phila.Univ.     | Semi-formal  |
| Senior Prom*   | 5/20 (8pm-11:30pm)     | Senior Class   | Sheraton        | Formal       |

*\*students in other grades may attend by invitation only*

## Policy on Alcohol & Other Drugs

Our policies affirm the belief that our primary concern is for the safety and well being of our students. The influence of alcohol or other drugs may alter the mental processes of individuals thus impeding their own health and learning, and also affect the welfare of the entire school community by presenting social and behavioral problems. Consistent with our mission we recognize that the use and abuse of drugs, including alcohol, is a serious and difficult problem for any community and particularly for a Quaker institution.

*Statement of Policy:* Using appropriate curriculum, activities, strong and consistent administration and faculty effort, community support and resources, and rehabilitative disciplinary actions, the William Penn Charter School will educate, prevent, and intervene in the use and abuse of all drug, alcohol, and mood altering substances by students.

The following rules, regulations, and guidelines shall be used by all Penn Charter faculty and staff when responding to student involvement with drug, alcohol, and/or mood altering substances.

Rules and Regulations: The Penn Charter policies in this crucial area are motivated by respect for the law as well as a genuine concern for the physical, psychological, and emotional well being of all its students. The possession, purchase, acceptance, and/or consumption (use and abuse), whether actual or attempted, of alcohol, drugs, drug paraphernalia, or other controlled substances ('Prohibited Substances') by students on the Penn Charter campus or at any school related activity/event at any time or at any place is prohibited. Except under the direct supervision of the school nurse or another school official, the possession, purchase, acceptance, and/ or consumption (use and abuse) of prescription medications is also prohibited. Any of the activities above will be treated as a major violation not only of school rules but also of state and federal laws. Therefore, students found in violation of this policy will be disciplined on the first offense and depending on the nature of the violation may be subject to separation or expulsion.

Generally, every student found in violation of this policy will:

1. Receive a minimum of three (3) days suspension from school and be placed on disciplinary probation;
2. Have a professional evaluation related to substance abuse issues and dependency by an agency or a person accept-

able to the school. The cost thereof shall be paid by the parent(s) and a written confidential report prepared and turned over to the school and the parent(s);

3. Meet with the head of school, the student's parents, and director of the Upper School and/or the assistant director of the Upper School to determine that the student is ready and able to reenter school.

Any student discovered to be knowingly in the presence of Prohibited Substances on the Penn Charter campus or at any school related activity/event, but does not consume or use Prohibited Substances and does not violate the above rules and regulations in any way, will, at a minimum, be placed on disciplinary probation.

Students should know that any subsequent major disciplinary offense at any time during the student's remaining Penn Charter career will be dealt with severely and may result in expulsion. Please see pages 61-62 of this handbook for a more detailed description of the School's policies on disciplinary probation, suspension, and reporting to colleges.

**Definition of a School Activity/Event:** As stated above, Prohibited Substances are not permitted anywhere on the Penn Charter campus or at any school related activity/event at any time or any place. Therefore, whether or not prohibited by law, no Prohibited Substances (as defined above) may be brought onto Penn Charter property, in any vehicle on Penn Charter property (whether that vehicle is owned by any member of the Penn Charter community or owned by a third party) or to any Penn Charter sponsored event or any event at which it would reasonably be assumed that the student is representing Penn Charter; in addition, the policy will apply to students on the way to or from school whether or not on school property. All prescription medications must be registered with and administered by the school nurse or another school official. Specific examples of school related activities/events include, but are not limited to: sports events, school dances, band programs, school trips, school club functions, and other school social events which are identified in advance by the school (such as pre- and post-prom parties, cast parties, PC/GA Day, etc.). The school accepts its responsibility to support substance-free activities for the student body around these events.

## Policy on Off-Campus Behavior (non-school activity/event)

Penn Charter believes that upholding standards for off-campus behavior is primarily the responsibility of the students themselves and their parents. However, under certain circumstances, official school action may be necessary to protect the members of our community, maintain the integrity of the institution, and fulfill our mission as a Quaker school.

Therefore, the school reserves the right to take action – which may include warning, educating, revoking privileges, censuring, adding a letter to the in-school file, suspending, separating or expelling – any student of the Penn Charter community whose off-campus behavior at any time or any place does any of the following:

1. Diminishes the safety, physical welfare, or emotional well-being of others;
2. Is repeatedly unacceptable and/or suggests a clear or present danger of others;
3. Damages private or public property, or is illegal;
4. Undermines the integrity of the institution, or is detrimental to other communities, agencies, or endeavors connected to the school.

Penn Charter recognizes that making judgments about off-campus behavior is a complex and challenging task. In the case of students, the community council will typically be involved in making recommendations. At all times the school's judgments will be guided by our Quaker values and be motivated by a desire to protect members of the community and uphold the integrity of the institution.

The policies on drug and alcohol and off-campus behavior are constructed from numerous sources, including the work of past drug and alcohol task forces here at Penn Charter and policies and guidelines at schools around the country. A task force comprised of students, faculty, administrators, parents and overseers wrote our policies, which will be periodically reviewed.

## Policy on Weapons Possession and Use

As a Friends school committed to the nonviolent tradition of the Society of Friends, Penn Charter has a “zero tolerance” policy with respect to weapons of any sort on its campus or at events sponsored by the School. More specifically, this means as to all members of the Penn Charter community (students, parents, faculty members, staff, administration, guests, alumni, volunteers, and contractors):

1. Applicable requirements of federal, state and city law must be met at all times; and
2. In addition, whether or not prohibited by law, no weapon (as defined immediately below) may be brought onto Penn Charter property, in any vehicle on Penn Charter property (whether that vehicle is owned by any member of the Penn Charter community or owned by a third party) or to any Penn Charter sponsored event or any event at which it would reasonably be assumed that the community member is representing Penn Charter; in addition, the policy will apply to community members on the way to or from school whether or not on school property.

For these purposes, the term “weapon” includes, but is not limited to, any object that can reasonably be considered a dangerous weapon: including but not limited to knives, swords, blades, firearms, pellet guns, BB guns, air guns, explosives, incendiary devices, martial arts devices, look-alike weapons, toy guns, or any other instrument which can be utilized in such a manner so as to threaten, intimidate or produce bodily harm or the fear of harm, or inflict self-injury. A dangerous weapon is further identified to include an actual weapon, whether loaded or unloaded, or whether in working or non-working order.

Violation of this policy will be viewed as a serious breach of the violator’s obligations to the Penn Charter community, and, accordingly, will be dealt with in a correspondingly serious manner. Consequences of violation of the policy may include, but are not limited to:

- immediate removal of the community member from the school premises;
- police contact and, as appropriate, prosecution;

- school or police confiscation of the weapon;
- parent /guardian notification; and
- expulsion from the school or termination of employment or other relationship with the school.

Because the possession or use of a weapon runs counter to Penn Charter policies that are central to the school's core values, there will be few, if any, exceptions to the above "no tolerance" policy; however, the head of school may grant exceptions on a case-by-case basis. It is of course not intended that this policy apply to law enforcement officials on school property for official business.

## Policy on Plagiarism

### I. What is Plagiarism?

Academic integrity lies at the heart of the values expressed in Penn Charter's mission and is central to the life of the school community. The community code clearly states that all academic integrity violations will be fully investigated. If the clerks or the community council determine that a student(s) is responsible for academic dishonesty, generally the student(s) in question will receive a suspension of at least one day, a 0% for the work in question (regardless of its weight in the course), and a meeting with an administrator.

There are a number of forms of academic dishonesty. One very serious form of academic dishonesty is **plagiarism**, which is the use of someone else's **ideas** or **words** or **work** without telling the reader or audience where you got those ideas or words or work (i.e., citing your source).

#### **WORDS –**

Any time you bring someone else's words into your paper, even two or three unique words together, be sure to put them in quotations and cite the source.

#### **IDEAS –**

Even if you change all of the words, if you bring in someone else's ideas into you writing, you must give them credit for the ideas by citing them, too.

## WORKS –

Anytime you insert a photo, chart, image, song, or anything else someone else has created into your paper, you need to give a full attribution of the source.

**When do you need to cite sources?** Always cite your sources, regardless of whether you are using those words or ideas in an essay, a term paper, a speech, a Power Point project, or any other product.

**Multiple submissions of papers:** You should also be aware that you may not submit a paper written in one course in order to meet the requirements of another. Unless worked out clearly in advance with both teachers, this is a violation of the academic code.

**A final important reminder:** It is important that you be fully aware that, *whether deliberate or inadvertent, plagiarism is plagiarism.* Federal law today makes no distinction between plagiarism that is accidental and that which is deliberate!

## II. Suggestions for Avoiding Plagiarism

**Don't procrastinate.** The best way to avoid any problems is to start work early enough so that you don't get behind on the project.

**Determine whether you are allowed to use outside sources** and whether you are allowed to collaborate with classmates. If you are not sure, ask!

**Do your own thinking.** When writing a paper, get involved with the primary text. Get into the book itself, the homework assignments, and the classroom discussions. Your teachers want to see your having struggled with the questions yourself, not taking a short cut.

**Vary sources.** Use a variety of secondary sources so that you won't be overly influenced by any one source.

**Treat data properly.** When citing sources for materials included in a paper, always reference the following:

- a) important ideas and interpretations that are not your own
- b) all quotations
- c) significant facts not generally known
- d) all visuals – i.e., all tables, charts, maps, pictures, etc.
- e) all data acquired via interview, phone call, letters, email, etc.
- f) all materials acquired via the Internet or other on-line sources.

**Avoid inadvertent plagiarism.** This occurs when a student forgets to credit a source, or makes use of direct quotations or paraphrases without intending to mislead.

**Never partake in deliberate (conscious) plagiarism.** This is the most serious form of plagiarism and can take several forms:

- a) **The acquisition of a paper** from any other source (a term paper service, friend, classmate, etc.).
- b) **The downloading of a paper or article from the Internet** or other source and subsequent use of parts of that material, without attribution, or only partial attribution, in your own paper.
- c) **The use of major themes, ideas, stories, events**, even when modified, without attribution.

## Policy on Acceptable Use of Technology for Students, Faculty, Staff and Subcontractors

The use of information and communications technologies at the William Penn Charter School (WPC) whether using the WPC network or personally owned devices, is a privilege, not a right. Penn Charter regulates access to and use of technology by principles consistent with the Quaker values expressed in the school's philosophy: values that include honesty, the individual's responsibility to the community, and the respectful treatment of every person. The purpose of this policy is to outline the guidelines and responsibilities of students, faculty, staff, and subcontractors using technology at Penn Charter.

The use of technology at school is expected to be for school and academic purposes first. Academic use has the highest priority. Penn Charter technology users are expected to be responsible and respectful of others and 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, copyright and intellectual property), or in other ways inappropriate. In addition, use of technology in negative or derogatory ways may be in violation of other Penn Charter policies and rules of conduct including, but not limited to, the Harassment, Off-Campus Behavior, and/or Alcohol and Other Drug policies found in the student handbook.

### Permitted Use of Technology

#### Permitted Use of Technology

Faculty, staff, Middle and Upper School students may bring their own personal laptops and other technology devices on campus. In-class use of these devices is at the discretion of the classroom teacher. In the Upper School, technology devices may be used by students as long as they are engaged in quiet study (in the library, study hall, computer lab, hallways, or the lounges) and are not disturbing others. Students are responsible for knowing and following individual division guidelines. Lower School students should check the L/S Student Handbook for policies regarding technology devices.

Those using personally-owned technology devices must log in to the network and are subject to access, at any time, by school personnel, if needed to insure the safety and security of the PC community. Students, staff and faculty members who choose to

bring personally-owned technology devices are responsible for the safety and security of those items. Operating system updates and viable virus protection software must be installed on personally-owned laptops and may be spot-checked at the discretion of the Education Technology Department.

Personal information of current and/or former students, administrators, faculty or staff members, or parents must be safe-guarded and not revealed over the Internet, in any form for any reason. For specific web publishing guidelines, see the “Web Publishing Guidelines for Safe, Legal and Effective Content,” available online in the *Student Handbooks*. Network and email passwords may not be shared.

Students should not access files other than their own unless given permission by either the teacher or administrator.

Great care must be taken when using the network to communicate since every message sent via PCNet represents you and the school. Personal issues or inter-personal conflicts should not be handled via e-mail or social media. Assume that e-mail is not confidential, since e-mail you send can be sent to others. E-mail communications, especially unsolicited e-mail communications to groups of people, should be academic or school-related. Students MUST receive permission from a faculty member or administrator before sending unsolicited email to a group of more than 20 people.

### Prohibited Actions

***Slander and Libel:*** Harmful and false statements will not be tolerated. **Prohibited Actions**

***Vandalism:*** Deliberate attempts to damage or alter the hardware, software, or information residing in the school or on the school network or any other computer system attached through the Internet will violate this policy. Vandalism includes, but is not limited to: attempting to violate the integrity of private accounts, files or programs, the deliberate infecting of the network with a computer “virus,” attempts at “hacking” into any of the computers using any method, or other such actions will not be tolerated.

***Theft/Plagiarism:*** Users should treat information found electronically the same way they do information found in printed sources. Rules against plagiarism will be enforced. It is the responsibility of each user to comply with the requirements of the owners of the software regarding its acquisition and use. Students, faculty, staff, or subcontractors may not use any Penn Charter technology resource for the illegal copying, storing, or disseminating of illegally acquired software/intellectual property. Theft includes identity theft whereby a person unscrupulously impersonates another person online.

***Harassment:*** All forms of harassment in cyberspace, often called cyberbullying, are unacceptable. Cyberbullying includes but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting in appropriate and hurtful email messages, instant messages, text messages, digital pictures or images, website postings (including “blogs”), or social media. Community members who feel that they have been the victim of such misuses of technology should not erase the offending material from the system. They should print a copy of the material and report the incident immediately to the appropriate division director, Upper School dean of students, Middle School assistant director, or the director of educational technology. All reports of harassment in cyberspace will be investigated fully and sanctions may include, but are not limited to, the loss of computer privileges, detention, suspension, separation, or expulsion from school.

***Inappropriate Access:*** Users may not use the PCNet to access inappropriate or “adult” materials found on the Internet. Users not exercising responsibility by accessing such materials will lose all Penn Charter technology access. Students that inadvertently access inappropriate material are responsible for immediately notifying a faculty or an Educational Technology staff member.

In addition, users may not use the Penn Charter network (PCNet) to interact with any social media service. Access to social networking websites required for school-related projects must be requested by the assigning teacher and approved by the Educational Technology Department.

**Chain Letters and Other “Spreading” Schemes:** Chain letters, pyramid schemes, forwarding or replying to “contests,” “fast cash” schemes, mass cross-postings, and uninvited mass mailings are all highly wasteful of network resources and totally forbidden on the Internet and on the Penn Charter network. Users participating in such activities may have their email addresses permanently revoked in accordance with the Internet standards on this matter.

**Access Controls and Firewalls:** Attempts to subvert or avoid access controls or firewalls is prohibited. Attempting to access blocked sites by other means is also prohibited. Questions about blocked sites should be directed to the Educational Technology department.

### School Responsibilities

A system administrator or school administrator may assume access rights to a user’s private files and electronic devices when required for the maintenance of the school’s technology resources, in emergencies, or in the course of investigating possible policy infractions. As with school-owned computers, Internet and network use is monitored. Lower School students should check the *LS Student Handbook* for policies regarding electronic devices.

### School Responsibilities

Users found in violation of these guidelines risk disciplinary action, including having network privileges revoked.

## Web Publishing Guidelines for Safe, Legal and Effective Content

**Safe** When publishing content openly on the Internet using PC Net, the following guidelines must be followed:

- When writing about individual students in Lower and Middle School, use only first names with a last initial. For Upper School students and adults, you may use both first and last names.
- A stranger should never be able to connect a student's face with a student's name. In group photographs of students, photo captions should list student names alphabetically. In situations where a reader could use a caption or accompanying text to deduce who the students are – for example, with a photo of three boys and a girl – do not use the photograph. Do not use a photograph of a single student to illustrate a Web page about the student and his or her work.
- Do not include information for directly contacting students. This would include student e-mail addresses, phone numbers and addresses, as well as links to students' personal Web pages. You may include a suggestion for contacting a faculty member to relay messages to a student.
- When including a link to an outside Web site, check three levels deep to ensure we are leading students to safe material. It is not necessary to check three levels deep on a Web site with the extensions .edu or .gov.

- Legal**
- Whenever possible, use original material (text, pictures, etc.), material marked as public domain, or links to original material (rather than bringing the material onto your page.)
  - Work considered to be in the public domain includes work for which the creator specifically disclaims copyright, work created by the federal government, and some work that is very old. More about fair use is available at <http://www.copyright.gov/fls/fl102.html>

- For other material, obtain and post the permission of the original author to use, or use it in a way that complies with the fair use portion of the Copyright Law.
- In very general terms, use of a work is fair if it involves a relatively small portion of the work, is for educational/noncommercial purposes, and is unlikely to interfere with the copyright owner's ability to market the original work.
- Acknowledging the source of the copyrighted material does not substitute for obtaining permission or following the fair use guidelines.
- The absence of a copyright notice does not indicate that the material is in the public domain.
- Text, images or other material posted behind a password must still comply with copyright law. The material can only be used if you have obtained and posted the permission of the copyright holder or complied with all stipulations of the fair use doctrine. (Posting copyrighted work behind a password restricts its use to a particular group of people, but that is only one of the stipulations of fair use.)
- All material published on the Web should support the **Effective** school's mission.
- Delete all dead links; the Web is a very dynamic resource and we recommend regularly checking links to external sites to verify that they still work.
- Update or remove from public view outdated material, for example material for a course no longer offered.
- Consider deactivating links no longer in use. (If you deactivate links that you are not currently using, place a disclaimer on your page that indicates: some of these links have been deactivated and will be restored when the course resumes.)

## 1:1 Laptop Program Details and Norms for Use

As part of the school's Strategic Vision for the future, Penn Charter has introduced the 1:1 Laptop Program, designed so that each student in grades 4 through 12 has a school tool for equity, access, and innovation.

All fourth and fifth grade students will use Chromebooks. Students in grades 6-12 will use Apple MacBooks; the Mac Books were introduced over two years with grades 6 and 9 beginning 1:1 in 2013-2014 and the remaining Middle and Upper school grades in 2014-2015.

### MacBook 1:1 Program Details: Purchases, Loan Fees, Tech Support, Replacements, and Repairs

Parents opting for the school laptop loan program pay an annual fee of \$190 for use of a MacBook Air, including an AppleCare warranty.

Families participating in the school loan program will be responsible for paying a replacement fee \$1,060 (\$1,250 replacement fee minus \$190 loaner fee previously paid) for a school-loaned laptop that is lost or stolen.

Each school-loaned computer will be labeled with a Penn Charter inventory number linked to the student to whom it is loaned. Students are not to write on or apply anything directly to school-loaned computers. Students receive a case with their school-loaned computer and should write on or apply one or more things to the case so they can identify their computer from others.

School-loaned laptops are to be returned to school during summer vacation. Students may or may not get back the same computer if they continue with the loaner program in future school years. Students will be given instruction on how to backup their files and applications to help with switching computers. A fee may be charged for school-loaned computers that were defaced and/or need cleaning at the end of the school year.

Parents may opt to use a family-purchased MacBook. Family-purchased laptops must meet the minimum specifications for the school year noted in the program description (<http://www.penncharter.com/laptop>).

First-level support (assistance with school software installs; connecting to school network; using school online accounts; simple, as in 20 minutes or less, troubleshooting) will be provided by the PC Technology Department for both school-loaned and family-purchased laptops.

Second-level support (hardware repair; laptop re-imaging; more in-depth, as in more than 20 minutes, troubleshooting) will require support from the manufacturer/warranty issuer.

The PC Technology Department will facilitate second-level support needs for school-loaned laptops. In-warranty repairs will incur no charge to families. Out-of-warranty repairs will incur the charge of the needed repairs not to exceed the \$1,060 replacement fee.

Families are responsible for facilitating second-level support needs for family-purchased laptops.

School-loaned laptops are available for student use while their machines, both student-loaned and family purchased laptops, are being repaired.

Loaner machines replacing family-purchased laptops needing repair will be available for up to five days. After the fifth day, a charge of \$25/day may be incurred unless prior arrangements are made with the Technology Department.

Each year students will sign a statement of acceptance for the Acceptable Use Policy. Students will not be allowed to use school computers until the signed statement has been received by the director of technology.

AUP  
Policy

## Community Norms for All Laptop Use at Penn Charter

### Prepare, Engage, Relate: Norms for minding relationships with technology & each other

We use technology as a powerful tool for inquiry, research, collaboration, and presentation to provide all students with authentic and powerful learning experiences. Without the right care, however, technology can also be used to draw us away from schoolwork and each other. To help us maximize the benefits and minimize the drawbacks, we have developed the following set of norms --patterns of behavior regarded as typical in classrooms-- for laptop use.

#### **Prepare for laptop use in your classes.**

Install the software and printer connections you need before they are needed for class. Students may load appropriate software on school-loaned laptops.

Come to school with your computer fully charged and with the charging cable for use during the school day to re-charge as needed.

Make reasonable efforts to keep your laptop safe from theft or damage and store your laptop in a locked locker and not in unattended spaces when not on your person so you'll have it to use in class.

Place your laptop squarely on desks to use them. Don't stretch cords across spaces where people move to keep your computer and others safe from harm.

Ask for technical support when you are having trouble with your laptop.

Save files in more than one place. Google Drive is a good place for one copy of your files since you can get to it from any networked computer.

Follow teacher direction on the format and delivery method for assignments.

**Engage in your learning.**

Work only on class work on your laptop when you are in class. Laptop use in class is restricted to class work assigned by your teachers. Other non-assigned use, including online shopping and playing games, takes your focus away from class.

Attend to direction from teachers for acceptable laptop use at school and from parents/guardians at home. Don't assume that it is okay to have your laptop open to be engaged in class. There will be times when it should be closed.

Show what you are doing on your computer when asked by teachers or parents/guardians.

Follow teacher direction on the format and content of the notes you take on your computer for class. Trying to type everything said in class can keep you from thinking about the ideas being presented.

**Relate to others in the community.**

Start with in-person, face-to-face communication with your teachers and classmates during the school day instead of electronic communication.

Look away from your screen and make eye contact when talking to the people around you.

Resist diverting attention to look at an incoming text, email, or answer your cell phone when communicating with others in the room.

## Information Resource Centers

### Library

The John F. Gummere Library plays a central role in the life of the school. Just as Meeting for Worship brings us together to foster the life of the spirit, the library is a gathering place for intellectual growth. As a community we must respect the people and the materials in the library. Students come to the library to research, study, meet with teachers, use computers for coursework, or work quietly in groups. Classes often come to the library for library instruction and to use the library's print and electronic resources. During the academic day, the glass-enclosed classroom at the back of the library is to be used for library classes or for silent study only.

It is important, with so many activities occurring in the library, that all people in the library speak and work quietly at all times, even when participating in a class. Students must place their book bags in the library lobby and remember that the library is a place for quiet study. The library is open Mondays through Thursdays from 7:30 am to 5:00 pm, and on Fridays from 7:30 am to 4:00 pm, barring special circumstances. Students with open campus privileges may use the library as a place to work quietly and are required to sign in to the library upon entering.

Students assigned to study hall may request to be excused to work in the library **for research purposes only**. These students must sign into the library space upon entering, and may not leave until the end of the block.

Library materials are kept secure by a library security system. All library materials must be checked out at the library circulation desk prior to passing through the security gates. If a student is found to have not signed out library materials properly, the student might be found to be in violation of the community code, and appropriate disciplinary sanctions might be imposed. Likewise, students should return library materials by their due dates; if a student does not return material after receiving an overdue notice, a detention may be assigned to the student. Students will be billed for the replacement cost of materials not returned over a prolonged time period.

The Upper School technology center (room 109) is a place for class groups and individuals to do computer-assisted work. Some classes are scheduled in the center; other classes may sign up to use the center when needed.

Technology  
Center

Students requiring special assistance should schedule an appointment with a member of the technology department.

The technology center is open from 7:30 am to 5:00 pm Mondays through Thursdays, and on Fridays from 7:30 am to 4:00 pm, barring special circumstances.

# Dress Code and Comportment

## Dress Code

Penn Charter's dress code is based on the following basic assumptions:

- the school has the responsibility to set reasonable standards of dress;
- the dress code should be in line with Quaker principles of simplicity and moderation;
- standards of dress should not attempt to be responsive to current changes in style;
- any system that is designed should be understandable, enforceable, and consistent;
- occasions within the school year call for different dress standards (see below).

### **Prohibited**

- Tops with symbols, designs, lettering, or advertisements larger than a closed hand (except Penn Charter tops with sleeves)
- Flip-flops, thong sandals, all types of athletic flip-flops, shower shoes, and slippers
- Tops with obscene or vulgar depictions
- Torn or ripped clothing, including cut-offs
- Transparent tops, mesh tops, or tops with slits
- Lightweight white undershirts
- Excessively tight or low-cut clothing
- Capped sleeves, sleeveless shirts, camisole tops
- Wearing hoods up (on the head)
- Shirts or sweatshirts worn inside-out
- Outdoor jackets, outdoor vests, and windbreakers
- Sweatpants, athletic shorts, and bike shorts
- Skirts or shorts four or more inches above the knee
- Hats, visors, and sunglasses
- All kinds of non-religious head scarves, bandanas, and athletic headbands

### **Special Dress Days**

For certain more formal occasions, students may be expected to wear special dress. Special dress days include but are not limited to: opening and closing assemblies, family visiting days, assemblies, special guest days, and special trip days. Attire: collared shirts (tucked in) or blouses; long pants (no jeans); dresses or skirts. Students will be notified of special dress days via e-mail.

### Concert Dress

For all Band and Choral concerts, students are required to wear all black. Prohibited attire includes: black jeans, leggings, spandex pants, flip flops, boots, casual shoes, dresses and skirts. Students should wear: solid black polo shirt, buttondown shirt, or blouse (no sheer or lace fabrics, no sleeveless shirts, no capped sleeves); solid black pants, socks, and dress shoes. All shirts and tops must be tucked in and without logos, decorations, or other colors. Not being in appropriate concert dress may result in a lower course grade.

Smoking is prohibited on school property, off school property (within sight of any part of campus), and during any school activity or event.

Comportment  
Issues

The chewing of gum, tobacco, sticks, paper, etc., is prohibited during the academic day.

Snowball making or throwing is not permitted on school property. This applies as well in the community near the school to the extent that it endangers cars, buses, property or persons.

Generally, students are not to invite non-Penn Charter students to school. Rare exceptions are made with prior approval of the director of the Upper School.

All book bags, athletic bags, and band instrument cases must have a tag with a student's name and year of graduation clearly marked. Tags will be distributed during the first week of school.

Throughout the academic day, all book bags, athletic bags, and band instrument cases must be kept:

Bag  
Policy

- In a student's locker (school, gym, or band);
- In a classroom (away from the door);

All bags left in violation of fire codes or in violation of the school's bag policy will be confiscated. Violators will receive a morning detention and can retrieve their bags from the Upper School office. In order for this system to work properly, students must never remove a bag that does not belong to them; violators of this community rule will receive an automatic Saturday detention.

The school recognizes students' rights for privacy of personal belongings. However, it is possible that for security and safety reasons, it may become necessary to search bookbags, gym bags, and lockers.

## Gathering Times and Places

**Assemblies** Upper School advisory/assembly is held every Wednesday from 2:35 - 3:15 pm. Other assemblies are scheduled as needed. Attendance is required. In moving to and from the assembly room, students are to be **quiet and orderly**.

**Class Attendance** Students must be on time for class. Attendance is taken at the beginning of each class. If a student is late, a note must be presented to excuse the lateness. If a student has three unexcused latenesses to class, he or she may be given a morning detention by the teacher. If a teacher is not present, students should remain in the classroom and one member of the class should notify the Upper School office about the teacher's absence within five minutes of the beginning of class.

**Dining Hall** The gathering of students in the dining hall is a central aspect of the school's daily life. Because all Penn Charter students, faculty, and staff share this space, common expectations and courtesies are necessary, and specific guidelines for the use of the dining hall are listed below:

1. Everyone should be polite and respectful toward other students, faculty, and staff. This attitude supports a sense of community in which all help manage the dining room.
2. Excessive noise, pushing in line, running in the aisles, food throwing, and theft are unacceptable actions.
3. Everyone must pay for their food at a cash register with cash, a prepaid lunch card, or a scanned ID card. No IOUs or vouchers will be accepted.
4. Everyone must use their own prepaid lunch card or scanned ID card.
5. Eating while in line is prohibited. Food should only be consumed after making proper payment at the cash register.
6. Before leaving a table, all trash should be removed from the table top and floor, and all spills must be wiped up.
7. Students at tables should remind anyone who forgets their responsibilities. The last one to leave a table should survey the table and pick up any remaining debris.
8. As a general rule, no opened food, beverages, dishes, utensils or trays may be taken out of the dining hall without permission. For more specifics, please see the "Eating Food or Drinking Beverages Outside of the Dining Hall" section below.

9. All paper trash and all recyclable materials must be removed from a tray and placed in the appropriate containers before the tray is placed in the conveyer window. All plates, bowls, and utensils should be separated and stacked in their appropriate places in the conveyer window.
10. Students are responsible for keeping the small side of the dining hall clean during non-lunch hours, especially during/after athletic team breakfasts and regular morning breaks. Failure to comply with these standards may result in penalties, which could include the closing of the dining hall during non-lunch times for a period of time determined by the administration.

When using the dining hall, students need to be aware that some students will be in class or study hall. Students should not congregate in areas, such as in hallways or in lockers, which will disturb classes in session or the other divisional lunches.

***Eating Food or Drinking Beverages Outside the Dining Hall:*** No open/opened food or drinks are permitted outside of the cafeteria. There are three exceptions to this rule:

1. Students may take water bottles and drink from them in all parts of the building except in the meeting room, the technology lab, the science classrooms, and the gyms. Teachers also have the right to ask students not to have open water bottles in their classrooms.
2. Students may take their lunch to a meeting in a specified location announced in advance by a faculty member.
3. Students may take their lunch to the Chigwell Close (weather permitting) as long as they return flatware, trays, and trash to their proper location.

The penalty for violating the no open/opened food policy is generally a morning detention. Repeated violations, however, could result in a Saturday detention and/or loss of privileges.

***Dining Hall Hours:*** The dining hall is open and serving breakfast each morning from 7:00 am until 10:30 am for those Upper School students who do not have a scheduled class or study hall. The dining hall reopens at 11:25 am. Breakfast or snacks are to be eaten in the small side of the dining hall. As stated above, students are expected to clean up after themselves and not to disturb study hall in the large side of the dining hall.

**Lunch Duty**      ***Lunch Duty:*** During the course of the year, each advisory group is assigned lunch duty. Under the supervision of their advisor, students should:

Inventory all cleaning items at the beginning and end of each shift. These items include: disposable rags, spray bottles, dust pans, and small brooms.

Select two students from their group to monitor the correct separation of trash, food waste, recyclable items, and dishes and flatware. These students should monitor both sides of the dining hall and report to their respective posts no later than 15 minutes after the beginning of the lunch period.

Begin the clean-up process no later than 20 minutes after the beginning of the lunch period.

Divide the following responsibilities equally: remove debris from tables and floors, clean any spills on table tops and floors, spray and wipe down table tops, stack chairs on table tops, and properly dispose of dirty rags.

Lunch duty is a responsibility we all share. Students must report to their advisors ahead of time if they cannot fulfill their lunch duty obligation on a given day. Advisors typically assign morning detentions to those students who fail to fulfill this obligation.

**Study Hall**      Students are expected to do academic work in study hall. Study halls are held in classrooms, the large dining room, the studio theater, and the Meeting Room. The following rules apply to study hall:

1. Students are expected to take their seats immediately (assigned seats, when appropriate).
2. Attendance will be taken at the beginning of the period. Students arriving late should report directly to the proctor with a note.
3. Permission to see teachers during the period will be granted upon the presentation of a signed note obtained prior to the study hall period. Notes should be presented to the proctor at the beginning of the study hall period. Students are not allowed to leave study hall to get notes.
4. Conferring, borrowing, sharpening pencils, etc., should be accomplished at the very beginning of the period. Generally, study halls should be reserved for quiet study. However, students may study in small groups at the discretion of the proctor.
5. Students assigned to study hall may request to be excused

to work in the library **for research purposes only**. These students must sign into the library space upon entering, and may not leave until the end of the block. (See page 60 for more information regarding the use of the library.)

By tradition the senior stairs (except during fire drills and other emergencies) and chairs at the top of the stairs are reserved solely for seniors; no other students may use them during the school day (7:30 am – 4:30 pm). Names of violators should be given to the assistant director of the Upper School. Under no circumstances should a senior punish, intimidate, or harass another student over this or any other tradition.

Senior  
Stairs

As a community we must respect the lounges and their public nature and remember that they are a privilege, not a right. If the lounges are abused, they may be shut down by any school official. At all times students must be mindful of the following standards:

Lounge  
Policy

- no bags left unattended in the lounge area
- no sitting on tables or on each other's laps
- no shoes on tables or feet draped over chairs
- no lying down or sleeping
- no public displays of affection
- no loud talking or distractions to adjacent classrooms
- no moving furniture in or out of the lounge area
- or sitting on non-lounge chairs in the lounge area
- the lounges can be closed during Middle School and Lower School Meeting for Worship.

The locker pod areas are not lounges; students are not permitted to loiter or hang out in these areas before or after school, during free periods, or during lunch time. During the school day, students are not permitted to congregate, loiter, play or make excessive noise in the hallways, stairs or locker areas. During lunch periods students are expected to be quiet in passing through the halls. After lunch, students may go outside or remain in the dining hall until the end of the lunch period. Students are not permitted in classrooms without supervision. When returning from games or entering buildings in athletic dress, students should use those entrances that lead directly to locker areas; no cleats may be worn in the school buildings at any time. No running is permitted in the halls at any time.

Entrances,  
Halls  
& Stairs

**Posted Announcements** Posters announcing school events may be tacked onto bulletin boards or hung on walls using masking tape. All posters need to be approved by the organization's or class' faculty advisor and posters should be removed promptly after the event occurs.

**Borrowing Equipment** Several departments allow students to borrow equipment for school-related projects. Equipment must always be signed out and returned in a timely manner. Students are responsible for any replacement or repair costs incurred through loss, damage, or theft of the equipment. Teachers may on occasion allow students to borrow books from their personal libraries; students should be mindful to return such books to the teacher promptly.

**Out-of-Bounds** Students may not enter the following spaces unless accompanied by a member of the faculty or staff:

1. boiler room, maintenance shops and closets;
2. parking lots (except when arriving at or leaving school);
3. locker rooms (except when arriving, when leaving, at the beginning and end of scheduled gym classes and/or athletics);
4. Overseers room and faculty mailroom (except for approved school business);
5. halls adjacent to classrooms during lunch;
6. the Lower School or Middle School buildings (except for approved school business);
7. Chigwell Close and the front flagstone terrace may not be used for play. Use these areas only as thoroughfares or as places to gather quietly;
8. classrooms when unsupervised;
9. studio theatre and adjacent areas when unsupervised.
10. all athletic facilities, including the old squash courts and adjacent areas, when unsupervised.

**Fundraising and Selling Goods at School** Solicitations, selling of goods, or distribution of literature for any purpose by any student or any adult in the Penn Charter community shall not be permitted without the express consent of the appropriate administrator and faculty advisor. All fundraising efforts in the Upper School must be cleared and coordinated with the assistant director of the Upper School and the director of service learning. The selling of any goods for personal profit is prohibited. Students and faculty advisors are responsible for keeping the appropriate records for all transactions.

## Disciplinary Matters

### Detention

**Morning Detention** is held Tuesday through Friday morning from 7:30 to 8:05am in the Overseers Room. Students are assigned to this detention by a teacher or administrator for minor infractions of school rules. A student is required to report to detention immediately the next morning. If a student is more than five minutes late, the student will be turned away and must report to detention on time the following morning. If a student skips a detention, and is in school at any time of the day, he or she will receive another detention. Failure to serve these two detentions consecutively will result in a Saturday detention.

**Saturday Detentions** are generally held once a month during the school year from 9:00 am - 12 noon. Students who have serious violations of basic school rules will be assigned a three-hour Saturday detention by the assistant director or director of the Upper School. During Saturday detention, students generally work on the school property. An accumulation of Saturday detentions may result in being placed on disciplinary probation.

Students must make every effort to serve a Saturday detention on the date that the detention was assigned. Missing a Saturday detention, without prior permission from the assistant director of the Upper School, will result in being assigned two (2) additional Saturday detentions. Generally, Saturday detentions can only be re-scheduled for the following reasons: SATs, or ACTs, major events in the life of a family (weddings, funerals, or graduations of immediate family members), or illness on the day of the detention. Saturday detentions cannot be re-scheduled to accommodate college visits, family vacations, athletic or performing arts events (including those sponsored/hosted by the school), or other family endeavors. In these cases, the student may choose to skip the Saturday detention knowing that he or she will receive a penalty, which is generally an additional Saturday detention (i.e., two detentions).

**Saturday detentions, 2016-2017** (meet in Main Lobby)

|             |             |
|-------------|-------------|
| October 15  | February 11 |
| November 19 | March 18    |
| December 10 | April 22    |
| January 21  | May 13      |

(note: If changes occur in this schedule, students will be notified in the *Daily Bulletin* or via e-mail.)

## Suspension

When receiving an in-school suspension, a student is generally required to report to the Timmons House for a supervised suspension from 8:10 am until the end of the school day. The student should pack his or her own lunch. A parent/guardian must drop off and pick up the student. The student will be given a list of assignments which will be completed independently and turned in at the end of each day or other stipulated time period. These completed assignments should demonstrate satisfactory mastery of academic material. Any graded work will be counted to its full value.

During an out-of-school suspension, a student remains at home. The student will be given a list of assignments to complete independently during the suspension. All graded work will be counted at its full value.

## Period of Suspension

The period of suspension starts the moment the head of school receives and approves the recommendation from the community council or other administrators and ends on midnight of the last day of suspension. The period of suspension includes both the number of school days for which a student has been suspended and all days between the first and last day of suspension when school is not in session (weekends, holidays, in-service days, etc.).

During the entire period of suspension, students may not participate in any school-sponsored events, including dramatic productions, field trips, class meetings, social activities, or athletic practices or competitions (home and away). The student returns to full participatory status on the day following the last full day of suspension.

For example, a student-athlete-performer who is suspended on a Tuesday afternoon for four school days is ineligible to participate in the athletic competition that afternoon as well as the play that weekend. He or she would return to the community the following Tuesday morning, having served four school days of suspension plus the intervening weekend. Any deviation from this policy must be made by the head of school.

The parents of the suspended student will discuss the disciplinary action with the head of school, the Upper School director and/or the assistant director of the Upper School. The student will be placed on disciplinary probation and privileges are lost for a determined period of time.

In some circumstances, the school may exercise its right to separate a student from the community for a period of time, or expel a student entirely.

Suspension, separation or expulsion may be considered a change of status for a student. See below for related expectations and procedures for colleges.

All suspensions and disciplinary probation resulting from community council deliberations or from an administrative decision at any time in a student's Upper School career, regardless of length, will be reported to colleges if requested by the college or university. Often colleges request this information on "the secondary school report," which Penn Charter completes and submits to colleges. What the college counselors write to colleges concerning disciplinary matters will be shared with the student, if the student asks.

**If a student is dismissed, suspended, or placed on disciplinary probation after their college transcripts have been sent, the college counseling office will contact colleges and/or universities to report that a change in status has occurred.** Counselors make this contact two weeks after the student's change in status; this two-week period gives the student the opportunity to contact institutions individually before the colleges learn of his or her change of status from Penn Charter. What the college counselors write to colleges will be shared with the student, if the student asks. The college counselors are also available to help the student with their own letter to colleges concerning a change of status. The counselor and student letters are mailed separately.

Colleges will also be notified of a change of status when a student's course schedule changes during the senior year, and transcript listing the original schedule have already been mailed. In this instance, the College Counseling office will contact the colleges and alert them of the new schedule.

Disciplinary probation is an official status assigned to a student by the director of the Upper School and/or the assistant director of Upper School. A student may be placed on disciplinary probation as a result of a single community code violation, or from an accumulation of minor offenses. While on disciplinary probation, a student must be mindful that any subsequent violation of school rules will be considered very serious and may result in suspension, separation, or expulsion from school.

Reporting  
Suspensions  
and  
Change of  
Status to  
Colleges

Disciplinary  
Probation

## Transportation and Safety Issues

### Automobiles and Parking

Student parking on school property is a privilege which has been granted to seniors and juniors who regularly drive to school and who do not abuse the privilege by careless and reckless driving on or near campus. Students must park only in the student parking lot, which is located between the field house and the activities building. The Middle School parking lot and the front lot adjacent to the Kurtz Center/lacrosse field are off limits. Once the student lot is full, students should park on adjacent city streets; please be mindful of city ordinances, and be careful not to block our neighbors' driveways. All students must file their name, make of car, and license number with the assistant director of the Upper School; failure to do so will result in a loss of parking privileges. The parking lot is off limits during the school day except when arriving, or leaving school. Cars should be locked at all times; the school assumes no responsibility for cars or their contents.

Students (10th graders) who do not qualify for on-site parking should park on an adjacent city street. Lock your car and do not leave valuables visible. Additional campus security will periodically patrol adjacent areas. Students should remember to register cars parked off campus with the assistant director of the Upper School as well.

Limited parking for visitors is provided on all the school's lots. Students are not permitted to park in parking areas reserved for visitors during the school day. For special events such as assemblies, plays or conferences, additional parking may be provided in other school lots or on the front fields.

### Drop-Off and Pick-Up

In the morning, parents may enter the campus to drop-off students from School House Lane or Coulter Street. One way drop-off loops in each area facilitate movement through campus. If a parent must come into one of the school buildings, park in visitor parking. In the afternoon students should be picked up in the front circle or in the field house parking lot.

### Bus Transportation

Both public and private buses serve Penn Charter students. While specific questions concerning bus transportation should be addressed to the business office, the following rules apply to all students on all buses. The conduct of students to and from school is important to ensure the safety of all persons riding the bus. Maintaining good order on school buses requires the cooperation of students, parents, teachers and bus drivers.

***The following behaviors will not be tolerated:***

- Violation of safety procedures, such as standing, leaving seats, hanging out of windows, walking in aisles, throwing objects, fighting, smoking, eating, drinking, littering, excessive noise, or use of unacceptable language.

- Destruction of property: students found to be responsible for damage will be required to pay for repairs.

Students who have violated the above rules and regulations will be reported to the assistant director or the director of the Upper School. Riding privileges may be suspended if the violation warrants it; transportation charges will not be refunded for the period of suspension.

***Please remember:***

- When waiting for the bus, be at the stop five minutes ahead of time. Stay a safe distance from the curb. The bus driver has a schedule to keep; if students are not at the bus stop, the driver cannot wait.

- When boarding the bus, go directly to your seat. The bus will not move until all passengers are seated. Regulations do not permit passengers to stand in a moving school bus.

- Students must bring a note from parents for the appropriate school director anytime they are to get off the bus at a stop other than their own.

- If a student riding a Penn Charter bus is accompanied by a visiting student, permission must be obtained from the appropriate divisional assistant at least 24 hours in advance.

It is important to be aware of the fire drill instructions for leaving the building posted in each room. Students must walk quietly and report to the area assigned to their advisory group. The first in line should hold or hook the doors open. The last person should close the door. At all times, the law requires quiet and order.

Fire Drill

Tampering with fire equipment is a serious matter and, under certain conditions, could result in a student's suspension or expulsion from school.

Fire  
Equipment

**Identification cards**      Early in the school year all Upper School Students are issued identification cards with their photograph from registration day.

These cards may be used to charge lunches (if arrangements have been made through the business office), to enter the school buildings during specific hours, and to check books out of the Gummere Library; students may be required to show their ID card to claim a pre-ordered yearbook in June.

If a card is lost or misplaced, a student should report the missing card to the division office or school store right away, so it may be deactivated. Students should make every effort to look for the card before ordering a replacement, and use last year's card as a backup for the barcode. A replacement fee must be paid before a new card will be ordered.

**Security**      The safety of the members of the Penn Charter School community and the protection of our property are very important. Penn Charter security personnel are on duty 24 hours a day, seven days a week.

Security personnel direct traffic during the morning drop period, make patrols of the campus with particular emphasis on the parking lots, and assist with all bus activity in the busway near the Timmons House. They also serve as crossing guards to and from the Strawbridge fields on School House Lane. Security personnel carry radios and can be in touch with the receptionist or authorities immediately. In case of emergency after normal school hours, security personnel can be reached by calling 215-341-7581.

Members of the Penn Charter School community are asked to be part of our security effort by being vigilant and by reporting unusual or suspicious situations or incidents to the receptionist as soon as possible.

**Telephones**      Telephones in the various offices and classrooms are for members of the faculty and staff only. In case of emergency, students should go to the Upper School office or the main office.

## HEALTH SERVICES

The school nurse is available during the school day, 8:00 am- 4:00 pm, to provide nursing services and personal health assessments at various grade levels.

### *Illness or Injury*

School nurses are only permitted to administer emergency first aid and to assess and treat those illnesses that occur during the school day. Parents are notified by the school nurse if the illness or injury requires medical evaluation. Students are not permitted to excuse themselves from school when ill, but must see the nurse for evaluation. Absences for longer than three consecutive days require a medical note from the student's health care professional for re-entry to school.

### *Elective Medical Procedures*

All elective procedures need to have the approval of the head school nurse and the division director in order to be an excused absence. Parents must contact the head school nurse (x142) and the division director of any elective procedures.

### *Medication in School*

If a child has any condition which requires a specific medication to be given in school, a written order from the physician or parent along with the properly labeled medication (name, medication, dosage and time to be given) is required. Students must submit written documentation to the health office for notification and approval of self-administered medications while on campus. Only the following self-administered medications will be permitted: asthmatic meter dose inhalers, insulin for diabetic students, and emergency anaphylactic medications (epipens).

The following medications will be dispensed by the school nurse if a signed emergency card is on file in the health office:

|                |                   |                    |
|----------------|-------------------|--------------------|
| Tylenol        | Chlorseptic Spray | Cepacol Lozenges   |
| Ibuprofen      | Tums              | Children's Tylenol |
| Halls Lozenges |                   | Children's Motrin  |

### *Communicable Disease*

Parents are required to immediately notify the school upon diagnosis of a communicable disease, such as chicken pox, impetigo, conjunctivitis, strep throat, or pediculosis.

Parents are responsible for checking their children weekly and notifying the school nurse immediately if head lice is found.

Nits (lice eggs) must be removed before students can return to school to prevent reinfestation and spread to other students.

### *Health Forms*

Penn Charter requires a complete medical examination by your family physician for grades 9 - 12 and all new students to the school. All families must complete yearly their child's Magnus Health Account found on the PC Parent Hub under the PC Health Portal. This account contains all the required online consents and medical forms required for school and athletic attendance. The following policy shall apply to all students in grades 9-12: Students will not be allowed to attend classes or participate in any school or athletic activity until all medical, health and emergency forms are completed.

The following school policy shall apply to all students in grades 9 - 12: ***Students will not be allowed to attend classes or participate in any school or athletic activity until all medical, health and emergency forms are on file in the health office.***

## GENERAL INFORMATION

### Lockers

Every student is assigned a book locker and an athletic locker. Students are responsible for keeping them locked and in good condition. For the lockers which require combination locks (all athletic lockers in the field house), students will need to provide their own combination lock. New combination locks may be purchased from the School Store. Other locks (combination or key) purchased out of school may not be used on any lockers. All book lockers in the main building have built-in combination locks. Students assigned to these lockers will be provided with their combinations on registration day in September.

Students are encouraged to keep all combinations private and to report any tampering immediately to the assistant director of the Upper School or the Upper School divisional assistant. Keep valuables locked at all times; the school is not responsible for lost or stolen articles. Students are strongly encouraged to leave items of significant value at home. Report lost or stolen articles, and broken lockers to the assistant director of the Upper School immediately. Students are expected to clean out lockers by the last day of classes, except in the case of some varsity athletic lockers, which may be reassigned seasonally.

The school recognizes the students' rights for privacy of personal belongings. However, it is possible that for security and safety reasons, it may become necessary to search bookbags, gym bags, and/or lockers.

The locker pod areas are not lounges; students are not permitted to loiter or hang out in these areas before or after school,

during free periods, or during lunch time. All personal items, including but not limited to school bags, athletic bags and equipment, and band instruments must be secured in a locker at all times; items left in the locker pod area unattended may be confiscated and can be retrieved from the assistant director of the Upper School or found in the Upper School office.

Lost items (clothing, books, sports equipment, etc.) are collected and placed in the hallway outside the school store. Items of value, such as wallets, keys, calculators, eyewear or musical instruments, are turned in to the receptionist in the main lobby. Notices regarding valuable items will be posted in the Daily Bulletin. When items are lost, it is imperative that students check the lost and found promptly, taking only what belongs to them. Over time as items accumulate, the lost and found is cleaned out and items are donated to local charities.

Lost and Found

This organization is similar to parent-teacher groups in other schools. Our parents, the school's Overseers, faculty and staff are members. The objectives and by-laws are set forth in the Directory published by the Community in the fall.

Penn Charter Community

This *Handbook* is primarily concerned with general information and regulations applicable to the daily school program. Additional sources of information for students, parents and faculty are:

Publications

- *Daily Bulletin* – Each morning announcements are read after attendance is taken in the first block class beginning at 8:10 am. The Bulletin includes information about meetings, special schedule arrangements, changes in class meetings, as well as special events for the day and in the days to come for all school divisions. Athletic contests and team dismissal times, club meetings, and other necessary gatherings are made public. Students must pay attention to these announcements and are responsible for all relevant obligations;
- *Community Directory* – published by the PC Community: contains calendar, faculty list, faculty voice mail extensions and e-mail addresses, and current student enrollment with addresses and telephone numbers, plus Community committee members and by-laws;
- *Admissions Viewbook*– general information concerning school philosophy, history, facilities, program, cost and admissions process;
- *Penn Charter Magazine*– published twice a year: contains information about the broader school community, e.g. students, faculty, parents and alumni;
- *Upper School Blog* – updated regularly with current information, reminders of key dates and curriculum reports;

- *Course of Study* – Upper School catalog published annually in the spring listing graduation requirements and course offerings for the following academic year;
- student publications, including:
  - The Mirror* – the student newspaper
  - Lit Mag*– magazine of student creative writing
  - Class Record* – the school’s yearbook

Additional General Information continued on page 84.

## COMMUNITY LEADERSHIP

While it is the privilege as well as the responsibility of all members of the Penn Charter community to observe Penn’s philosophy in all school activities, it was long ago felt that some form of democratic leadership, composed of both students and faculty, could best lead in that direction. Within each of the three schools there is joint student and faculty participation in considering the needs of the school – these composite groups represent the idea of community leadership.

An Upper School student council has been created to encourage and foster school-wide policies. The council promotes school spirit and morale, extracurricular activities, the academic well-being of the student body (in matters such as curriculum and scheduling) as well as provides for a continuous channel of communication among students, faculty and administration. Although council meetings are open to all, there are 20 elected student representatives (five freshmen, five sophomores, five juniors, and five seniors).

Leading each of the sophomore, junior, and senior classes is a student class president and class vice-president. The class president is a public voice of the class and the point person for all social events and fundraisers for the class. The vice-president and student council representatives will support the class president in these social event and fundraising efforts, and the class president will be a regular participant in student council meetings and deliberations. A class president is not elected for the freshman class.

*Upper School Election Procedures:* Elections for class president/vice-president and student council representatives are held each spring for the following school year. Class president elections are held first, allowing those who are not elected to run for student council seats. The election for three of the ninth grade student council seats is held in the spring of the class's eighth grade year. The election for the two remaining ninth grade student council seats is held in the fall of the class's ninth grade year, as to create an opportunity for new students to join the student council.

In the spring, students of the current junior, sophomore, and freshman classes who want to run for class president or student council will pick up a petition form from the grade dean or the assistant director of the Upper School. The petition acknowledges the student's desire to run for a class office and willingness to accept the responsibilities each office entails. The student must acquire twenty signatures from classmates, five signatures from faculty and one signature from an administrator. The completed petition is handed on to grade deans or the assistant director of the Upper School who will then add the student's name to the ballot. Students running for class president or student council must prepare a short (3 minute) speech addressing their interest in and qualifications for the office. Grade deans or the assistant director of the Upper School will prepare the ballots and organize the grade meeting where the candidates will speak. Voting will commence after all of the candidates have had an opportunity to speak on their own behalf. Students will prioritize their selections for each office following the Quaker custom.

|                 |  |
|-----------------|--|
| Example:        | <i>Student C was the first choice, therefore she/he will receive 4 points.</i> |
| Student A – 2nd | <i>Student A was 2nd with 3 points;</i>  |
| Student B – 3rd | <i>Student B was 3rd with 2 points;</i>  |
| Student C – 1st | <i>Student D was 4th with 1 point</i>  |
| Student D – 4th |  |

This means that every name on the ballot receives at least one vote (point). The student with the greatest number of points wins the election. If there is a tie, a run-off election will be held. Ballots are collected and tallied by grade deans or assistant director of the Upper School. Students are not present at the vote counting.

## INCLEMENT WEATHER POLICY

### *Cancellation of Student Activities:*

If a game, practice or event is canceled due to weather conditions, a notice will be posted on the Upper School message board by 1:30 pm. Students are responsible for checking the message board if they are involved in any after-school activities that could be affected by weather.

Parents may also visit [www.penncharter.com](http://www.penncharter.com), after 1:30 pm, to receive updates related to the status of after-school games, practices and events or may call 215-844-3460.

### *Snow Policy:*

Penn Charter may, due to inclement weather, cancel school or open school two hours late. It is Penn Charter's policy that, once opened, the school will remain open for the entire academic day if possible. School personnel will supervise all children until appropriate transportation home is arranged, either by Penn Charter bus, public school bus, public transportation or private car.

If school is cancelled, opening two hours late, or closed early, parents will be notified by e-mail and/or text messages. Parents may also visit [www.penncharter.com](http://www.penncharter.com), listen to KYW 1060 AM (Penn Charter's number is 122), or watch ABC, NBC or CBS.

If snow is falling and school is in session, students are not to call home to request that parents pick them up from school. However, if parents feel it necessary to pick up their child because of weather conditions, they may do so.

If a student must leave school because of weather conditions, the following procedures must be followed:

1. A student will be dismissed to ride home with a parent or another PC student only if there has been direct contact between the division office and a parent or guardian by:

- a student's parent completing the Permission to Dismiss in Inclement Weather form and filing it in the Upper School office;
- the student's parent calling the division office and talking with the Upper School director or administrative assistant;
- a student's parent signing the student out at the division office.

2. Students who are driving or riding home with another student or parent must sign out in the divisional office. Students riding public school or Penn Charter buses do not need to sign out as their attendance is taken when boarding the bus.

3. Students may not drive or take other students away from school unless the latter have verbal or written permission to do so as indicated in no. 1 above.

Due to the volume of incoming and outgoing calls on these days, please be patient as you try to reach the division office. For students who use public school buses, please see the back cover of the Handbook for public school districts' snow closing numbers if Penn Charter is open.

## STUDENT SUPPORT SERVICES

Penn Charter's administrative, teaching, and support personnel are all available to assist students in a variety of ways ranging from providing information to intervening in times of crisis. The school has developed policies to help students with issues such as sexual harassment, crisis, and suicide; information regarding these policies is available from the school directors, assistant head, or head of school. The following people are available to guide and to support students during their time at Penn Charter.

The director of the Upper School oversees all aspects of administration for the division. Responsibilities include: administering the daily schedule; overseeing the work of teachers and students; communicating with parents, students, and teachers; and supervising disciplinary problems and other problems that involve people in the division. The Upper School director, working with department chairs, manages the educational program and the course planning process for the division.

School  
Director

The Assistant Director works side-by-side with the Upper School Director to see that the mission of the school is implemented in the Upper School, particularly with emphasis on student life, community standards, and community values. Major areas of responsibility include: implementing the appropriate community standards, policies, and norms, which includes oversight of the Community Council; working with grade deans, advisors, teachers, coaches, and members of Upper School leadership team to monitor and support the academic, social, and emotional well-being of all students; assisting the director with the oversight of the academic program in the Upper School; overseeing the work of the student council in creating a sense of community in the Upper School; overseeing the advising program, the assembly program, the activities requirement, the attendance system, and all official Upper School student events, such as school dances and grade level retreats.

Assistant  
Director of  
the Upper  
School

Helping to guide the Upper School student body are two grade deans - one grade dean for grades 9 and 10, and another for grades 11 and 12. The grade deans work closely with advisors, teachers, coaches, and members of the Upper School leadership team to monitor the academic, social, and emotional well-being of all students in the grades. The grade deans also organize and supervise class events and nurture leadership within the class. Along with the student's faculty advisor, the grade deans are a supportive resource for students and parents.

Grade  
Deans

- Department Chairs** Each academic department has a leader who is responsible for a particular academic discipline. A department chair oversees the curriculum, faculty and student placement for courses in grades 9 - 12.
- Faculty Advisor** The faculty advisor at Penn Charter fosters a school community in which each student feels known, supported, and understood. An advocate and mentor, the advisor promotes their advisee's integration into the life of the school and encourages his/her academic, social, and personal growth. The advisor also serves as the "hub in the information wheel" that encircles their advisee, facilitating important discussions with parents, teachers, coaches, and administrators about the student's academic and personal development. All students in grades 9 - 12 have a faculty advisor. Each student entering ninth grade is assigned an advisor, who will work with the student for the ninth and tenth grade years. At the end of the tenth grade year, each student will be assigned a new advisor, who will see the student through the eleventh and twelfth grade years. Each individual advising group will be made up of approximately six to twelve students from the same grade and will be paired with another advising group and advisor, also from the same grade.
- College Counselors** The college counselors are available to consult about any question relating to college admission. It is most appropriate to discuss with a counselor a student's academic program vis-a-vis his or her college aspirations. Questions regarding standardized testing or the college application process can be answered by any of the college counselors.
- Writing Center** The school's writing center, located in room 7, is available to assist 9th – 12th grade students with any writing assignments. Staffed by school personnel and peer tutors, the writing center offers one-on-one help for students. (See the Writing Center User's Guide on page 84 for additional information.)
- Math Center** Similar to the writing center, the math center offers individual and small group help for students in all areas of math in grades 9- 12. Staffed by peer tutors and school personnel, students may sign up to go to the math center during study halls or free periods. The math center is located in room 9. (see p. 86 for more information)
- Support Services** Members of the team work with specific students and teachers around learning issues. The team consists of the divisional learning specialists, the school nurse, and the divisional

school counselors. Students and/or families become involved with members of the team on a referral basis. Referrals are usually made by the school director.

The Upper School counselor is available to students to discuss any adjustment issues. The director of the Upper School, the assistant director of the Upper School, a grade dean, a teacher, or a coach may refer students to the counselor. The counselor also will meet with students who are “walk-ins.” In addition to individual sessions, the counselor works closely with the ninth grade class on the transition to the Upper School throughout the year and other group sessions as needs arise. The school counselor is also available as a resource.

Upper  
School  
Counselor

Director of Upper School..... Travis J. Larrabee  
Assistant Director of Upper School ..... Catherine Ezzo  
Upper School Administrative Assistants. .... Rose Mary Cavalcante  
and Bridgette Bonner-Fennal

Directory,  
2016 - 2017

#### Upper School Grade Deans

Grade 9 & Grade 10 ..... Claire Scribner  
Grade 11 & Grade 12 ..... Erin Hughes

#### Department Heads

Athletics ..... John Thiel, Darci Borski & Ed Foley  
Computer Science ..... Michael Moulton  
English ..... Nora Landon  
Foreign Language ..... Sarah Aguilar-Francis  
Health & Physical Education ..... Deborah C. White  
Library ..... Judith Hill  
Mathematics ..... Beth Menzie  
Performing Arts ..... Deborah Kaesshaefer  
Religious Studies & Philosophy ..... Thomas Rickards  
Science ..... Josie Wallmuth  
Social Studies ..... Levan A. Payton  
Visual Art & Design (interim) ..... Ruth McGee

Director of College Counseling..... Daniel Evans  
Assistant Director of College Counseling.....Jody Sweeney  
Coordinator of College Counseling..... Diona Nicolucci  
Director of Center for Public Purpose..... Alyson Goodner  
Asst. Dir. of Center for Public Purpose ..... Sharon Ahram  
Director of Educational Technology..... Michael Moulton  
Dir. of Special Projects/Financial Aid .....Allan B. Brown  
Registrar ..... Sandra B. Portnoy  
Support Services..... Karen Campbell  
School Counselor..... Elizabeth Coombs  
Coordinator of Health Services ..... Debra Foley  
Coordinator of Writing Center..... Sara Moses  
Coordinator of Math Center .....Dan Hajjar

## GENERAL INFORMATION, CONTINUED

- School Store** The store is open daily from 8:00 am to 3:15 pm. Here students may purchase school supplies, athletic clothing, and gifts. The store is staffed by Community volunteers.
- Color Day** Each student will be assigned to a color team, Blues or Yellows. On Color Day, the color teams in each grade compete in relay races, culminating in the senior class' final pull.

### **Fast Facts about Penn Charter**

- we are the oldest Quaker school in the world and the oldest school in the Commonwealth of Pennsylvania
- we are a co-founder of the nation's oldest scholastic league, the InterAcademic Athletic Association
- the first student newspaper was published by our ancestor school in 1777, the Student Gazette
- with Germantown Academy we share the oldest, continuous, scholastic athletic rivalry in the nation (marking 130 years on November 12, 2016; PC leads the football rivalry with 83 wins, 35 losses, and 11 ties)
- the clock tower can be found on a globe (or by GPS) at 40 ° 1' 21" N. by 75° 11' 12" W.

## 10-Day Academic Schedule

Our school philosophy clearly speaks to our mission of creating a learning environment which fosters intellectual curiosity, academic rigor, and excellence. The schedule in the Upper School has been designed with classes of 40 and 80 minutes in length to accommodate a variety of learning styles among the students. Based on the five day week, the order of classes varies each day over a two week period. The weeks are designated yellow week and blue week in the handbook and school calendars. Except for Monday of each week, classes do not meet every day. There is a five or ten minute passing time between classes. This should be ample time for students to get to a class anywhere on the campus. Classes will begin promptly at the time indicated on the schedule.

In order to facilitate a greater sense of community, time has been built into the schedule for larger groups of students to gather. Central to the life of the school, Meeting for Worship is held weekly on Thursday. Upper School also has an assembly each Wednesday – a time to share announcements, to celebrate achievement, to enjoy individual talents, to meet with advisors, to have class meetings, and to communicate important community concerns. Upper School students report to advisories before Meeting for Worship and from their previous class for Wednesday assembly. Students are expected to be sitting quietly in assigned sections by the time Meeting or assembly have begun.

Attendance will be taken and the *Daily Bulletin* read in a student's first period class. It is essential for students to report to class on time. While there are no homeroom periods in the Upper School, students will be assigned to advisory groups for a variety of purposes. Advisory groups will be used to indicate seating at Meeting for Worship and assemblies, taking attendance at fire drills, assigning lunchroom duty, organizing registration day and other large group gatherings.

The school day ends at 3:15 pm on Mondays, Wednesdays and Thursdays and at 2:30 pm on Tuesdays and Fridays for Upper School. Sports practices will begin at 3:45 pm and end by 6:00 pm. Students involved in after school sports will need to move quickly from the school building, get changed and report to practice as required by coaches. Students who are not involved in sports during a season should leave school after their last scheduled commitment. Public school buses will depart at 3:30 pm while the Penn Charter buses will leave at 3:30 pm and 5:30 pm.

## Yellow Week

| Monday             | Tuesday            | Wednesday                       | Thursday                    | Friday             |
|--------------------|--------------------|---------------------------------|-----------------------------|--------------------|
| 8:10 - 8:50<br>1   | 8:10 - 9:30<br>1   | 8:10 - 9:30<br>4                | 8:10 - 9:30<br>7            | 8:10 - 9:30<br>6   |
| 8:55 - 9:35<br>2   |                    |                                 |                             |                    |
| 9:40 - 10:20<br>3  | 9:40 - 11:00<br>2  | 9:40 - 11:00<br>5               | 9:40 - 11:00<br>8           | 9:40 - 11:00<br>3  |
| 10:25 - 11:05<br>4 |                    |                                 |                             |                    |
| 11:10 - 11:50<br>5 | 11:05 - 11:45<br>7 | 11:05 - 11:45<br>1              | 11:05 - 11:45<br><b>MFW</b> | 11:05 - 11:45<br>5 |
| 11:55 - 12:35<br>6 | 11:50 - 12:30<br>8 | 11:50 - 12:30<br>2              | 11:50 - 12:30<br>4          | 11:50 - 12:30<br>2 |
| Lunch              | Lunch              | Lunch                           | Lunch                       | Lunch              |
| 1:10 - 1:50<br>7   | 1:10 - 2:30<br>3   | 1:10 - 2:30<br>6                | 1:10 - 1:50<br>3            | 1:10 - 2:30<br>4   |
| 1:55 - 2:35<br>8   |                    |                                 | 1:55 - 3:15<br>1            |                    |
| 2:40 - 3:15<br>9   | <b>YELLOW WEEK</b> | 2:35-3:15<br>Advising/ Assembly |                             |                    |

## Blue Week

| Monday                    | Tuesday                   | Wednesday                      | Thursday                    | Friday                    |
|---------------------------|---------------------------|--------------------------------|-----------------------------|---------------------------|
| 8:10 - 8:50<br><b>8</b>   | 8:10 - 9:30<br><b>5</b>   | 8:10 - 9:30<br><b>8</b>        | 8:10 - 9:30<br><b>3</b>     | 8:10 - 9:30<br><b>2</b>   |
| 8:55 - 9:35<br><b>7</b>   |                           |                                |                             |                           |
| 9:45 - 10:15<br>Advising  | 9:40 - 11:00<br><b>6</b>  | 9:40 - 11:00<br><b>1</b>       | 9:40 - 11:00<br><b>4</b>    | 9:40 - 11:00<br><b>7</b>  |
| 10:20 - 11:00<br><b>6</b> |                           |                                |                             |                           |
| 11:05 - 11:45<br><b>5</b> | 11:05 - 11:45<br><b>3</b> | 11:05 - 11:45<br><b>5</b>      | 11:05 - 11:45<br><b>MFW</b> | 11:05 - 11:45<br><b>1</b> |
| 11:50 - 12:30<br><b>4</b> | 11:50 - 12:30<br><b>4</b> | 11:50 - 12:30<br><b>6</b>      | 11:50 - 12:30<br><b>8</b>   | 11:50 - 12:30<br><b>6</b> |
| Lunch                     | Lunch                     | Lunch                          | Lunch                       | Lunch                     |
| 1:05 - 1:45<br><b>3</b>   | 1:10 - 2:30<br><b>7</b>   | 1:10 - 2:30<br><b>2</b>        | 1:10 - 1:50<br><b>7</b>     | 1:10 - 2:30<br><b>8</b>   |
| 1:50 - 2:30<br><b>2</b>   |                           |                                | 1:55 - 3:15<br><b>5</b>     |                           |
| 2:35 - 3:15<br><b>1</b>   |                           | 2:35-3:15<br>Advising/Assembly |                             |                           |

**BLUE WEEK**

# THE WRITING CENTER

**Philosophy** The writing center is a place for all members of the school community, but in particular it stands ready to assist students in grades 6-12 with any writing assignments they might have. We are committed to helping students become more skillful in recognizing and embracing the various stages of the writing process. The environment is intended to be a comfortable, low-risk one in which one-on-one support is emphasized. Peer tutors will not write papers for students but rather guide students toward their own success. The writing center hopes to foster a positive attitude toward writing and its important relationship to critical and creative thinking.

**Services** What we do:

1. We provide support and assistance in preparing students for school-related assignments.
2. We encourage students to recognize and articulate what they need from us when they come to the writing center.
3. We offer recommended follow-up tasks to our clients.
4. We schedule appointments with students.
5. We keep regular, required meetings with students who have ongoing concerns.
6. We provide peer tutor training on a regular basis.
7. We provide instructional handouts for a wide range of writing principles, strategies, and rules.
8. We can provide an accurate daily log of student visits for teacher reference.
9. We meet with drop-in students from time to time, when resources permit.

What adult writing center staff can do (in addition to services already noted):

1. Grammar
2. Vocabulary review
3. Punctuation/mechanics
4. Sentence-level corrections for lab reports
5. Writing-to-learn activities

What we cannot do:

1. We cannot be expected to know all texts equally well.
2. We cannot be expected to know the subject matter for term papers.

3. We cannot be expected to address and correct all of a paper's weaknesses or a student's writing challenges in one visit.
4. We cannot take the place of the classroom teacher.
5. We cannot guarantee that someone will be available every period of every day.
6. We cannot help students with the overall structure and format for lab reports.
7. We cannot offer individualized writing instruction without specific input from the classroom teacher.

What we will not do:

1. Write the paper for the student.
2. Proofread line by line.
3. Engage students in conversation about grades, but we will try to give the student tools to return to the teacher for conversation.

The writing center wants both teachers and students to make the most of opportunities and services.

Policy and Procedure

- plan ahead and schedule an appointment rather than “dropping in”.
- bring their books and the assignment sheets, if available.
- understand the teacher's expectations.
- bring a draft, if they have one, and be familiar with what they have written.
- come with specific questions.
- know what they are hoping to accomplish (next steps).
- have quotes already selected for help with integration.
- be positive and be open to suggestions.
- listen constructively.
- be willing to try something new.

Because of their length, research papers require some special considerations. Teachers should encourage students to:

- consult their classroom teacher first, especially regarding in matters of content.
- understand that the scope of writing center staff assistance is limited to: thesis, topic sentences, transitions, introduction, and conclusion.
- give themselves at least a week's turnaround time for conferencing, revising, and editing

## The Math Center

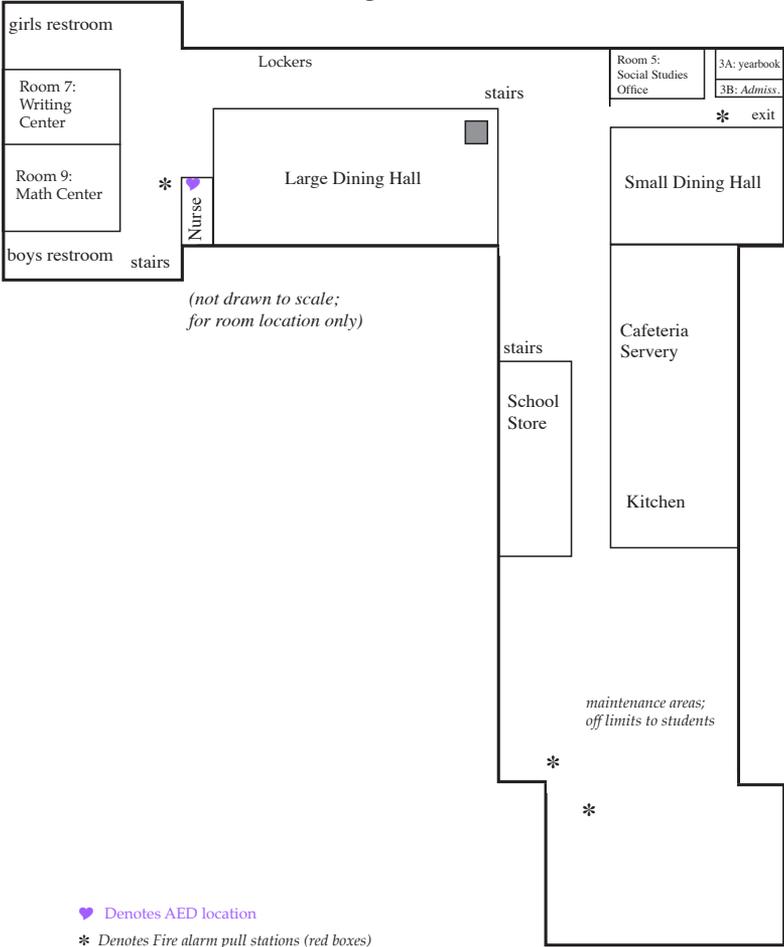
The math center was created to enable students to meet the challenges of the mathematics program successfully during their time at Penn Charter. The math center is located in the basement in room 9.

The math center assists students in:

- improving organizational and note taking skills as they relate to mathematics;
- understanding the math they are studying at Penn Charter;
- learning and utilizing efficient and effective study habits;
- filling gaps in their math background;
- learning to prepare for quizzes and tests;
- preparing for the SAT I and SAT II tests.

Teachers, parents and administrators may refer students to the math center or students may self-refer. Dan Hajjar is the coordinator of the math center. He will be aided by student tutors. Dan Hajjar may be contacted by phone or by email ([dhajjar@penncharter.com](mailto:dhajjar@penncharter.com)).

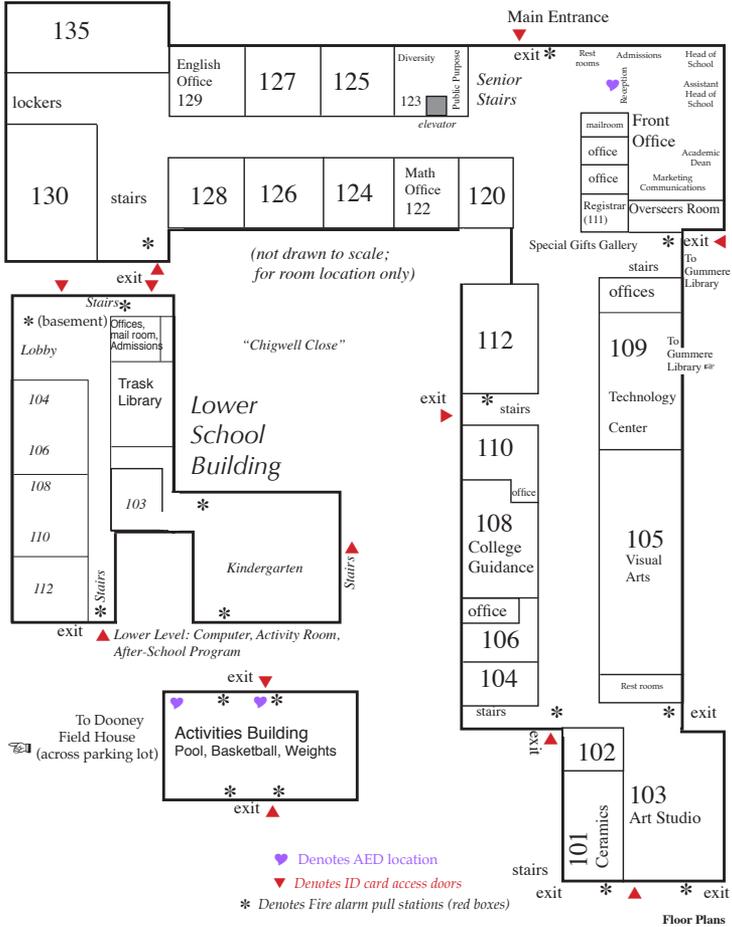
## Main Building Basement Plan



♥ Denotes AED location  
 \* Denotes Fire alarm pull stations (red boxes)

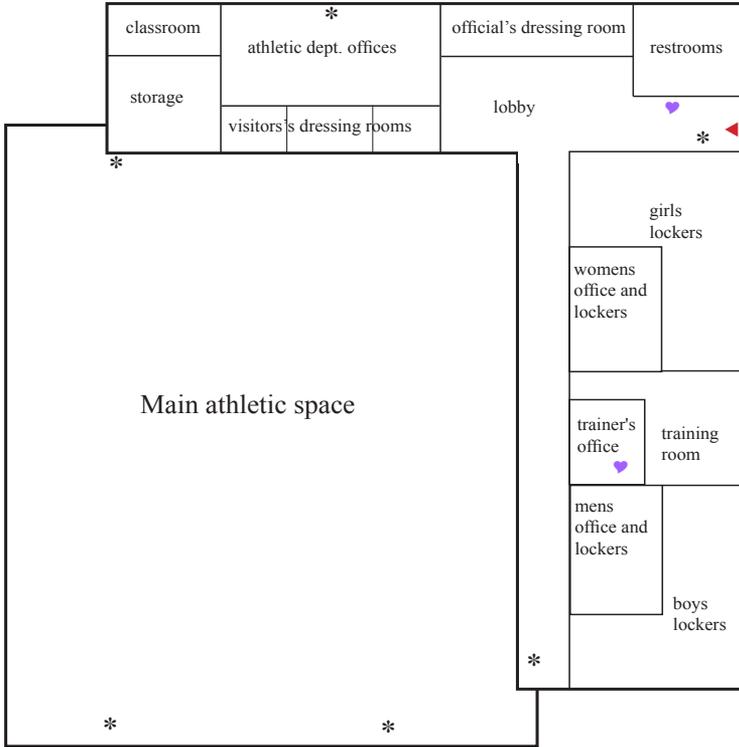
Floor Plans

## Main Building First Floor Plan





## Raymond Dooney Field House

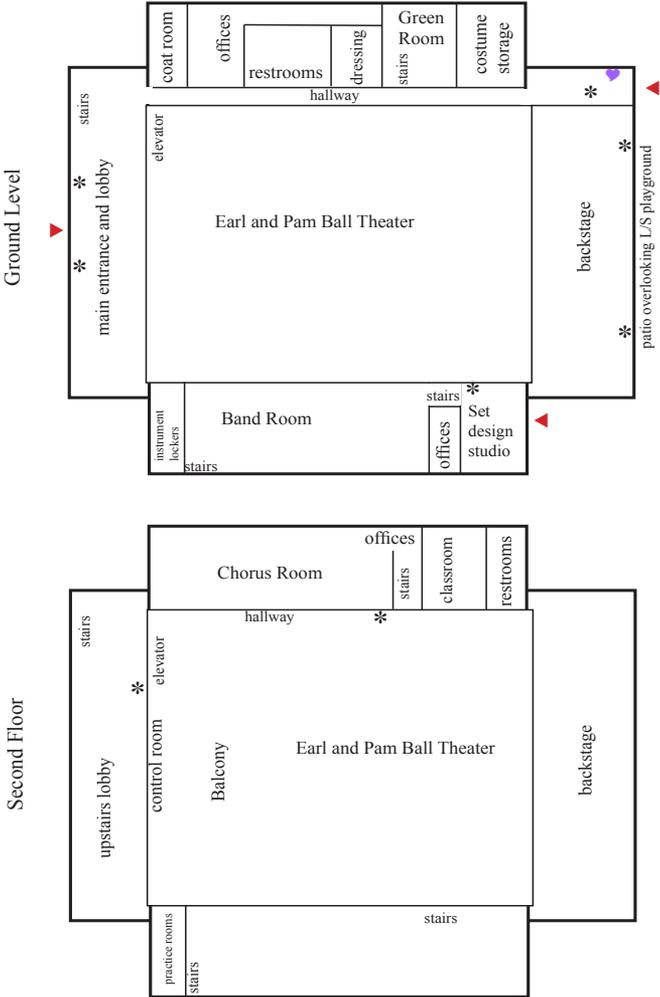


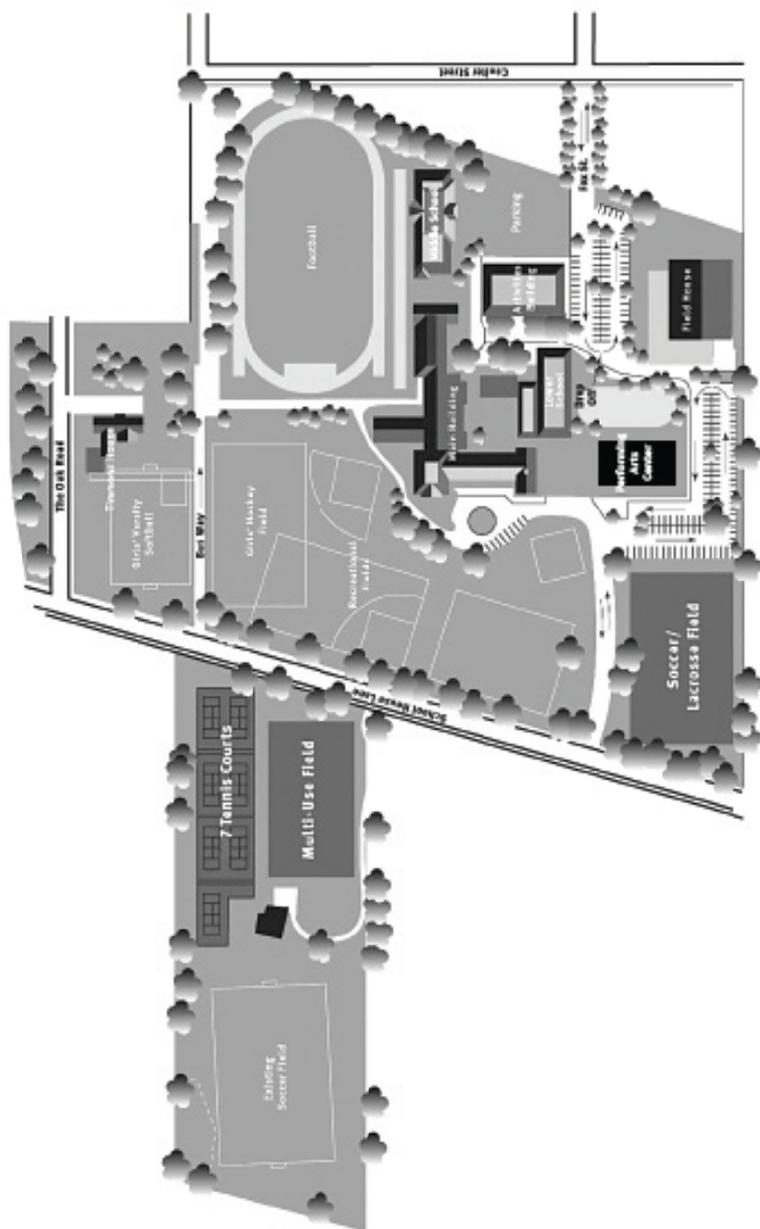
♥ Denotes AED location

▼ Denotes ID card access doors

\* Denotes Fire alarm pull stations (red boxes)

Kurtz Center for the Performing Arts





Penn Charter Alumni have:

- **earned World Series rings** (*Mark Gubicza, OPC'81*, with the Kansas City Royals in 1985, and *Ruben Amaro, Jr., OPC'83*, with the Phillies in 2008 and 2009)
- **invented medical technology** (*Dr. John Gibbon, OPC'19*, the heart-lung machine in 1954)
- **acted on Broadway & in television** (*Robert Picardo, OPC'71*, in *Tribute*, and in *Star Trek: Voyager, China Beach* and *The Wonder Years*)
- **competed in the Olympics** (*David Berkoff, OPC'84*, swimming in 1988 & 1992; *John B. Kelly, Jr., OPC'45* rowing in 1956) **and in the Rose Bowl** (*Mike Samuel, OPC'94*, for Wisconsin in 1999)
- **founded major corporations** (*H. Thomas Hallowell, OPC'26*, SPS Industries)
- **invented the electronic computer** (*J. Presper Eckert, OPC'37*, ENIAC in 1949)
- **clerked for U.S. Supreme Court Justices** (*Mike Hirshland, OPC'84*, for Justice Kennedy)
- **written influential books** (*David Riesman, OPC'25*, *The Lonely Crowd*)
- **served Penn Charter as Overseers** (*Ilana Eisenstein, OPC'95*, *Rob Kurz, OPC'74*, *Caesar Williams, OPC'80*, among many others) and as **presidents of the Alumni Society** (*Jessica Bender, OPC'92*, was the first woman to hold that position)
- **served in the Peace Corps** (*Ted Over, OPC'70*, *Bridgette McDugall, OPC'06*)
- **served in Congress** (*Joseph Hoeffel, OPC'68*, represented the 13th Pennsylvania congressional district)
- **led in academia** (*David Oxtoby, OPC'68*, author of a widely-used Chemistry textbook, and president of Pomona College, California)
- **been drafted by professional sports teams** (*Matt Ryan, OPC '03* by the NFL's Atlanta Falcons, *Sean Singletary, OPC '04* by the Sacramento Kings of the NBA), *Tony McDevitt, OPC '03* by the New Jersey Pride of MLL, *Mark Adzick, OPC'07* and *Rob Amaro, OPC'09*, *Andrew Amaro, OPC'11* and *Kenny Koplove, OPC'12* by the Phillies)

## Network/Computing Acceptable Use Policy

To the student: Please sign and return this form to your advisor. The use of technology, including the WPC network (PCNet), is a privilege, not a right. Penn Charter regulates access to and use of technology and the network by principles consistent with the Quaker values expressed in the school's philosophy: values that include honesty, the individual's responsibility to the community, and the respectful treatment of every person. Thus, 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.

I, \_\_\_\_\_ (please print name) in grade \_\_\_\_\_, have read the policy statement of the William Penn Charter computer network, dated 2016-2017 and understand and agree to abide by that policy.

\_\_\_\_\_  
(student's signature)

To the parent: If the student is under 18 years of age, then you must sign below:

I, \_\_\_\_\_ (please print name), have read the policy statement of the William Penn Charter computer network, dated 2016-2017. I understand that the information and materials available to my child through this system are not under the full control of the William Penn Charter School and agree that access to this resource be made available to the above student.

\_\_\_\_\_  
(parent's signature)

Students will not be permitted to use school computers until this form is signed and submitted.

## The Community Code

As a member of the William Penn Charter School, a Quaker community based on trust:

- I will let my conscience guide my daily actions and endeavors;
- I will resolve all conflicts peacefully;
- I will deal honestly and respectfully with all members of the school;
- I will neither give nor receive unauthorized aid, as defined by my teachers both explicitly and implicitly, from any source on exams, homework, quizzes, papers, or any other academic endeavor (I have also read the “Policy on Plagiarism” beginning on page 47);
- I will demonstrate stewardship of the school environment, including all school property, areas and buildings around the school, and the personal property of others;
- I will abide by the principles of this code;
- As an acknowledgment of these principles and other policies in the Student Handbook, I have affixed my signature below.

I, \_\_\_\_\_ (print your name), have read the Student Handbook, especially the principles outlined in “The Community Code” (reproduced above), and I understand what is expected of me as a member of the Penn Charter community. I affirm that I will strive to abide by these principles as guidelines for conduct in all my endeavors.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

I, \_\_\_\_\_ (print your name), have read the Student Handbook, and I understand what is expected of my child as a member of the Penn Charter community. I affirm that I will strive to support these principles and policies as guidelines for conduct in all of his or her endeavors.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

(This completed form is to be handed in to your advisor.)

# In Case of Inclement Weather

**PENN CHARTER’S SCHOOL CLOSING NUMBER IS  
122**

SCHOOL CLOSINGS ARE ANNOUNCED ON WWW.  
PENNCHARTER.COM AND COMMUNICATED TO  
FAMILIES BY E-MAIL. PARENTS MAY ALSO LISTEN TO  
RADIO STATION KYW-1060, GO ONLINE AT 6ABC.COM  
OR CBS3.COM, OR CALL 215-844-1800 AFTER 7:00 A.M.  
TO HEAR A RECORDED MESSAGE FOR ANY  
SCHOOL-CLOSING ANNOUNCEMENTS.

PENN CHARTER STUDENTS WHO RIDE PUBLIC  
SCHOOL BUSES MUST ALSO LISTEN FOR THEIR  
SCHOOL DISTRICT’S SNOW CLOSING NUMBER. IF A  
SCHOOL DISTRICT IS CLOSED DUE TO INCLEMENT  
WEATHER, NO TRANSPORTATION WILL BE PROVIDED  
FOR PENN CHARTER STUDENTS.

## PUBLIC SCHOOL CLOSING NUMBERS ARE:

|                      |     |                      |     |
|----------------------|-----|----------------------|-----|
| Abington .....       | 301 | Springfield .....    | 319 |
| Cheltenham .....     | 306 | Upper Darby.....     | 452 |
| Colonial .....       | 305 | Upper Dublin .....   | 311 |
| Haverford .....      | 455 | Upper Merion.....    | 307 |
| Lower Merion .....   | 302 | Upper Moreland ..... | 310 |
| Lower Moreland.....  | 318 | William Penn.....    | 467 |
| Marple Newtown ..... | 454 | Wissahickon .....    | 314 |
| Radnor .....         | 457 |                      |     |

The Inclement Weather Policy once school is in session can be found on page 74.