

MIDLAND
Innovation+
TECHNOLOGY
CHARTER SCHOOL



STUDENT & PARENT HANDBOOK

2023-2024

A MESSAGE FROM OUR CEO

Dear MITCS Parents, Guardians, Students, and Staff,

Welcome back to MITCS! I hope you all had an enjoyable and restful summer vacation.

I'd like to start this letter by celebrating two recent events. First, we saw the class of 2023 graduate from MITCS back in June. It was an honor to welcome friends and families to the graduation ceremony at the Willows, in Industry PA. Our commencement speakers addressed the class and spoke eloquently about the graduate's futures and wished them well. There were many smiles and tears of joy. Congratulations!

Second, a big thank you to everyone in our school community who helped build the float for the Midland Fourth of July parade. It was wonderful to have our school represented in this event—one that has become an important part of Midland's legacy—and to see how the project brought so many people together.

I would also like to thank the teachers, staff, and parents who helped make our inaugural school year such a success. As we move into this second school year and continue to grow and improve, we remain dedicated to providing our students with the best opportunities to build a better future using MITCS' authentic learning approach. A few details for the 2023-24 school year:

- Our industry-skilled instructors will continue to provide students with hands-on experiences, introduce them to real-world applications, and take them on field trips to visit employers.
- We have solidified our core subject teaching staff with certified professionals who are dedicated to teaching your children and giving them the tools they'll need to be successful.
- Pathway courses will remain as 90-minute daily blocks.
- Core classes will be 40-45 minutes daily.
- Personal Learning Time (PLT) will be 40-45 minutes three days per week.
- Home Base will be two days per week.
- And students will have opportunities to join the student council, participate in formal dances, establish clubs, and create projects.

MITCS will begin classes on August 23, 2023. We are excited to begin our second year with both our returning students and the new students joining our community. Let's continue to build futures together!

Terrence Smith
CEO

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I. OVERVIEW

The purpose of this handbook is to review and clarify all major policies and procedures that affect all students of the Midland Innovation + Technology Charter School (MITCS). It is primarily intended to be reviewed by students, parents, guardians, and staff members to ensure a common understanding of school policy. All students and parents/guardians are required to sign the signature page which is to be kept on file in the school office, stating that they have read the information contained herein. Ultimately, it is the responsibility of the student and parent/guardian to read, understand, and abide by all school policies and procedures. Additional policies and procedures are contained in other school documents such as the MITCS Board Policy Manual, MITCS Program of Studies, and MITCS Supplemental Handbook. Copies of all such manuals and handbooks are available for viewing in the school office. Should any provision of this handbook contradict school board policy, school board policy shall prevail. If you at any time have questions about any school policy or procedure, please contact the school to set up a meeting with the principal. Please keep in mind that changes to the content of this handbook may be necessary based on unanticipated developments, and the school administration reserves the right to modify any and/or all school policies and procedures based on legitimate concerns on a case by case basis. The most updated handbook information will always be posted on the MITCS website.

II. MISSION, VISION AND NOTICE of Nondiscriminatory Policy as to Students

Mission Statement

By offering authentic, hands-on learning opportunities to a diverse population of students, the Midland Innovation + Technology Charter School (MITCS) will serve as a generator of innovative thinking, deep learning, and collaborative engagement that builds better futures.

Vision Statement

As Midland, and the surrounding tri-state region, anticipates and begins responding to the transformational impact that its burgeoning gas and petrochemicals industry will have on our communities, MITCS seeks to be a generator of innovative thinking, deep learning, and collaborative engagement that builds better futures for current and rising generations. Building upon and extending the success of Midland's groundbreaking public school developments, MITCS is part of a community-wide initiative that will create both the educational and physical infrastructure needed to prepare people of all ages to fully participate in the emerging economy.

Notice of Nondiscriminatory Policy as to Students

Midland Innovation + Technology Charter School (MITCS) admits students of any race, color, national and ethnic origin, sex, and/or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, age, creed, religion, sex, sexual orientation, gender or gender identity, ancestry or national origin, pregnancy or handicap/disability in administration of its educational policies.

III. CONTACT INFORMATION

Main Office

Midland Innovation
+ Technology Charter School
7 South 12th Street
Midland, Pennsylvania 15059

Phone:
(724) 510-0944

Website:
www.mitcharterschool.org

Email:
info@mitcharterschool.org

Board of Trustees

President
Maria Corradi
maria.corrad@mitcharterschool.org

Member
Jerry Hodge
jerry.hodge@mitcharterschool.org

Vice-President
Brittney Golden
brittney.golden@mitcharterschool.org

Member
Lou Naccarato
lou.naccarato@mitcharterschool.org

Treasurer
Will Leavell
will.leavell@mitcharterschool.org

Member
Joy Tanner
joy.tanner@mitcharterschool.org

Administration and Leadership

Terrence Smith
Chief Executive Officer
terrence.smith@mitcharterschool.org

Theresa Dill
Business Consultant
theresa.dill@lppacenter.org

David Krakoff
Principal / Head of School
david.krakoff@mitcharterschool.org

Patrick Noland
Facilities Consultant
pat.noland@midlandpa.org

Mark E. Elder
Operations Consultant
mark.elder@mitcharterschool.org

Dana Corradi
Director of Enrollment, Diversity, and Inclusion
dana.corradi@mitcharterschool.org

Christopher J. Shovlin
Development Consultant
chris.shovlin@mitcharterschool.org

Marissa Taylor
Executive Assistant
marissa.taylor@mitcharterschool.org

Staff

Marisa Adams
 Transition Coordinator
 marisa.adams@mitcharterschool.org

Jennifer Krackoff
 Administrative Assistant
 jennifer.krackoff@mitcharterschool.org

Janet Harmon
 Paraprofessional
 janet.harmon@mitcharterschool.org

Chris Shepard
 Guidance Counselor
 chris.shepard@mitcharterschool.org

Maya Quintana
 Special Education Paraprofessional
 maya.quintana@mitcharterschool.org

Faculty

Anne Ainsbury
 Science Teacher / Forensic Science
 Pathway Instructor
 anne.ainsbury@mitcharterschool.org

Cameron Bigi
 Gaming Simulations Instructor
 cameron.bigi@mitcharterschool.org

Cynthia Craig
 Aviation Technology Instructor
 cindy.craig@mitcharterschool.org

Kyle Daly
 Social Studies Teacher
 kyle.daly@mitcharterschool.org

Amos Eppihimer
 Transportation and Logistics Instructor
 amos.eppihimer@mitcharterschool.org

Matthew Jadowiec
 Science Teacher
 matthew.jadowiec@mitcharterschool.org

Donna Jezowicz
 Career Technical and Skilled Trades Instructor
 donna.jezowicz@mitcharterschool.org

Brianna Metsger
 English Teacher
 brianna.metsger@mitcharterschool.org

Ashley Shutak
 Special Education Teacher /
 Special Education Coordinator
 ashley.shutak@mitcharterschool.org

Susan Smithmyer
 Special Education Teacher
 susan.smithmyer@mitcharterschool.org

Jessica Williams
 Healthcare Innovations Instructor
 jessica.williams@mitcharterschool.org

Autumn Wobrak
 Mathematics Teacher
 autumnrwobrak@mitcharterschool.org

Elyse Wolff
 Social Emotional Learning Coach /
 Social Worker
 elyse.wolff@mitcharterschool.org

Transportation Information

Unlike most other charter schools, MITCS — in partnership with the Lincoln Park Performing Arts Charter School (LPPACS) — has a comprehensive transportation plan which is free and available to every student. LPPACS is also located in Midland, PA.

Students whose home school district is within a 10-mile radius of MITCS are bussed to MITCS by their district, paid for by that district. If you have questions and live in one of these areas, please call one of the phone numbers listed below:

Hopewell
724-375-6166

Southside
724-573-9500

Beaver (Frye)
724-371-0023

Central Valley (ABC)
724-806-1500

Midland (Frye)
724-371-0023

Western Beaver (Frye)
724-643-9210

Blackhawk (McCarter)
724-847-0530

For those students who live outside the 10-mile radius, MITCS contracts with ABC Transit, a private company, to provide free bus service to and from school. Parents are responsible for transporting the students to and from one of several hubs each day. ABC Transit will pick students up at these hubs and drop them off there after school. If you have any specific questions about transportation or bus stops, please contact:

ABC Transit
724-806-1500.

Bus Pickup/Drop Off for the 2023-2024 School Year

LPPACS hosts a Transportation Information website. The site details all bus routes, pickup and drop-off sites that will also be used by MITCS students. Please note, the bus stops are sorted by school district to help you identify the best route for your transportation needs. You are not limited to a bus that is listed for your home school district, feel free to select a bus and stop that is most convenient for you.

<https://sites.google.com/lppacs.org/lppacstransporation/home>

In Case of Inclement Weather

In the event of inclement weather, please tune in to your local news stations (WTAE, KDKA, WPXI) for up to date information. If MITCS should choose to close or delay, we will send out a robocall and post to our social media sites, in addition to local news stations. Instructions for students will be provided in Google Classroom for Flexible Instruction Days. For those students living within the 10-mile radius, transportation will run according to your home district's policy if MITCS is in session. Please reach out to your district for their specific instructions. Please remember, the safety of our students and staff is our highest priority. If you feel it is unsafe for your student to reach the school, please call the main office for your student to be excused for the day.

IV. ACADEMIC INFORMATION

Graduation Requirements

The following requirements must be met in order for a student to graduate from MITCS. They are:

1. All credit and course requirements must be fulfilled. This is accomplished via the scheduling process detailed below and in our Program of Studies.
2. Proficiency on exams and/or assessments as mandated by the Pennsylvania Department of Education (PDE). Current guidelines are detailed in Act 158 state legislation, and include multiple pathways for graduation. Examples include, but are not limited to, Keystone Exam scores, local grade requirements, alternative assessments, completion of certain courses/programs, college acceptance, and career readiness evidence. Specifics regarding this requirement can be found on the MITCS website and are available in the school counseling office.

School personnel, parents, and students must work together in order to meet these graduation requirements. School personnel will make every effort to notify parents or guardians when students are deficient. However, the ultimate responsibility for meeting all graduation requirements rests with the student. Any student who does not meet the requirements for graduation will not be permitted to participate in graduation activities, including commencement, and will not be awarded a diploma from MITCS until such time as all criteria are met to the satisfaction of the Chief Executive Officer and Board of Trustees. A student may also be denied participation in the graduation ceremony at the discretion of the administration based on personal conduct, poor performance, and/or attendance concerns.

Personal Learning Time is scheduled into the school day for all students for the opportunity to take additional online course offerings that will enhance their knowledge in their chosen Pathway, but will also be utilized to assist those students who are struggling and are in need of additional support in their core classes so they are successful throughout their high school career.

Minimum Credit Requirements for Graduation

English	4.0
Social Studies	4.0
Math	3.0
Science	3.0
Physical Education	1.0
Health	.5
Arts	2.0
Electives	3.5
CTE or Equivalent	3.0
	24.0 credits total

* Arts include courses from Lincoln Park Performing Arts Center and ARTiFact: Content for Learning

* Electives include courses from all departments (arts and academic)

* At least one credit in the subject areas of English, Social Studies, Mathematics, and Science must be earned annually during the first three years.

* Exceptions to the above credit requirements and/or course sequences must be approved by the Academic Review Board.

Keystone Testing

Keystone Exams (KE) are administered at the end of Keystone aligned courses listed below. For students not scoring advanced or proficient, retests will be offered in future semesters. For students choosing to retest, remediation will be made available. Students must obtain a score of advanced or proficient on these exams prior to the end of their junior year. For students who have not scored proficient or advanced, graduation courses or project-based assessments (PBAs) defined by PDE must be completed during the students' senior years. Time for these courses or PBAs will be built into student schedules to ensure a means of proving proficiency prior to graduation.

Career Education and Work (CEW) Standards

In compliance with the Pennsylvania Department of Education (PDE) requirements for career education, each student will be required to develop and maintain a career education portfolio. Elements of career education that will contribute to students' portfolios will be integrated into various courses in the regular curriculum.

Academic Offerings

Prerequisite courses can be found in the academic course catalog.

English

English 9
English10 (KE)
English 11
English 12

Social Studies

American History
US Government
World Geography
World History

Science

Biology (KE)
Chemistry
Earth Science
Environmental Science
Physics

Math

Algebra I (KE)
Geometry
Algebra II
Pre-Calculus
Financial Math

Humanities/World Language

Spanish I, II

* Additional online courses will be provided for students based on their unique needs.

Credits Required to Advance Grade Levels

6 credits for Sophomore Status
12 credits for Junior Status
18 Credits for Senior Status
24 Credits for Graduate Status

Grading Scale

A 90-100
B 80-89
C 70-79
D 60-69
F 59 & below

Following year one, each spring the Guidance Department will meet with all students to assist in selecting courses for the upcoming school year based on their pathway. Please review course selections with your student and contact the Guidance Department with any questions. Recommended course sequences are designed to provide each student with a well-rounded transcript essential when pursuing post-secondary studies at institutions of higher education.

Substitutions for courses in the academic sequence may be approved by the Academic Review Board. Reasons for substitutions include prior successful completion of a course or adjustments based on academic need.

An MITCS student may not repeat a course already successfully completed for credits to count toward graduation, with the exception of classes taken in middle school. World Language and Algebra I taken in 8th grade may count as credits toward graduation upon review by the Academic Review Board.

The following rules apply to MITCS Interactive/On-Line courses:

1. Students have 2 weeks from the order date to withdraw from an on-line course. Withdrawal after the 2-week time period will result in a withdrawal/failure being placed on the transcript. In order to withdraw from a course, the student must complete the course withdrawal form that is available in the guidance office. This form requires a student and parent signature.
2. For 0.5-credit courses, students will have 18 weeks to complete the course, from the date it is ordered. For 1.0-credit courses, students will have 36 weeks to complete the course, from the date it is ordered. Failure to complete the course in this time period will result in a withdrawal/failure being rewarded or zeros being awarded for all outstanding assignments.
3. There are always extenuating circumstances (such as extended illness) that may cause a student to not complete a course within the 18 or 36 weeks. In such cases, the student must make arrangements with the guidance office for an extension. Documentation such as a physician's excuse may be required.
4. Another course may not be ordered until a course completion form is submitted for the initial course.

Course Failures

Any student who fails a core subject during the semester (either on-line or direct instruction) is required to re-take that class in the subsequent semester in the classroom. This would result in a student having fewer classes in the upcoming semester, in order to recover credits.

Change of Pathway

Students are permitted to change their Pathway once a year, during spring scheduling. To change Pathways, students are required to acquire permission from their current pathway instructor and the director of the program to which they are seeking entrance. Course work will be reviewed in both Pathway programs and academics to ensure candidates meet the criteria for admission and will be required to be evaluated. Pathway change proposal forms are available in the guidance office. Administration can make exceptions to this practice on a case-by-case basis.

Scheduling

The process of scheduling should be taken very seriously by both students and parents. It is highly recommended that parents and students work together in building a schedule. The MITCS Guidance Counselor and other school personnel are available to assist and should be consulted regularly to assure that all the necessary requirements are being met. All students must adhere to the scheduling and credit requirements set forth in the Program of Studies for each school year. Students who do not follow these scheduling and credit requirements will not be able to meet MITCS's graduation requirements as stated above. Certain classes may require summer reading and/or assignments as listed in the Program of Studies. Failure to complete the summer requirements may result in removal from the class.

Students will be given a scheduling form and a Program of Studies to review with their parents. The most updated copy of our Program of Studies is also available on the MITCS website. The student scheduling form must be completed and signed by the student and parent, then returned to the guidance office. Because information from the scheduling form will be used for staff assignment and budgeting purposes, it is important that the form be signed and returned on time. If no form is returned, the student will be scheduled last into whatever courses are still available. Please review the Program of Studies for specific information regarding courses and scheduling.

Schedule Changes/Withdrawing from a Course

Students will be permitted to request changes during the first 10 school days of each semester or the first 10 school days from when they are admitted to MITCS. Any subsequent changes will be made only under extenuating circumstances and must have approval from administration. Any student dropping a class after the first 10 school days of each semester, without administrative approval will receive a “W/F” in that course regardless of the grade achieved to date and the failed course will factor into their GPA. Withdrawals may affect whether a student can make honor roll for that grading period. Any exceptions to this policy are at the discretion of the principal.

Physical Education

The Pennsylvania Department of Education requires that students complete 1.0 credit of physical education. Students may take PE through our online curriculum, where students can log hours in their PE Log and submit to the school each semester. Students in Extra-curricular activities can log hours from their sports practices and teams that will need approved through the Administration. Students may also take PE independently through our online curriculum. Such online curriculum allows students to log hours of intentional physical exercise that are completed outside the school day. Examples are, but not limited to: at the gym after school, through a school sport (for their home district or a club sport), through a community organization they are involved with (i.e. karate). Students must accumulate 72 hours or more during the calendar year to earn 0.25 credits for PE.

Bell Schedules

In-Person, On-Campus Instructional Schedule

	7:40	Teacher Arrival
8:00 -	8:50	Homeroom/Intervention Period
8:50 -	9:32	Period 1
9:35 -	10:17	Period 2
10:20 -	11:02	Period 3
11:05 -	11:47	Period 4
11:50 -	12:20	Lunch A
11:50 -	12:32	Period 5A
12:23 -	1:05	Period 5B
12:35 -	1:17	Period 6A
1:08 -	1:50	Period 6B
1:20 -	1:50	Lunch B
1:53 -	2:35	Period 7
2:38 -	3:20	Period 8
	3:20	Student Dismissal
	3:40	Staff Dismissal

Please note that when students arrive to campus, they must report directly to their homerooms. Grab & Go breakfast meals will be available in the cafeteria and should be taken to classrooms by the students. Students may only consumer food in designated classrooms and should not do so in hallways or any other parts of campus without approval from administration.

Emergency Remote Instruction Plans

Should MITCS need to enter total remote instruction, staff, students, and families will be notified via the school website, email, and our mass calling system. Teachers will post live class links on their BUZZ homepage and will be using TEAMS since all students, faculty and staff have access to it through their school accounts. Students will be expected to log in to live classes, with their video cameras on, following the emergency, remote instruction schedule.

Teachers will engage in an online lesson that will include but not be limited to live instruction, full group discussion, small group collaborative learning activities, independent/small group assessment that will be turned in upon completion of the class period. Students who have extended time opportunities for assignments or need support will have the opportunity to work with our Special Education staff who will push into classrooms as well as maintain office hours that will be communicated out to the regular education staff and students.

At the beginning of the year, the administration will meet with all grade levels to discuss the goals of the 2023-2024 school year, along with the changes and new programming that will be in place. The Flexible Instruction Day program will be introduced and students will be educated on how it will work. This information is also posted in the student/parent handbook with the schedule that they will follow. The administration will take a survey to determine who has access to technology in the home, as well as internet connectivity and smartphones. If there are any students who lack the technology needed to engage in the learning for the day, the MITCS staff will have prepared supplemental activity packets that will reinforce the standards and learning objectives that will be taught throughout the year in each course. These packets will be created quarterly and will align with the standards that the students will be working on during that quarter. These packets will be distributed at the beginning of each quarter so families will have them on hand. These packets will also be emailed to families by their teachers when there is an unexpected need for a FID to take place.

Emergency Remote Instruction Schedule

8:50 - 9:32	Period 1
9:35 - 10:17	Period 2
10:20 - 11:02	Period 3
11:05 - 11:47	Period 4
11:50 - 12:20	Lunch A
11:50 - 12:32	Period 5A
12:23 - 1:05	Period 5B
12:35 - 1:17	Period 6A
1:08 - 1:50	Period 6B
1:20 - 1:50	Lunch B
1:53 - 2:35	Period 7
2:38 - 3:20	Period 8
3:20	Student Dismissal

Work Release

Work Release is for seniors who have all the required credits and/or who are enrolled in the required classes for graduation. Students will not receive a grade or a credit for work release unless it is a documented co-op/apprenticeship, or other special circumstance approved by the principal. Students must fill out the necessary paperwork and may be required to submit monthly work schedules with a work supervisor's signature and pay stubs to school officials. The application for work release reviews the student's transcript, senior schedule, and requires approval from the school guidance counselor and principal.

College Release

College Release is for seniors who have all the required credits and/or who are enrolled in the required classes for graduation. Students will not receive a high school grade or credit for college release. College courses cannot be used as substitutes for regular high school requirements or as electives. Students must fill out the necessary paperwork and submit periodic grade updates to the school counselor. It is understood that the student is expected to attend a full schedule of classes at MITCS during any/all school hours not spent engaged in college obligations. The application for college release reviews the student's transcript, senior schedule, and requires school guidance counselor and principal approval.

Job Shadowing

Students may be approved for job shadowing opportunities to gain information and experience related to potential careers of interest. A job shadowing experience typically takes place for 1 school day, lasting from 2-8 hours where a student "shadows" a professional in a field of interest to gain insight into the necessary skills, education, training, and certification required. For more information regarding job shadowing, please contact the school guidance counselor's office.

Summer School/Credit Recovery

Students who fail courses are strongly encouraged to make-up those credit deficiencies by attendance at a summer school program or engage in our Credit Recovery courses that will need approved by the administration. However, please note the following important points regarding summer school:

- Students may not take more than 2 courses in any given summer.
- Students can only earn a maximum of three remedial credits in summer school throughout their high school years. For example, a student who takes English 9, Social Studies 10, and Biology in summer school will not be permitted to receive credit for any other summer school courses. If a subsequent course is failed, that student must retake that course at MITCS, not in summer school.

Post-Secondary Planning Calendar

Freshmen

- Remember that grades and credits begin to count towards graduation, grade point average, and class rank.
- Get organized! Make time for studying and for extracurricular activities.
- Begin thinking about future careers. Use the resources in the school counseling office to find out about the skills, interests and abilities that you have and which careers may be of interest to you.

Sophomores

- Visit the school counseling office and the library to find out about the variety of career planning information.
- The PSAT/MNSQT will be given in the fall at MITCS and or at your home district (Guidance can help set you up to take this test in home district). When you take the PSAT/MNSQT, be sure to register on the College Board website. Once you have an account, you can utilize tools which match your background and interests with colleges that are looking for students just like you. The colleges will begin to send you information about their programs in the spring of your junior year.
- Start making a list of your extra-curricular interests and activities.
- Use the computer programs to find out about the skills, interests and abilities that you have and which careers may be of interest to you. Find out about which post-secondary schools offer the types of majors of interest to you.

Juniors

- *September:* Use the resources in the school counseling office to find out about the skills, interests and abilities that you have and which careers may be of interest to you. Find out about which post-secondary schools offer the types of majors, which are of interest to you. Check the Counseling Page and Twitter for times and dates of various “College Night” programs designed to allow you to meet with college representatives.
- The PSAT/MNSQT will be given in the fall at MITCS and or at your home district (Guidance can help set you up to take this test in home district). When you take the PSAT/MNSQT, be sure to register on the College Board website. Once you have an account, you can utilize tools which match your background and interests with colleges that are looking for students just like you. The colleges will begin to send you information about their programs in the spring of your junior year.
- Start making a list of your extra-curricular interests and activities.
- *November:* Think about the characteristics of post-secondary schools. Your selection of a school might be influenced by its size, location, cost, programs of study, athletic or cultural programs.
- *December:* The PSAT/MNSQT test results should be available during December. Tuition costs, books, travel, and everyday expenses add up. If you haven’t started saving – begin today!
- *Spring:* Plan to take the SATs/ACTs (most take in May or June). Remember to sign up at least a month in advance to avoid paying any late registration charges.
- *Summer:* Visit schools to compare and contrast schools, majors, programs, campuses and settings.

Seniors

- *September:* Now is the time to clarify your educational goals, needs and preferences. This can be done by using the computer programs in the school counseling office, meeting with the school counselor, and reading college materials. Narrow your investigation of post-secondary school to four or five. Check in the school counseling office for catalogs; write to the school for information, or search the Web. Check dates for SAT and ACT registration and testing. Plan to take the tests in the fall. If you are applying for early decision, start filling out the necessary application forms to meet the college's deadline, which is usually in November. In September, you will be asked to complete a Senior Survey. Do so accurately. Teachers and others who write recommendations often use this information. Update the information whenever necessary.
- *October:* Most applications require at least one essay as part of the application. Start to develop an outline that conveys your personal qualities. Most applications also require teacher recommendations. Decide whom to ask for recommendations, and ask them now if they would be willing to write a recommendation for you. Check which test dates for the SAT or ACT are best for you; keeping in mind the college's application deadline. A listing of the various types of financial aid is available from the Counseling Office.
- *November:* Complete the first draft of your essay and start to revise it. Fill out applications for post-secondary schools. Be sure to return them to the Counseling Office so that your transcript can be sent along with the application. Apply early to colleges that have a rolling admissions policy.
- *December:* Check application deadlines for schools; many are Dec 15th. Type your essays. Keep a copy of your essays for future use. Begin completing the financial aid forms and other student aid applications. Visit our school counseling office or attend our winter financial aid information night for assistance with financial aid forms.

College Requirements

Successful Completion of MITCS's required courses will satisfy the minimum core content requirements for most colleges, universities and trade schools. It is the responsibility of the student to assure that all requirements for the college/trade school of their choosing are met. In addition to fulfilling core content course requirements, most colleges require the following:

- 2 levels of a modern foreign language (ex. Spanish 1 & Spanish 2)
- Graduation in top half of class
- No "D's" or "F's" in any required subjects
- Acceptable scores on required placement tests, the SAT or ACT. For a complete SAT and ACT testing schedule, please contact our school counselor's office or look on the MITCS website.

Please visit our school counselor's office for assistance in identifying the admission requirements of schools that offer programs or majors in which you are interested.

NCAA Requirements

Students who are considering playing sports at a Division I or II college or university should give careful consideration to their course selections. The NCAA regulates which high school courses meet NCAA eligibility requirements. Please contact our school counselor's office for a complete summary of NCAA academic regulations.

Honor Roll

Honor Roll is computed using the 9-week grade, not a final grade. All subjects are used for Honor Roll computation. Highest Honors = 4.0, High Honors = >3.75, Honorable Mention = >3.50. Only students who have a full schedule for that semester will be eligible for honors. Unless there are extenuating medical necessities for issuing an “Incomplete” grade, honor roll certificates and recognition will not be issued or awarded when an incomplete grade is changed to a percent grade. When computing the QPA for Honor Roll, administration will take the decimal to the hundredths position to determine class rank for students.

Graduation with Honors

In order to graduate with an Honor Cord, students must have an overall grade point average of 3.50 or greater and an attendance rate of 89% or higher during their senior year.

Class Rank

Class rank is computed on a cumulative GPA ranking of all high school courses.

Transcripts

The student transcript is a permanent record of student progress. It shows all coursework, grades, credits awarded, and performance levels on state mandated assessments (Keystone Exams). Grades on transcripts are shown as percentages, not as letters. For copies of a student’s transcript, please contact our school counselor’s office.

Progress Reports and Report Cards

Progress reports for all courses are available upon request. Report cards are available on PowerSchool at the end of every nine weeks. Grading information can also be accessed at any time on PowerSchool. Parents/guardians are encouraged to take an active supporting role and to contact the school and/or teacher anytime for clarification and discussion of progress and grades. For information regarding this option, please contact the main office. The following dates have been set for progress reports to be posted:

- October 27, 2023
- January 25 2023
- April 2, 2024
- June 6, 2024

* All dates subject to change based on unanticipated developments. Please check the MITCS website for updated information.

Parent/Teacher Conferences

We will hold parent/teacher conferences from 3:30 p.m. – 6:00 p.m. on the following date, for the purpose of affording our parents/guardians the opportunity to meet face-to-face with their student’s teachers to discuss academic and social emotional progress. Families will be sent information regarding registration for this event in early November. Parent/teacher conferences will be held on **November 20, 2023**.

Also, parents are encouraged to communicate on an ongoing basis and meet with teachers as needed. If you wish to meet with one or all of your student’s teachers, please call the office, e-mail, or leave a voice message for your student’s teacher (s).

Testing

MITCS mandates on a yearly basis which tests will be used at which grade level to assess a student's academic skills and abilities, vocational interests, or to obtain other helpful information. MITCS students at all grade levels must participate as required by the state in the state developed and mandated Keystone Exams. If, after reviewing the Keystone Exams, parents or guardians do not want their child to participate in one or all of the exams due to a conflict with their religious beliefs, they may write a letter specifying their objection to the MITCS CEO to request their child be excused from the exam(s). Local assessments for grades 9-11 are also administered to help teachers, parents and administration assess individual student strengths and grade level aptitude, as well as to monitor learning and academic growth throughout the year.

MITCS also facilitates student participation in SAT, ACT, and NOCTI testing. Fees may be associated with taking these types of exams. For more information on testing dates and locations for the 2023-2024 school year, please contact the school counselor's office.

Midland Innovation + Technology Charter School's CEEB NUMBER for SAT/PSAT testing will be available from the Guidance Office. This will be needed when registering to take the SAT/PSAT's so the school and student can track your results.

V. EDUCATION RECORDS RIGHTS

Notification of Rights for MITCS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

- The right to inspect and review the student’s education records within 45 days after the day the School receives a request for access. Parents or eligible students who wish to inspect their child’s or their education records should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The School Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend their child’s or their education record should write the School Principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school disclosure personally identifiable information (PII) contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Trustees. A school official also may include a volunteer, consultant or contractor who, while not employed by the School, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

Annual Notification under FERPA

FERPA requires that the School, with certain exceptions, obtain your written consent prior to the disclosure of PII from your child's education records. However, the School may disclose appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with School procedures. The primary purpose of directory information is to allow the School to include information from your child's education record in certain school publications. Examples include: A Playbill, showing your student's role in a drama production; the annual yearbook; Honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information means information contained in the educational record of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be published without prior parental consent. In addition, two federal laws require local education agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information - names, addresses and telephone listings - unless you have advised MITCS that you do not want your student's information disclosed without your prior consent.

If you do not want MITCS to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify MITCS in writing by September 1, 2023.

MITCS has designated the following information as directory information:

- Student's Name
- Participation in officially recognized activities, clubs and sports
- Naming of Student to the National Honor Society
- Address
- Telephone listing
- Electronic Mail Address
- Photograph
- Degrees, honors, awards received
- Date and place of birth
- Major pathway of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Please submit a letter of refusal with the types of information you wish removed from the list of directory information and mail your written objections on or before September 1, 2023, to the Principal of MITCS at: 7 South 12th Street, Midland, PA 15059.

If you have any questions regarding this notice, please call or write the Principal of MITCS at: 7 South 12th Street, Midland, PA 15059. If you do not submit a written refusal on or before September 1, 2023 then the school may disclose directory information without your prior consent. A complete copy of the board policy is located at Midland Innovation + Technology Charter School, 7 South 12th, Street, Midland, PA 15059.

Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities

MITCS provides a free, appropriate public education to special education students. To qualify as a special education student, the child must be of school age, in need of specially designed instruction and meet eligibility criteria for mentally gifted and/or one or more of the following physical or mental disabilities as defined by Pennsylvania State standards: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech and language impairment, traumatic brain injury, and visual impairment including blindness.

The school utilizes identification procedures to ensure eligible students receive an appropriate education program consisting of special education and related services, individualized to meet student needs. At no cost to the parents, these services are provided in compliance with state and federal law and are reasonably calculated to yield meaningful educational benefit and student progress.

To identify a student, who may be eligible for special education services, various screening activities are conducted on an ongoing basis. These screening activities include review of group-based data (cumulative records, enrollment records, health records, report cards, ability and achievement test scores); and review by a building-level instructional support team. School personnel and/or parents may refer a student for screening to the school principal.

When screening results suggest a student might be a student with a disability, the school seeks parental consent to conduct a multidisciplinary evaluation. Parents who suspect their child may be a student with a disability may request an evaluation at any time through a written request to the school principal. The letter should indicate the parent's reason for the request.

Services designed to meet the needs of students with disabilities require a triennial evaluation report (ER) except for students diagnosed with mental retardation who require a biannual evaluation report. The Individualized Education Program (IEP) team uses the ER to develop the IEP, which is reviewed at least annually. The Notice of Recommended Educational Placement (NOREP), signed by the parent allows the school to implement the IEP. The school maintains a continuum of services which include autistic support, blind and visually impaired support, deaf and hard of hearing support, emotional support, learning support, life skills support, physical support, and speech and language support. Services are provided on an itinerant, resource, part time, and full time basis in a regular school or at a location other than the regular school, as determined by the IEP team.

The extent of special education services and the location for the delivery of such services is determined by the IEP team and are based on the student's identified abilities, needs, chronological age and the level of intensity of the specified intervention.

The school also provides related services, such as transportation, physical therapy, occupational therapy, and speech and language support, required for the student to benefit from the special education program.

Parents may obtain additional information regarding special education services and programs and parental rights by contacting the child's school principal.

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEA 2004").

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school of available special education services and programs and how to request those services and programs and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school.

In addition, the federal Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

The Charter School fulfills its duties with this annual notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice into the Board-approved Child Find Notice, Policies and Procedures described below. *The Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the school's main office for additional information regarding rights and services.* Parents may contact the CEO, Midland Innovation + Technology Charter School, (724) 510-0944, 7 South 12th Street, Midland, PA 15059, at any time to request a copy of the procedural safeguards notice or with any other questions about special education, services, screenings, policies or procedures. The Procedural Safeguards Notice is made available to parents by the school: (1) upon initial referral or parent request for evaluation; (2) upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request.

The purpose of this annual notice is to comply with the school's obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education, (2) the special education programs and related services that are available, (3) the process by which the Charter School screens and evaluates such students to determine eligibility, (4) the special rights that pertain to such children and their parents or legal guardians and the confidentiality rights that pertain to student information.

A copy of this Annual Notice is also available on the school's website at: www.mitcharterschool.org.

Military Information

The No Child Left Behind Act of 2001, the National Defense Authorization Act for Fiscal year 2002, and Pennsylvania Act 10 (also known as the Armed Forces Recruiting Act) mandate that school districts give military recruiters the same access to secondary school students as they do to postsecondary institutions or prospective employers. If requested by military recruiters, school districts must provide names, addresses and telephone listings of junior and senior students unless a parent has "opted out" of providing such information. School districts must advise parents in writing of this obligation and give them at least 21 days to make a written request to be kept off the list before it is available for release (51 P.S. § 20222(a)). Parents must be notified of this obligation no later than the end of the student's junior year. Military recruiters are permitted to request and receive these lists throughout the year. Any parent wishing to "opt out" must submit their written request to the school office within 21 days of review of this handbook at the beginning of the school year. Additional information about military procedures as they relate to school policy can be found at the Pennsylvania Department of Education's web site (www.pde.state.pa.us) in Basic Education Circular (BEC) Access to Secondary Students. The BEC also contains the Family Educational Rights and Privacy Act (FERPA) information.

VI. EXTRA-CURRICULAR ACTIVITIES

Student Fundraising

Any fundraising in the school must be pre-approved by the principal and the Board of Trustees. Fundraising should be focused on school related projects, programs and field trips and should have a teacher sponsor for the group fundraising.

College Visitations

All requests for college visitation should be arranged with your counselor PRIOR to your actual visit. Approval forms will be issued by your counselor. Failure to receive advanced approval will result in an unexcused absence.

Athletic/Extracurricular Activity/Field Trip Eligibility

Participation in school events is a privilege, not a right, and may be denied to any student who has demonstrated disregard for the rules of the school. Participation includes any/all aspects of an event, including attendance as a spectator. Spectators at extracurricular events occurring during the school day (i.e., School Assembly, academic/tech competitions and programs, etc.) must be escorted and supervised by a teacher or have a pass from a teacher and that pass must be approved and signed by the event supervisor before the student will be permitted to be at the event. Any exceptions to this will be at the discretion of the administration. Students are ambassadors for MITCS when they participate in athletic events, extracurricular activities, and field trips. Grade requirements, attendance guidelines, and adherence to school rules and regulations are held to be legitimate exercises of authority. Students may be excluded from social events, class trips, and field trips due to academic, attendance, or disciplinary deficiencies as per the guidelines below:

1. *Attendance* – Students who report later than 11:00 a.m. are not permitted to stay after school for any reason. In order to stay for an after-school activity, students must be in school for four class periods or two blocks. Students who have a doctor's excuse must bring in the excuse before the scheduled event or practice, and the doctor may be contacted to verify the excuse. Any exceptions to these guidelines will be at the discretion of the administration.
2. *Grades** – Students failing 1 or more full credit classes are NOT permitted to participate in a game/match/competition, are NOT permitted to sit on the team/group bench during the event, and are NOT permitted to travel with the team/group to these events. The student may be permitted to practice with the team/group at the coach's/sponsor's discretion.
3. *Discipline** – Participation in extracurricular and/or athletic events may be denied to any student who has demonstrated disregard for the rules of the school. Students may be excluded from social events, class trips, athletics, and/or field trips due to academic or disciplinary deficiencies at the discretion of the administration. Disciplinary consequences may also be assigned for infractions during athletic and/or extracurricular events at the discretion of the administration.

* Students participating on athletic teams or extracurricular programs at their home district will need to follow the guidelines of that school district and must inform the administration that they will be engaged in these programs.

Photo/Video Refusal

Photos and video footage of MITCS students involved in various school and competitive activities will often be used as part of the school's community relations program. Photographs/videos may be used in district publications, video productions, newspapers, television, social media and the district web site. Students appearing in these forums may be identified by name only. A form for parental consent to allow the use of your student's photograph and/or video footage for these purposes is included with this handbook. If you consent to the use by MITCS of your student's photo and/or video, please complete the permission form and return it to MITCS.

VII. ATTENDANCE

Attendance Policy

Midland Innovation + Technology Charter School is implementing student attendance regulations which stress to students, teachers, and parents that a strong relationship exists between good school attendance and academic achievement. Those learning experiences which occur in the classroom environment are the most meaningful and essential components of the instructional process. Student absences disrupt educational continuity and decrease direct student-teacher interaction as well as impose limitations on opportunities for interaction and participation with fellow students.

When a student's absence from school is necessary, Parents/guardians are asked to notify the school on the day of the absence about the student's absence. If the parent does not call, the school will send out an automated phone call to the parent/guardian informing them of the absence.

All absences from school will be recorded as unexcused until appropriate documentation is received. Students returning to school are required to submit a written statement from a medical office, court or other legal agency, or the parent/guardian (parent/guardian may only write up to 10 excuses per year). This documentation may be submitted to the office, via email at attendance@mitcharterschool.org or via fax at 724-660-4075. *All excuses must be received within 3 days of the student's return to school, or the absences will be considered unexcused. Students will not be permitted to make up school work regarding absences that are considered unexcused.*

The following is a list of absences that are considered excused:

1. Illness as verified by parent (parent/guardian may only write up to 10 excuses per year), school nurse, or physician.
2. Death in immediate family.
3. Impassable roads when declared by the school.
4. Recognized religious holidays and services.
5. Health related appointments.
6. Quarantine
7. Approved 4-H/FFA/FHA participation in authorized Pennsylvania agricultural fairs
8. Required court appearance.
9. MITCS sanctioned educational tours or trips.
10. Family education trips pre-approved by an MITCS school administrator.
11. Suspension from school.

Students who miss ten (10) consecutive school days shall be dropped from active enrollment in MITCS unless the school is provided with evidence the excuse is legal or the school is pursuing compulsory attendance prosecution. For a student with an IEP who has been absent for ten (10) consecutive days, the school will follow the procedures required by the IDEA and Pennsylvania regulations when disenrolling a student with an IEP. In order to encourage regular attendance, the following actions will occur for any student accumulating 3 or more unexcused absences:

First Offense

When a student has accumulated three (3) days or unlawful or unexcused absences as verified by the principal or his or her designee, the parent or guardian is notified by mail by the CEO with the first offense notice, advising the parent/guardian of the dates of unlawful or unexcused absences and including a description of the consequences that will follow if the child becomes habitually truant. The first offense notice shall be in the made and language of communication preferred by the person in parental relation, may include an offer of an attendance improvement conference and, when transmitted to the person who is not the biological or adoptive parent, shall be provided to the student's biological or adoptive parent if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information from court order. The first offense notice shall be sent within ten (10) days of the student's third excused absence.

Subsequent Offenses

If the student continues to incur unlawful or unexcused absences after the school has issued the first offense notice, the school shall then offer by advance written notice a school attendance improvement conference to the student and the parent/guardian, unless a conference was held previously following the first offense notice. The following shall apply:

1. No legal requirement is placed upon the student or the parent/guardian to attend the school attendance improvement conference. The conference shall occur even if the parent/guardian declines to participate or fails to attend the scheduled conference after advance written notice and attempts to communicate via telephone.
2. The outcome of the conference shall be documented in a written school attendance improvement plan on a form substantially similar to the one developed by the Pennsylvania Department of Education.
3. Further legal action may not be taken by the school to address unexcused absences by the student until after the date for the scheduled school attendance improvement conference has passed.
4. The school shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.
5. When a written school attendance improvement plan is in place, if a student is subsequently, unlawfully absent at any point in the school year, the school may send an official notice of the unexcused absence to the parent/guardian. The purpose of this correspondence is to inform the parent/guardian that the school attendance Improvement plan has been violated and that further action will be initiated.

Habitually Truant Consequences:

When a student under fifteen (15) years of age is habitually truant, the School:

- Shall refer the student to either (1) a school-based or community-based attendance improvement program; or (2) the local Beaver County children and youth agency for services for possible disposition as a dependent child.
- May file a citation against the parent/guardian who resides in the same household as the student.
- When referring a habitually truant student of any age to the Beaver County children and youth agency or filing a citation, the school must provide verification that a school attendance improvement conference was held.

When a student fifteen (15) years of age or older is habitually truant, the school shall either:

- Refer the student to a school-based or community-based attendance improvement program; or
- File a citation against the student or the parent/guardian who resides in the same household as the student.
- If the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in an attendance improvement program, the school may refer the student to the local children and youth agency for possible disposition as a dependent child.
- When referring a habitually truant student of any age to the Beaver County children and youth agency or filing a citation, the school must provide verification that a school attendance improvement conference was held.

The procedures for filing a citation are set forth in Section 1333.2 of the School Code, as amended.

Additional penalties for violating compulsory school attendance requirements are set forth in Section 1333.2 of the School Code, as amended and include, without limitation: fines, assignments of community services, competition of programs designed to improve attendance, referral for services or possible disposition as a dependent child under 42 Pa.C.S. Ch. 63, suspension of drivers licenses or ineligibility to apply for drivers licenses.

Attendance and Credit Requirements

To be eligible for academic credit, a student must attend eighty-five percent (85%) of his/her scheduled classes. Examples: 79 of 93 classes for a semester course, 64 out of 75 classes for a class that meets twice per week for the entire year. The following is a list of absences that are not counted toward the fifteen (15%) limit:

- Students on suspension.
- Students on homebound instruction or are out of school with a medical condition pending approval of homebound instruction.
- MITCS sanctioned/sponsored activities.
- Keystone/PSAT/SAT/ACT testing.
- Excused absences.
- Health or guidance related absences such as physicals, hearing tests, ASVAB, CTBS, psychological testing.
- Pre-approved absences in accordance with guidelines governing education trips.
- MITCS sponsored competitions.
- Recognized religious holidays and services.

Individual teachers are responsible for keeping accurate class attendance. Such teachers will file a report so that parents receive official notices in the form of attendance warning letters. Class-by-class attendance is reported through the MITCS online student portal. It is expected that parents monitor this attendance. Should there be any questions regarding specific class attendance, please contact the appropriate teacher.

Whenever a student fails to meet the attendance requirements to receive academic credit for a course, an appeal of such credit determination may be requested of the principal. Students who have also failed due to academic reasons are ineligible to appeal credit determinations based on attendance. A request form is available in the principal's office. This form is to be completed by the student/parent. The form will be reviewed by the principal, and a response will be returned to the student/parent in writing.

Attendance and School-related, School-sponsored and Extracurricular Activities

Any student that accumulates 6 unexcused absences will be placed on Social Probation and will not be permitted to participate in any school-related, school-sponsored or extracurricular activities. Such activities would include any after school activities, competitions, field trips, lessons, or any other event that would take a student out of the regularly scheduled classroom during the school day.

Tardiness

Students are expected to arrive at school promptly and be located in and ready to participate in the first period class by 8:50 a.m. Any student who reports to school after that time is considered late and must report to the school office. A student who is late must provide written documentation from the parent/guardian explaining the reason for the tardiness. Any student who is 1.5 hours or more late to school will be considered absent for half of the school day. Student tardiness shall be recorded as excused or unexcused. The school shall record the time of the students' tardy entry. Students will be considered tardy until the commencement of the final period of the day, after which students who attempt to enter shall be marked as absent for the entire day. Consequences for unexcused tardies will result in the following:

1. Tardy = Warning
2. Tardies = Warning
3. Tardies = Letter sent home
4. Tardies = Refer to office, letter sent home
5. Additional Tardies = Parental conferences and/or additional consequences such as Social Probation.

Early Dismissal

Students who must leave school early or during regular school hours must provide written documentation from the parent/guardian stating the time the student needs to be dismissed, the name of any person other than the parent/guardian who will be picking up the student, and the reason an early dismissal is necessary. A student who is being dismissed from school early must be signed out by the parent/guardian or designated person at the school office. Any student who is dismissed 1.5 hours or more before the end of regular school hours will be considered absent for half of the school day. Leaving school early without permission will result in disciplinary action.

Family Vacations and Approved Educational Trips

Educational trips shall be approved only when there is a clear relationship to the curriculum of the school and when the school principal, in consultation with the student's teachers, certifies the assignments provided and the means for the evaluation of the student's work. School work for an approved educational trip shall be included in grades issued for the time missed at school. Students who do not complete the assigned work shall receive no credit for the time missed. *Family vacations will not be approved if the student has failing grades, excessive tardiness, an attendance improvement plan and/or is in danger of not receiving credit for a class(es) due to excessive absences. Family vacations and approved educational trips will be limited to 5 school days per school year.*

Missed Assignments, Assessments, or Projects

Students are required to and expected to make up assignments, assessments, and projects missed when absent. Students have a number of days equal to the number of days absent to complete the missed assignment, assessments, and/or projects. If a student has been absent for an extended period, he/she should request the assistance of his/her teacher in creating a schedule to complete the missed work.

Extra and Co-Curricular Participation

Participation in after school activities and sports is dependent upon student attendance on the day of the specific activity or sport. A student must be in attendance for the *entire school day* to be eligible to participate in any school-related, school-sponsored, or extracurricular activities that take place on that day. Students must also maintain a 2.0 GPA to be eligible to participate in school-based extracurricular activities throughout the season. Students who do not pass more than half of their classes in a given semester will not be eligible for participation in the semester immediately following.

Late to Class

Students are expected to be in class when the bell rings so that the teacher can take attendance accurately and begin class in a timely manner. Consequences for being late to class will result in the following:

- Students who are five minutes or more late to class will be considered skipping class. Students who are fewer than five minutes late will be considered tardy.
- Tardy to class = warning
- Tardy to class (2nd time in same semester) = warning and parent/guardian contact
- Tardy to class (3rd time in same semester) = write-up as level 2 offense on MITCS discipline matrix
- Tardy to class (4-5 times or more in same semester) = written up as level 2 offense on MITCS discipline matrix
- Tardy to class (6th or more time in same semester) = written up as level 3 offense on MITCS discipline matrix

Failure to Report to Class (class cut)

Students are expected to follow their assigned schedule of classes. Any failure to attend a class or classes without permission from the teacher whose class a student is scheduled to attend or by administration is a violation of the attendance policy.

- 1st - 3rd class cuts - written up as level 2 offense on MITCS disciplinary matrix
- 4th or more class cut - written up as level 3 offense on MITCS disciplinary matrix

VIII. CONDUCT INFORMATION

Policy Statement

The Board of Trustees of the Midland Innovation + Technology Charter School (MITCS) is committed to creating a safe and positive learning environment wherein students recognize their rights and responsibilities, as well as those of other students, teachers, parents, administrators, and members of the school community.

Purpose

The purpose of the student Code of Conduct is to define the rights and responsibilities for student and parent members of the MITCS community, the standards for acceptable conduct of students, and the consequences for failure to meet those standards. In doing so, the Board of Trustees seeks to provide a safe environment in which students can learn and thrive individually and as members of a larger community.

MITCS complies with all applicable federal, state and local laws in providing equal opportunity to all students. MITCS prohibits discrimination in admission, grading and discipline based on race, color, creed, national origin, religion, age, marital status, sexual orientation, gender, handicap, disability, nationality or citizenship.

Scope of Student Code of Conduct

This Code of Conduct applies to inappropriate MITCS student conduct that occurs:

- On school grounds at any time and/or when students are utilizing school virtual platforms for distance learning;
- Off school grounds and/or during any school-related activity, function or event;
- Off school grounds when the conduct may reasonably be expected to (i) undermine school authority; (ii) endanger the safety of students, staff, or any other member of the school community, (iii) disrupt the school, or (iv) harass or bully any student, staff, or any other member of the school community whether in person, online, during school hours or off school hours; and
- While traveling to and from school, on school buses or vans, regardless of the School District of ownership, or on public transportation.

Definitions

Bullying: systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying. Bullying may include but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, the behavior will be evaluated for harassment. Bullying must be repeated, intentional, and involve a power imbalance.

Corporal Punishment: physically punishing a student for violation of the Code of Conduct; corporal punishment does not include that use of force necessary to (i) calm a disturbance; (ii) obtain possession of a weapon or other dangerous object; (iii) defend oneself; or (iv) protect persons or property.

Disability: physical or mental impairment that substantially limits one or more major life activities of an individual; a record of such impairment; being regarded as having such impairment; or having a specific disability, including, but not limited to, autism, mental retardation, specific learning

disability, hearing impairment, speech/language impairment, visual impairment, serious emotional disturbance, orthopedic impairment, traumatic brain injury, other health impairment.

Expulsion: exclusion from school, after formal hearing, for an offense for a period exceeding ten (10) school days. This may be permanent expulsion from school rolls..

Gang: any organization with an identifying name, sign, colors or symbol, or that individually or collectively engages in or has engaged in activity or conduct, or a pattern of activity or conduct that endangers or disrupts the safety of the school or members of the school community.

IEP: Individualized Education Plan developed for a student with a disability who qualifies to receive special education services.

In-School Suspension: a disciplinary measure taken by the Administration, following a student conference with the principal, which allows a student to attend school, but which prohibits the student from attending regular classes.

Manifestation Determination: a meeting of teachers, parents, and relevant members of an IEP Team regarding the conduct of a student eligible to receive Special Education services, during which the team evaluates all relevant information and any unique circumstances to determine whether (i) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (ii) the conduct was the direct result of the school's failure to implement the student's IEP.

NOREP: Notice of Recommended Educational Placement, which is presented to the parent(s) of a student who qualifies to receive special education services, recommends an appropriate placement for the student, and discusses the appropriate educational program for the student.

Possession: physical control over property, whether lost, found or stolen, which may include items contained in or on clothing, in lockers, storage areas or bags.

School Grounds: any property owned or leased by, or licensed to the Charter School, and/or utilized by the school in association with any vendor.

School Privileges: any school-related or school-sponsored activities or programs, including but not limited to, graduation ceremonies, dances, class trips, sports, clubs, recess, or any other extracurricular activities. Participation in these activities are privileges not rights.

Serious Bodily Injury: bodily injury that creates a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of any bodily member, organ or mental faculty.

Suspension: involuntary removal of a student from class and/or school attendance for a period of ten (10) school days or fewer after an informal hearing before the principal is offered to the student and the student's parents.

Trespass: entry on school property without permission or when prohibited.

Weapon: any instrument, including, but not limited to, any knife, cutting instrument or tool, nunchaku, firearm, shotgun, rifle, explosive device, pepper spray, mace, laser pointer and any other tool or implement capable of inflicting serious bodily injury to another.

Rights and Responsibilities of Students

Education

Right: Students have the right to a public education, unimpaired because of gender, race, religion, nation origin, medical condition, disability, parenthood, marital status, economic status, personal characteristics, or any reason not related to their individual capacities.

Responsibility: Students have the responsibility to avoid actions or activities that interfere with other students' rights to an unimpaired public education.

Learning Environment

Right: Students have the right to an orderly school and classroom environment that will promote learning for all students.

Responsibility: Students have the responsibility to ensure that their action does not disrupt the school or classroom environment, or school activities.

Expression

Right: Students have the right to express themselves in speech, writing and/or expression within the boundaries defined by federal and state law, and the policies established by the school.

Responsibilities: Students have the responsibility to ensure that their expression does not disrupt the school or classroom environment, or school activities

Possession and Distribution of Literature

Right: Students have the right to possess and distribute literature, including, but not limited to, books, newspapers, magazines, pamphlets, handbills, or leaflets in accordance with federal, state and/or local law, and the policies established by the school. The Chief Executive Officer or Principal has the authority to determine the time, place and manner of distribution.

Responsibility: Students have the responsibility to ensure that the literature they possess or distribute does not infringe upon the rights of others, and does not contain offensive language of a religious, racial or ethnic nature, or language that may be construed as harassing or obscene.

Religion

Right: Students have the right to their own religious beliefs and the exercise of those beliefs.

Responsibility: Students have the responsibility to ensure that the exercise of religious freedom does not infringe upon the Constitutional rights and freedom of religious expression of others.

Privacy

Right: Students have the right to be free from unlawful searches and seizures of their personal property and possessions.

Responsibility: Students have the responsibility to not possess materials, objects, implements, and/or instruments that are prohibited by federal, state and/or local law or that may be disruptive or otherwise in violation of the School's Rules.

Peaceful Assembly

Right: Students have the right to a peaceful assembly.

Responsibility: Students have the responsibility to secure approval for use of school facilities for assembly; to discuss with an administrator the appropriateness of the facility for the function; and to ensure that assembly does not disrupt the educational process. Lack of adequate supervision shall be grounds for disapproval of assembly.

Transportation

Right: Students have the right to safe and orderly transportation to and from school or a school activity when transportation is provided.

Responsibility: Students have the responsibility to ensure that their conduct contributes to a safe and orderly atmosphere; to refrain from conduct which may cause a hazard to themselves, their fellow students, or to the public; and to refrain from violating federal, state and/or local laws or school policy regarding transportation. Students who fail to fulfill their responsibility may relinquish their right to transportation.

Rights and Responsibilities of Parents

Enrollment

Right: Parents have the right to enroll their children in MITCS, regardless of their district of residence, within the enrollment guidelines established by the Board of Trustees.

Responsibility: Parents have the responsibility to ensure that their children who are enrolled in MITCS attend school regularly, on time, and for the entire school day in accordance with state law and the policies set forth by the Board of Trustees.

Progress

Right: Parents have the right to receive regular official reports of their children's academic progress, through both written and oral communication.

Responsibility: Parents have the responsibility to assist MITCS and their children in achieving their academic potential, including planning a time and place for completing homework, and providing the necessary supervision while their children complete assignments. In addition, parents have the responsibility to attend and participate in all parent-teacher conferences.

Language Preference

Right: Parents have the right to receive any oral and written communication from MITCS in the language used by the family in the home. This right includes the right to have a translator present at any disciplinary proceedings commenced against their child.

Responsibility: Parents have the responsibility to inform MITCS when they need to receive oral and written communication in a language other than English. This responsibility includes the responsibility to notify MITCS if a translator will be necessary at any disciplinary proceedings commenced against their child.

Enforcement

Right: Parents have the right to ensure that the provisions of this Code are applied reasonably and fairly with respect to their children.

Responsibility: Parents have the responsibility to understand the rules set forth in this Code and to discuss expected behavior with their children, as well as to inform the Administration and/or the Board of Trustees of their concerns regarding the application of this Code to their children in a calm and reasoned manner.

Dress Code

MITCS established its student dress code for the purpose of establishing a maintaining a safe environment that is conducive to learning. Initiating our student dress code is important to minimize distractions, support positive behaviors and social interactions, and to help prepare students for the real world. As a school that is committed to preparing all students for college and or career, we take great pride in our school, our students' abilities, and our students' appearance and value our students' education as their preparation for the workforce. Also, students are required to show proper attention to personal cleanliness and hygiene so as not to disrupt or distract from the educational environment.

- Pathway teachers have the ability to set their own requirements and expectations for appropriate dress in their labs and classrooms that work in conjunction with our school-wide dress code.
- Any top, bottom, headwear, or shoes should not include any messaging that offends any groups of people or promotes illegal activity or violence.
- MITCS reserves the right to implement revisions to the student dress code at any time if it is in the spirit of minimizing distractions and disruptions to or promoting safety in the learning environment.

Tops

- Tops should not reveal midriff and chest areas should be fully covered.
- Tank tops should include two inch wide or more shoulder straps.
- No strapless shirts are permitted.
- Tops must be solid and not see-through material.
- Under garments should not be visible.

Bottoms

- Bottoms must be kept at waist level, under garments can not be visible, and bottoms must come down to at least two inches above the knee.
- Pajama pants and yoga pants and skin-tight bottoms are not permitted.
- If leggings are worn, they must be paired with an upper garment that comes down to the middle of the student's thigh.
- Bottoms cannot contain holes more than two inches above the knee.

Headwear

- Headgear worn for religious reasons, cultural purposes, and ballcaps will be permitted.
- No face coverings are permitted.
- Hoods can not be worn over head.
- Sunglasses are not permitted.

Footwear

- Footwear must be worn at all times.

Accessories

- Blankets are not permitted.
- MITCS reserves the right to evaluate in the event accessories become distracting, unsafe, or disruptive to the learning environment. .

First Dress Code Infraction (resets every semester)

Student will receive a warning parents/guardians will be contacted. Administration will determine if student can attend class or if a change of clothes is needed. If change of clothes is needed and can't be made, student will spend the day in our Refocus area.

Second Dress Code Infraction (resets every semester)

Student will be assigned a day in our Refocus room and parent/guardian will be contacted.

Third Dress Code Infraction

Student will be assigned a day in our Refocus room and parent/guardian will be contacted.

Fourth and Beyond Dress Code Infraction

The repetitive infraction will be treated as insubordination and be subject to assigned to Refocus Area, Out-of-School Suspension, Behavior Contract, and all other applicable options in our student discipline matrix.

Guidelines and Consequences for Student Behavior

No student may engage in conduct, or encourage any other person to engage in conduct, that jeopardizes or threatens the health, safety or welfare of any member of the school community, or that disrupts or undermines the educational mission of MITCS.

None of the consequences listed below will be applied in such a manner as to discriminate against any student based on gender, race, religion, national origin, medical condition, disability, parenthood, marital status, economic status, personal characteristics, or any reason not related to his/her individual capacities, The Administration of MITCS will impose consequences for behavior that falls within the range of consequences for a particular violation of this Code. The severity and/or nature of the consequence imposed will be based on factors including, but not limited to, age of the student, number of prior offenses, disability, and/or severity of the violation.

MITCS has the right to impose consequences for acts or behaviors that are not specifically delineated within this Code if those acts or behaviors threaten the health, safety and/or welfare of other members of the school community, or if those acts or behaviors disrupt the learning environment.

Various means may be used by school personnel to discourage or extinguish undesirable behaviors. Such means may include counseling the student; conferencing with the parent(s)/guardian(s); assigning extra responsibilities at school; imposing detention, in-school suspension, out-of-school suspension for up to ten (10) consecutive school days, expulsion for a period of more than ten (10) consecutive school days, or permanent expulsion.

Corporal punishment is prohibited by MITCS and will not be imposed as a consequence for any violation of this Code. Corporal punishment does not include that amount of reasonable force necessary to stop a disturbance which threatens the health, safety or well-being of another; to protect School property; to gain possession from a student of a weapon or other instrument which is or may be used to cause injury to another; or to engage in self-defense.

Rules

Students who engage in activities that violate any federal, state and/or local law may be subject to criminal charges and punishment in addition to any disciplinary measures undertaken by MITCS. *A complete set of detailed rules of MITCS will be posted on the school website.*

MITCS has developed these rules and consequences to help create a positive and collaborative school culture that will mirror a positive workplace, in order to provide our students with opportunities to develop the responsibility needed to be successful in any work environment. Failure to adhere to the standards and expectations of MITCS will result in consequences that the administration deems necessary in order to help maintain a positive and safe school environment.

Disciplinary Approach and Actions

MITCS values an approach to student discipline that prioritizes developing students socially and emotionally and develops students' patterns of behavior for the better. In emphasizing this commitment to students' growth and development, MITCS utilizes restorative practices so that students learn to take accountability for their negative behavioral choices and take action to make things right when a wrong is done. MITCS will use mediations to resolve conflicts between students and will also engage students in reflection and research to help them learn from negative choices and to create plans of making more positive choices when confronted with similar circumstances that led to poor choices in the future.

When disciplinary actions are taken, MITCS will use multiple forms of disciplinary action to maintain a positive and safe environment for all members of our school. The following list of actions that the school administration will implement summarizes potential consequences and interventions and might not be a complete listing:

- Positive Behavior Management Strategies (PBMS)
- Verbal redirection
- Relocate to another area of the class
- Loss of privilege (specify)
- Lunch detention (staff led)
- Conference with student
- Staff conference with parent
- Instructional staff and administrators conference with student and or parent/guardian
- Student assigned to work in the Refocus area (ISS)
- Restorative task
- Reflection task
- Out-of-school suspension
- Student Assistant Program referral
- Behavior contract
- Scheduled sessions with counselor or social emotional coach
- Recommendation for expulsion
- Recommendation for alternative placement

IX. SPECIFIC DISCIPLINE AND CONDUCT

The examples provided in this Code of Conduct are not to be construed as limiting the behaviors which may require disciplinary action by school personnel. The following misconduct/response structure includes four levels. Level I, II, III, and IV represent a continuum of misbehaviors based on the seriousness of the act and the frequency of the occurrence. Students should avoid the behaviors listed as examples under each level and, instead, exhibit good conduct. Any student found in violation of Board Policy or School rules and regulations will receive appropriate disciplinary action.

Level 1

The first level of disciplinary offenses are generally managed in the classroom by instructional staff. Potential interventions and consequences include but are not limited to: positive behavior management strategies; verbal redirection, relocation to another area of the classroom; loss of privilege; lunch detention; conference with parent/guardian. If a student commits three or more level 1 offenses within one grading period, the student will be written up for a level 2 offense due to the pattern of behavior.

Level 2

The second level of offenses are generally managed by the school's administration. These offenses are entered into PowerSchool as part of the student's disciplinary record. In addition to three Level 1 infractions within the same grading period, this involves more significant and disruptive violations than those in Level 1. Potential interventions and consequences include but are not limited to: conference with parent/guardian; assigned to Refocus Room; restorative task; reflection task; out-of-school suspension, referral to student assistance team; behavioral contract, scheduled sessions with school counselor or social emotional learning coach.

Level 3

The third level of offenses are the most serious and are managed by school administration and possibly security staff and law enforcement as required by federal, state, and local laws. Level 3 offenses are entered into PowerSchool. Potential interventions and consequences include but are not limited to: conference with parent/guardian; assigned to Refocus Room; restorative task; reflection task; out-of-school suspension, referral to student assistance team; behavioral contract, scheduled sessions with school counselor or social emotional learning coach; recommendation for alternative placement; recommendation for expulsion.

LEVEL 1 BEHAVIORS

(Managed by instructional staff)

- Talking during instruction
- Refusing to do work
- Disrupting class
- Verbal altercations/arguing
- Unprepared for class
- Eating/drinking in class without permission
- Horseplay/wrestling
- Not following staff directions
- Off task behaviors (non-disruptive)
- Name calling/profanity
- Inappropriate gestures
- Inappropriate language (not profane)
- Throwing objects (non threatening)
- Loud talking/yelling
- Rude / disrespectful
- Refuse assigned seating
- Hallway disruption (minor)
- Electronics policy violation
- Littering
- Classroom tardiness (documented by teacher)
- Dress code violation (first offense in a semester)

SUGGESTED INTERVENTIONS

(Enforced by instructional staff)

- Positive Behavior Management Strategies (PBMS)
- Verbal redirection
- Relocate to another area of the class
- Loss of privilege (specify)
- Lunch detention (staff led)
- Conference with student
- Staff conference with parent

LEVEL 2 BEHAVIORS

(Managed by administration, entered into PowerSchool as discipline)

- Electronics policy violation (second or third offense during a semester)
- Using, installing, or downloading unauthorized software
- Harassment
- Cheating/dishonesty
- Not reporting to class on time (cutting/skipping)
- Physical aggression
- Horseplay involving physical contact
- Public displays of affection
- Cultural disrespect
- Throwing objects (with intent to harm)
- Leaving assigned area without permission
- Failure to complete assigned discipline/restorative task
- Refusal to surrender electronic device & accessories
- Three or more Level 1 behaviors within a grading period.
- Insubordination
- Three or more classroom tardies during a semester
- Dress code violation (second or third offense during semester)
- Failure to have or return required forms, books, materials, and equipment
- Theft

POTENTIAL INTERVENTIONS

(Enforced by administration)

- Instructional staff and administrators conference with student
- Parental notification
- Instructional staff and/or administrators conference with parent
- Student assigned to work in Refocus Room (ISS)
- Restorative task
- Reflection task
- OSS
- SAP referral
- Behavior contract
- Scheduled sessions with counselor or SEL coach

LEVEL 3 BEHAVIORS

(Managed by administrators and security staff, entered into PowerSchool as discipline)

- Blatant disrespect to staff (profanity, gestures, etc)
- Major disruptions (persistent interruption of class instruction)
- Fighting (physical altercation)
- Assault
- Weapon possession/threat of use
- Bomb threats
- Arson or attempted arson
- Terroristic threats or acts
- Drug possession/use
- Tobacco possession/use
- Vandalism/destruction of property
- Violation of federal, state, or local laws
- Disorderly conduct
- Unauthorized use of fire alarm or equipment
- Insubordination (gross)
- Bullying/cyberbullying
- Electronics policy violation (fourth or more offense during a semester or disruptive to campus operations such as hacking, tampering etc.)
- Under the influence/substance abuse
- Sexual harassment
- Lewdness or indecent exposure
- Sexting
- Theft (staff and/or peers)
- Threats to staff or students (intimidate, threat) in-person, online, phone, text, etc
- Extortion or attempted extortion
- Three or more Level 2 behaviors during the same school year.
- Dress code violation (fourth or more during semester)
- Retaliation against a student for reporting bullying or for assisting an investigation

POTENTIAL INTERVENTIONS

(Enforced by security staff and administrators)

- Administrators conference with parent
- Administrators conference with student
- Student assigned to work Refocus Room (ISS)
- Restorative task
- Reflection task
- OSS
- Expulsion
- Recommendation for alternative placement
- Behavior contract
- SAP referral
- Scheduled sessions with counselor or SEL coach

Discipline of Students with Disabilities

MITCS shall comply with the Individuals with Disabilities Education Improvement Act (IDEA 2004) and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injurious to themselves or others shall be disciplined in accordance with their Individualized Education Programs (IEP), behavioral intervention plan, Title 22 Chapter 711 and relevant portions of Chapter 12 of the State Board of Education Regulations, IDEA 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any other applicable federal or state law.

No student with a disability shall be expelled from MITCS if the student's misconduct is determined to be a manifestation of the student's disability.

School personnel may remove a student with a disability who violates this Code of Conduct from his/her current placement to an appropriate interim alternative educational setting, to another setting, or may suspend the student for not more than ten (10) school days to the same extent as those alternatives are applied to typical students. When determining whether to change the placement of a student with a disability who has violated this Code of Conduct, school personnel may consider any unique circumstances on a case-by-case basis.

If school personnel seek to change the placement of a child with a disability due to a violation of this Code of Conduct, the school, parent(s) and relevant members of the IEP Team must review all relevant information, including the student's IEP, teacher observations, and information provided by the parent(s), to determine whether the student's conduct was a manifestation of his/her disability. This manifestation determination must take place within ten (10) days of the date on which the decision was made to change the student's placement. A student's conduct will be considered a manifestation of his/her disability if:

- The conduct in question was caused by, or had a direct and substantial relationship to the child's disability, **or**
- The conduct in question was the direct result of MITCS's failure to implement the IEP.

If the student's conduct is determined not to have been a manifestation of the student's disability, the student may be disciplined to the same extent as are typical students. If the conduct is determined to have been a manifestation of the student's disability, the IEP Team must:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan, if one had not already been conducted;
2. Review a behavioral intervention plan that was already created, and modify it to address the behavior; **and**
3. Return the student to the placement from which he/she was removed, unless the parent(s) and School agree to a change in placement as part of a modification to the behavioral intervention plan.

In certain circumstances, students with disabilities may be removed to an interim alternative educational setting for not more than 45 days regardless of whether the behavior was a manifestation of the student's disability. Such cases include, and are limited to, circumstances in which:

1. A student with a disability carries or possesses a weapon to or at school, on school premises, or to or at a school function;
2. A student with a disability knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school property, or at a school function; **and**
3. A student has inflicted serious bodily injury upon another.

Regardless of whether the student's conduct is found to have been a manifestation of the student's disability, the parent(s)/guardian(s) of the student must be notified of all procedural safeguards available to them under federal and state law no later than the date on which the decision to take disciplinary action against the student with a disability was made.

If the parent(s) of a student with a disability disagree with the manifestation determination or decision regarding appropriate placement for their child, or MITCS believes that the current placement of the student is substantially likely to result in injury to the student or another, a hearing may be requested. A hearing officer will hear and make a determination regarding the above issues at the hearing. The hearing officer may order a change of placement for the student. During the appeal process the student will remain in the interim alternative setting to which he/she was initially removed until 45 days elapses or the parent(s) and MITCS agree otherwise.

Any hearing requested will take place on an expedited basis, and will occur within twenty (20) school days from the date the hearing was requested, with decision rendered within 1 school days thereafter.

Children who have not yet been determined to be eligible for special education and related services under IDEA 2004 and who violate this Code of Conduct may claim the protections afforded students with disabilities if MITCS had knowledge that the student had a disability prior to the behavior at issue. However, if MITCS had no knowledge that the student had a disability, the student may be disciplined as a typical student.

Regardless of the status of a student with a disability, MITCS may report a crime that was committed by a student with a disability, and federal, state and/or local law enforcement and judicial authorities may exercise the powers afforded them under federal, state and/or local law in prosecuting such a crime.

Anti-Discrimination/Anti-Harassment

Students at MITCS have the right to an education in an environment that is free from harassment and discrimination. Harassment occurs when a student demands a sexual favor, or otherwise threatens, intimidates, annoys, alarms, causes substantial emotional distress, or creates a hostile environment for another based on the other's gender, age, race, color, national origin, religion, disability, socioeconomic status or beliefs. Discrimination occurs when a rule or established practice confers privileges on or denies privileges to a particular class of persons based on race, age, gender, national origin, religion, disability, socioeconomic status or beliefs.

If a student believes he/she is the victim of harassment or discrimination, he/she shall report the alleged harassment or discrimination to the Chief Executive Officer or Principal, or to another Administrator if the Chief Executive Officer or Principal is the accused. Any student who believes he/she is the victim of harassment or discrimination may likewise make a complaint to the Board of Trustees in accordance with the Complaint Policy established by the Board. The School and/or the Board of Trustees will undertake to investigate the student's complaint thoroughly and completely, and will maintain confidentiality to the extent allowed by federal, state or local law and the policies established by the Board of Trustees of MITCS.

Nothing in this Code of Conduct shall be construed to discourage or prohibit a student who feels he/she has been the subject of criminal activity or a criminal offense from contacting the police or other appropriate authority.

To the extent anything in this Code of Conduct could be construed to conflict with federal and/or state law, the federal and/or state law applies.

Anti-Bullying Policy

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

Definitions

Bullying systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying. Bullying may include but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, the behavior will be evaluated for harassment. Bullying must be repeated, intentional, and involve a power imbalance. Bullying has the effect of doing the following:

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying can occur in the school, on school grounds, in school vehicles, at a designated bus stop, at any activity sponsored, supervised, or sanctioned by the school, and online. Bullying can occur during school time or off school time and on or off school property.

Bullying, as defined in this policy, includes cyberbullying.

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

Policy

The Board prohibits all forms of bullying by students.

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the principal or designee.

Students are encouraged to use the school's report form, available from the principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination and discriminatory harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer/Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination or discriminatory harassment are identified, the Compliance Officer/Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the school's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

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

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

School administration shall annually provide the following information with the Safe School Report:

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

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within the school building and on the school website.

Title IX Compliance

Policy on Nondiscrimination

MITCS does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, genetic information or any other legally-protected category. Announcement of this policy is in accordance with State Law including the Pennsylvania Human Relations Act and with Federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990. MITCS's full Non-Discrimination Policy can be found in the MITCS Student and Family Handbook at www.mitcharterschool.org

Applicable Scope

The core purpose of this policy is to prohibit sexual harassment and retaliation. When an alleged violation of this policy is reported, the allegations are subject to resolution using the process as detailed below.

This policy specifically applies, but is not limited, to allegations by or on behalf of students or employees that have been sexually harassed or sexually assaulted in or related to the school environment, whether by other adults or students. This procedure does not apply to complaints alleging violations of Title IX for equal access to athletic opportunities, nor other forms of sex discrimination, such as different treatment based on sex. Such complaints are covered under MITCS's nondiscrimination policies and procedures.

The procedures below may be applied to incidents, to patterns, and/or to the school climate, all of which may be addressed and investigated in accordance with this policy.

Title IX Coordinator

The CEO serves as the Title IX Coordinator and oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating MITCS's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent sexual harassment and retaliation prohibited under this policy.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Terrence Smith
 Title IX Coordinator
 7 South 12th Street
 Midland, PA 15059
www.mitcharterschool.org

MITCS has also classified all employees as Mandated Title IX Reporters of any knowledge they have that a member of the community is experiencing sexual harassment and/or retaliation.

The section below on Title IX Mandated Reporting details the responsibilities and duties that all MITCS School employees have as Mandated Reporters under Title IX. Inquiries may be made externally to:

Office for Civil Rights (OCR)
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-1100
 Customer Service Hotline #: (800) 421-3481
 Facsimile: (202) 453-6012
 TDD#: (877) 521-2172
 Email: OCR@ed.gov
 Web: <http://www.ed.gov/ocr>

For complaints involving employees: Equal Employment Opportunity Commission (EEOC)

Definition of Sexual Harassment

The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the Commonwealth of Pennsylvania regard Sexual Harassment as an unlawful discriminatory practice.

MITCS has adopted the following definition of Sexual Harassment in order to address the unique environment of an educational setting.

"Quid Pro Quo" Sexual Harassment:

Quid pro quo harassment occurs when a school employee, such as a teacher, causes a student to believe that he or she must submit to sexual conduct, sexual advances, or grant sexual favors or that accepting or rejecting of such conduct or communications will be used as a factor in decisions affecting the student's education. For example, when a teacher threatens to fail a student unless the student agrees to date the teacher, it is quid pro quo harassment. Similarly, quid pro quo harassment can occur when an employee's supervisor makes unwelcome sexual advances or requests sexual favors and the employee reasonably believes that submitting to that conduct or communication is a condition of obtaining employment or that accepting or rejecting that conduct or communication will be used as a factor in employment decisions.

"Hostile Environment" Sexual Harassment:

Hostile environment sexual harassment is conduct of a sexual nature that is sufficiently serious that it interferes with, limits, or denies a person the ability to participate in or benefit from a program, education, or environment. For students, hostile environment sexual harassment means unwelcome conduct of a sexual nature that is sufficiently serious that it interferes with, limits, or denies a student the opportunity to participate in or benefit from an education program or activity. For employees, a hostile work environment is created when unwelcome conduct of a sexual nature is sufficiently serious that it interferes with, denies, or limits the employee's work performance or work environment.

1. The term “conduct” includes, but is not limited to:
 - verbal comments, including unwelcome sexual advances, requests for sexual favors, and derogatory remarks;
 - nonverbal conduct, such as graffiti, text messages, or notes; and/or
 - physical conduct such as sexual touching, fondling, sexual assault, rape, and other forms of sexual violence.
2. The term “of a sexual nature” is a broad term that includes conduct or comments about sex (the physical act), based on sex (persons being male or female), or based on sex or gender based stereotyping.
3. In determining whether conduct is “sufficiently serious” as to interfere with, deny, or limit education or employment so as to rise to the level of sexual harassment, MITCS will examine all the circumstances, including: the type of harassment (e.g., whether it was verbal or physical); the frequency and severity of the conduct; the age, sex and relationship of the parties; the setting and context in which the harassment occurred; whether other incidents have occurred at the school; and other relevant factors. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment. For instance, a single instance of rape is sufficiently severe to create a hostile environment.

Other conduct defined by federal law:

1. Sexual assault
2. Dating violence
3. Domestic violence
4. Stalking

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Independence and Conflict-of-Interest

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this policy and any related Title IX procedures or guidelines.

The members of the Title IX Team are vetted and trained to ensure they are not biased for or against any party in a specific case or biased for or against Complainants and/or Respondents, generally.

To raise any concern involving bias or conflict of interest by the Title IX Coordinator, contact the President of the Board of Trustees. Concerns of bias or a potential conflict of interest by any other Title IX Team member should be raised with the Title IX Coordinator.

Reports of misconduct committed by the Title IX Coordinator should be reported to The President of the Board of Trustees. Reports of misconduct committed by any other Title IX Team member should be reported to the Title IX Coordinator.

Notice/Complaints of Sexual Harassment and/or Retaliation

Notice or complaints of sexual harassment and/or retaliation may be made using any of the following options:

1. File a complaint with, or give verbal notice to, the Title IX Coordinator Dr. Chester Thompson. A report may be made at any time (including during non-school hours) by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed.
2. Report online, using the reporting form posted at www.mitcharterschool.org. Reports may be made anonymously but may result in a need to investigate. MITCS tries to provide supportive measures to all Complainants, which is often not possible with an anonymous report. Know that reporting carries no obligation to file a Formal Complaint, which would trigger a formal response. MITCS respects requests from Complainants to dismiss complaints unless there is a compelling threat to health and/or safety, criminal activity, child abuse, and/or the Respondent is an employee.

A Formal Complaint means a document submitted or signed by the Complainant or their parent/guardian or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that MITCS investigate the allegation(s). The school's formal complaint form can be accessed at www.mitcharterschool.org.

A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail or by using the contact information above.

Supportive Measures

MITCS will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged sexual harassment and/or retaliation.

Online Sexual Harassment and/or Retaliation

The policies of MITCS are written and interpreted broadly to include online manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on MITCS's education program and activities or use of MITCS's networks, technology, or equipment.

Although MITCS may not control websites, social media, and other venues in which harassing communications are made, when such communications are reported to MITCS, it will engage in a variety of means to address and mitigate the effects.

Members of the community are encouraged to be good digital citizens and to refrain from online misconduct, such as feeding anonymous gossip sites, sharing inappropriate content via social media, unwelcome sexual or sex-based messaging, distributing or threatening to distribute revenge pornography, breaches of privacy, or otherwise using the ease of transmission and/or anonymity of the Internet or other technology to harm another member of the MITCS community.

Any online posting or other electronic communication by students, including cyber-bullying, cyber-stalking, cyber-harassment, etc., occurring completely outside of MITCS's control (e.g., not on MITCS networks, websites, or between MITCS email accounts) will only be subject to this policy when such online conduct can be shown to cause a substantial in-program disruption or infringement on the rights of others.

Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but protected speech cannot legally be subjected to discipline.

Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. MITCS will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation.

MITCS and any member of MITCS's community are prohibited from intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and related procedures and guidelines.

Filing a complaint under another school policy could be considered retaliatory if those charges could be applicable under this policy, when the charges are made for the purpose of interfering with or circumventing any right or privilege provided under this policy that is not provided under the other school/district policy that was used. Therefore, MITCS vets all complaints carefully to ensure this does not happen, and to assure that complaints are tracked to the appropriate process.

The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

Mandated Title IX Reporting

All MITCS employees (teachers, staff, administrators) are expected to report actual or suspected sexual harassment or retaliation to appropriate officials immediately. This includes employees who might otherwise be considered confidential resources.

In order to make informed choices, it is important to be aware of confidentiality and mandatory reporting requirements when consulting school resources. In school, some resources may maintain confidentiality and are not required to report actual or suspected sexual harassment or retaliation. They may offer options and resources without any obligation to inform an outside agency or school official unless a Complainant has requested the information be shared.

If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter can connect them with resources to report crimes and/or policy violations, and these employees will immediately pass reports to the Title IX Coordinator (and/or police, if desired by the Complainant), who will take action when an incident is reported to them.

The following sections describe the reporting options at MITCS for a Complainant or third-party (including parents/guardians when appropriate):

Confidential Resources

Because all MITCS employees are required to report actual or suspected sexual harassment or retaliation, any such information a Complainant shares with any MITCS employee cannot remain confidential.

If a Complainant would like the details of an incident to be kept confidential, the Complainant may speak with a non-MITCS employee. Following are some confidential community-based resources:

- Employee Assistance Program
- Licensed professional counselors and other medical providers
- Local rape crisis counselors
- Domestic violence resources
- Local or state assistance agencies
- Clergy/Chaplains
- Attorneys

All of the above-listed individuals are not MITCS School employees and may maintain confidentiality when acting under the scope of their licensure, professional ethics, and/or professional credentials, except in extreme cases of immediacy of threat or danger or abuse of a minor, or when required to disclose by law or court order.

Mandated Title IX Reporters and Formal Notice/Complaints

All employees of MITCS are Mandated Title IX Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment.

Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third-party.

Complainants may want to carefully consider whether they share personally identifiable details with non-confidential Mandated Reporters, as those details must be shared with the Title IX Coordinator.

Failure of a Mandated Title IX Reporter to report an incident of sexual harassment or retaliation of which they become aware is a violation of MITCS policy and can be subject to disciplinary action.

Though this may seem obvious, when a Mandated Title IX Reporter is engaged in harassment or other violations of this policy, they still have a duty to report their own misconduct, though MITCS is technically not on notice when a harasser is also a Mandated Title IX Reporter unless the harasser does in fact report themselves.

Finally, it is important to clarify that a Mandated Title IX Reporter who is themselves a target of harassment or other misconduct under this policy is not required to report their own experience, though they are, of course, encouraged to do so.

When a Complainant Does Not Wish to Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the school and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether MITCS proceeds when the Complainant does not wish to do so.

Emergency Notifications

MITCS may issue emergency notifications for incidents that are reported and pose a serious or continuing threat of bodily harm or danger to members of the school community.

MITCS will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

These notifications may be issued school-wide or may be limited to those members of the community who are potentially impacted. The Title IX Coordinator will work in conjunction with the appropriate school officials in determining the scope and content of the notification that may be issued.

False Allegations and Evidence

Deliberately false and/or malicious accusations under this policy are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence, or deliberately misleading an official conducting an investigation can be subject to discipline under MITCS policy.

Amnesty for Complainants and Witnesses

The MITCS community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to MITCS officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of MITCS community that Complainants choose to report misconduct to MITCS officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process.

To encourage reporting and participation in the process, MITCS maintains a policy of offering parties and witnesses amnesty from minor policy violations related to the incident.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. The decision not to offer amnesty is based on neither sex nor gender, but on the fact that collateral misconduct is typically addressed for all students within a progressive discipline system, and the rationale for amnesty – the incentive to report serious misconduct – is rarely applicable to Respondent with respect to a Complainant.

In determining whether to offer amnesty, the Title IX Coordinator will consider factors such as: the nature and severity of the policy violation; the age of the individual; the impact on the health and safety of the individual and the school community; and the best interests of the school community.

Students: Sometimes, students are hesitant to assist others for fear that they may get in trouble themselves (for example, an underage student who has been drinking or using marijuana might hesitate to help take an individual who has experienced sexual assault to seek assistance. MITCS maintains a policy of amnesty for students who offer help to others in need.

Recordkeeping

MITCS will maintain for a period of seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
2. Any disciplinary sanctions imposed on the Respondent;
3. Any remedies provided to the Complainant designed to restore or preserve equal access to MITCS's education program or activity;
4. Any appeal and the result therefrom;
5. Any Informal Resolution and the result therefrom;
6. All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any person who facilitates an Informal Resolution process. MITCS will make these training materials publicly available on MITCS's website; and
7. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
 - The basis for all conclusions that the response was not deliberately indifferent;
 - Any measures designed to restore or preserve equal access to MITCS's education program or activity; and
 - If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

MITCS will also maintain any and all records in accordance with state and federal laws.

X. ADDITIONAL INFORMATION

Electronic Devices

Student learning and engaging in authentic learning activities are a top priority at MITCS. With regard to student cell phones, we have observed that when students have their phones on their person during class time that this forms a distraction and barrier to student engagement with learning activities. As a result, we developed our student cell phone procedures to further support our commitment to our students' education and engaging with learning activities from the start of classes to the end. Students who bring their cell phones to school will be directed to place their phones in a secure case at the beginning of every class. Every student cell phone will have its own slot and the case will be locked and remain in a location designated by the classroom teacher during every class period. Student phones will be returned to students at the end of every class period and resubmitted at the beginning of every subsequent class. Students will have their phones in between classes and during lunch and will be able to access their phones for the purpose of listening to music when permitted by classroom teachers or to use for urgent communications with teacher permission.

In the event a student does not turn in his/her phone and is seen with his/her phone during a class period the phone will be taken from the student, and the student will earn consequences for noncompliance with procedures. If noncompliance with our phone procedures is repeated, we will take the phone on the second occasion and ask that the parent/guardian come to the school so we can return the phone directly to the parent/guardian and the student could lose the privilege of bringing his/her phone to campus. In addition, while students are permitted to bring headphones/ear buds to school, they can only wear them if the classroom teacher grants permission or during lunch. Ear buds can't be worn in between classes.

Every student will be assigned a laptop provided by MITCS. Students will pick up their laptops during their homeroom period every day and return the device to the homeroom cart at the end of the day before dismissal. With administrative approval, students will be permitted to take laptops home. Students are responsible for ensuring that their assigned laptop is safe, secured, and used only for school-appropriate activity. Students and families can be held financially responsible for damages or lost laptops.

Hall Passes

Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member. The hall pass must be initialed by the teacher of record. This includes requests to miss all or part of a scheduled class.

Food or Beverages

No food or beverages are permitted outside the dining area. Bottled water and breakfast snacks are the exception to this rule in designated areas only. No beverages or foods are permitted in the labs at any time.

Elevator Use

Students must seek permission from the school nurse to receive an elevator pass to ride the elevator. Students are asked to please leave use of the elevator for the students that need to ride the elevator. Student use of the elevator without a nurse's pass or administrative permission may lead to disciplinary consequences.

Student Visitors

No non-MITCS students are permitted to visit MITCS during school hours. This includes any request to “shadow” an MITCS student or staff member. Visitations or tours of non-MITCS students or other visitors must be approved by administration and be accompanied by school personnel while traveling through the building.

Parking Permit Policy Information

Parking privileges are extended to students receiving approval by the building principal. Only students who have been issued a parking permit through the Principal’s office are permitted to use MITCS parking facilities. The issuance of a parking permit does not authorize the student to transport additional persons in his/her vehicle. The parking permit is applicable to a single student and a single vehicle only. Obtain more information about parking regulations in the main office or on the school’s website. Students may apply for parking permit consideration by acquiring an application in the main office.

Searches and Seizures

Students have the right to be free from unreasonable searches and seizures. However, all lockers or storage areas that owned or leased by or licensed through MITCS are to be considered property of MITCS for the purpose of this Code. No student may use his/her locker or storage area for anything of value, any substance, item, or object that is prohibited by this Code or any federal, state, or local law. No student may use his/her locker or storage area for any substance, item, or object that constitutes or may constitute a threat to the health, safety, or welfare of any member of the school community, or that may be disruptive or otherwise in violation of the School’s rules.

MITCS has the authority to search a student’s locker, storage area, or person if a member of the school’s faculty, staff, or administration has reason to believe that the locker, storage area, or person is being used for storage of any prohibited substance, item or object, of any contraband, or of any substance, item, or object which poses a threat to health, safety, or welfare of any occupant of the school building (s), any member of the school community, or to the structural integrity of the school building (s), or is disruptive or otherwise in violation of the School’s rules.

Medications

Students are *not* permitted to keep medication on their person or in lunch boxes, lockers and/or purses. *Exceptions are EPI-Pens or asthma inhalers, but students **must** have parent consent form and physician order on file in Health Office regarding use of these items.*

We encourage students to take daily medications at home if possible. Medications ordered to be taken on a daily basis that are required to be taken during school hours must be brought directly to the health office in the original pharmacy bottle. A parent consent form and physician order **must** be on file.

Any medication (prescription **and** non-prescription) that is required on an “as needed” basis **must** be kept in the health office **with** a written physician order and a written parent consent on file. Non-prescription medications do require a physician’s order/parent consent also and need to be brought in the original packaging.

The school physician has signed a list of over-the-counter medications which students may obtain from the school nurse *if* parent permission is indicated on the Emergency Care Card. There is a limit to the amount the nurse is able to give throughout the school year. A parent/guardian will be notified if the amount is exceeded. If the student continues to require the medication (i.e. Tylenol/lbuprofen) a physician’s order will need to be provided.

Medications are not to be shared with other students. Violations will be dealt with according to discipline policy.

Office Telephone

The office phone is for emergency use only and permission must be obtained by the administration and/or office personnel.

Restrooms

A student may use the restrooms between classes but should not be late for the next class. Students needing extra time should check in with their teacher before using the restroom. Use of the restrooms during class time is by permission of the classroom teacher, and the student must have a pass. Students needing extended time in the bathroom due to illness must go to the nurse.

Safety Drills

Fire Drills, Severe Weather and Intruder Drills are held on a regular basis. Upon hearing the bell, students and teachers are to respond to that specific situation in the appropriate manner in which our posted rules are structured. When leaving the building for a fire drill, students are to leave in an orderly manner to the designated fire exit. The severe weather and lockdown drills will be handled within the school setting. Since these drills are to measure employee and student efficiency in handling these types of situations, a schedule of these events is not published and will be managed by MITCS Administration and their safety and security team.

Food Services

Monthly food menus, like the samples below, will be regularly posted on the MITCS website.

September 2022				
Midland Innovation and Technology Charter School				
Breakfast				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Assorted Fruit: • Cinnamon Applesauce • Diced Peaches • Diced Pears • Sweet Red Grapes • Topped Pineapple Tidbits • Red Delicious Apple • Fresh Grange • Citrusy Mandarin Oranges	Assorted Milk:	Menu Subject to Change	1 National Cherry Popover Day • Cherry Fruitl Popover Fruit Choice Milk Choice	2 Omelet w/Toast Fruit Choice Milk Choice
5 Labor Day	6 Creamy Scrambled Eggs with Toast Fruit Choice Milk Choice	7 Mini French Toast Bite Fruit Choice Milk Choice	8 Tony's Sausage Breakfast Pizza Fruit Choice Milk Choice	9 Fresh Baked Cinnamon Roll Fruit Choice Milk Choice
12 Mini French Toast Bite Fruit Choice Milk Choice	13 Omelet w/Toast Fruit Choice Milk Choice	14 Pancakes Fruit Choice Milk Choice	15 Egg Cheese Bagel Fruit Choice Milk Choice	16 Egoji Waffles Fruit Choice Milk Choice
19 Mini French Toast Bite Fruit Choice Milk Choice	20 Creamy Scrambled Eggs with Toast Fruit Choice Milk Choice	21 Fresh Baked Cinnamon Roll Fruit Choice Milk Choice	22 Tony's Sausage Breakfast Pizza Fruit Choice Milk Choice	23 Pancakes Fruit Choice Milk Choice
26 Johnny Appleseed Day! • Fresh Baked Cinnamon Roll Fruit Choice Milk Choice	27 Bacon Egg Cheese on a English Waffles Fruit Choice Milk Choice	28 Egoji Waffles Fruit Choice Milk Choice	29 Creamy Scrambled Eggs with Toast Fruit Choice Milk Choice	30 Egg, Ham & Cheese on Toast Fruit Choice Milk Choice

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September 2022				
Midland Innovation and Technology Charter School				
Lunch				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Assorted Fruit: • Cinnamon Applesauce • Diced Peaches • Diced Pears • Sweet Red Grapes • Topped Pineapple Tidbits • Red Delicious Apple • Fresh Grange • Citrusy Mandarin Oranges	Assorted Vegetables: • Fresh Baby Carrots • Fresh Cucumber Slices • Garden Side Salad • Roasted Chickpeas • Tomato Salad • Fresh Celery Sticks • Fresh Red and Green Peppers	Assorted Milk:	1 Meatball Mozzarella Hoagie • Seasoned Steamed Green Beans Fruit Choice Milk Choice	2 Potomac Chicken w/Fresh Sliced Bread • Seasoned Steamed Carrots Fruit Choice Milk Choice
5 Labor Day	6 Breaded Chicken Parm Pasta • Seasoned Steamed Carrots Fruit Choice Milk Choice	7 Salisbury Steak w/ Gravy Fresh Sliced Bread • Seasoned Steamed Mixed Vegetables Fruit Choice Milk Choice	8 Juicy Cheeseburger on a Bun • Crispy Crinkle Cut Fries Fruit Choice Milk Choice	9 Mini Cheese Wrap • Seasoned Steamed Green Beans Fruit Choice Milk Choice
12 Cheesy Garlic Pull Apart Breadsticks • Seasoned Steamed Mixed Vegetables Fruit Choice Milk Choice	13 Crispy Chicken Patty Sandwich • Crispy Tater Tots Fruit Choice Milk Choice	14 Spaghetti Meatballs w/ Fresh Sliced Bread • Seasoned Steamed Broccoli Fruit Choice Milk Choice	15 Potomac Chicken Bowl w/ Fresh Sliced Bread • Creamy Mashed Potatoes Fruit Choice Milk Choice	16 Corn Dog Nuggets • Seasoned Steamed Carrots Fruit Choice Milk Choice
19 Chicken Cheese Nachos w/Fresh Sliced Bread • Crispy Crinkle Cut Fries Fruit Choice Milk Choice	20 Grilled Cheese Sandwich • Oven Roasted Carrots Fruit Choice Milk Choice	21 Pasta w/Homemade Meat Sauce and Fresh Sliced Bread • Seasoned Steamed Peas Fruit Choice Milk Choice	22 Grilled Hot Dog • BBQ Bacon Baked Beans Fruit Choice Milk Choice	23 Crispy Chicken Nuggets w/ Fresh Sliced Bread • Seasoned Steamed Broccoli Fruit Choice Milk Choice
26 Pancakes Sausage Patties • Crispy Tater Tots Fruit Choice Milk Choice	27 Orange Kiosed Chicken Bowl • Seasoned Steamed Golden Corn Fruit Choice Milk Choice	28 Crispy Chicken Strips w/ Fresh Sliced Bread • Oven Roasted Carrots Fruit Choice Milk Choice	29 Juicy Hamburger on a Bun • Seasoned Steamed Broccoli Fruit Choice Milk Choice	30 Freshly Baked Italian Darkers • Seasoned Steamed Mixed Vegetables Fruit Choice Milk Choice

Menu Subject to Change

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Breakfast will be considered a Grab-and-Go item where students can purchase items for breakfast and will take those to their first block classroom to consume. There will not be a cafeteria setting during the breakfast session.

Lunches will be served daily in the MITCS Dining Area. During the lunch periods, the following procedures are to be observed:

1. Students are to report to lunch at their designated lunch time only.
2. Students must assume their own place in lines; no line cutting is permitted.
3. The use of appropriate etiquette is expected while eating.
4. Trays are to be returned to the tray return window area.
5. Students are to eat in the dining hall. No food or beverage is to be taken beyond the dining hall except for breakfast items. Bottled water in classrooms is acceptable.
6. Students are to remain in the dining area for the entirety of their lunch period. Leaving the dining area before the end of the period is not permitted.
7. Students who are found beyond the dining area during their designated lunch period will be considered to be cutting class. They are not to be in the locker rooms, hallways, or in the parking lot.
8. Eating dining hall prepared food before it is paid for is considered theft. Theft of cafeteria food will result in disciplinary consequences and possible criminal charges.
9. Students may not order food to be delivered to school at any time. The delivered items will be confiscated by school security and the student will be referred to the office for disciplinary consequences.

XI. ANNUAL NOTIFICATIONS

Annual Title I Notifications

At Midland Innovation + Technology Charter School, we are very proud of our teachers and feel they are prepared to provide your child with a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in the Elementary and Secondary Education Act (ESEA). These rules allow you to learn more about your student's teachers, regarding their training and credentials.

As noted by ESEA, you may always request more information about your student's teachers. At any time, you may ask:

- Whether the teacher has met state qualifications and certification requirements for the grade level and subject that he/she is teaching, and
- Whether the teacher has received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and majors, or areas of concentration.
- You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, you may request information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are dedicated and skilled professionals. At MITCS, all academic teachers are considered to be highly qualified by the Pennsylvania Department of Education.

If you have any questions about your child's assignment to a teacher or paraprofessional, please visit the school's website at www.mitcharterschool.org. Here you will find more information regarding the Right-To-Know process for obtaining records in Pennsylvania.

Additionally, the Every Student Succeeds Act (ESSA), which was signed into law in December 2015, and reauthorizes the ESEA, includes additional Right-To-Know requests. At any time parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

If you have any questions regarding policies or information regarding state assessments, please contact your student's respective school counselor.

For other information pertaining to the Title I program at MITCS, including the LEA Parent and Family Engagement Policy, please visit the school website at www.mitcharterschool.org.

Annual Homelessness Notifications

Homeless Student Policy

The Board recognizes the need to promptly identify homeless children and youths, facilitate their immediate enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state laws and regulations.

The Board shall ensure that homeless children and youths have equal access to the same educational programs and services provided to other MITCS students.

The Board, authorizes the CEO to waive MITCS policies, procedures and administrative regulations that create barriers to the identification, enrollment, attendance, transportation, school stability and success in school of homeless children and youths.

It is the policy of the Board that no student shall be discriminated against, segregated or stigmatized based on his/her homeless status.

Definitions

Enroll or Enrollment means attending classes and participating fully in school activities.

Homeless children and youths means individuals who lack a fixed, regular and adequate nighttime residence, and includes:

1. Children and youths who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
 - Living in emergency, transitional or domestic violence shelters; or
 - Abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;
4. Migratory children who qualify as homeless because they are living in circumstances described in above; and
5. School-aged parents living in houses for school-aged parents if they have no other available living accommodations.

School of origin is the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. When the child or youth completes the final grade level served by the school of origin, the school of origin shall include the designated receiving school at the next grade level for all feeder schools.

Unaccompanied youth means a homeless child or youth not in the physical custody of a parent or guardian. This includes youth who have run away from home; been abandoned or forced out of home by a parent, guardian or other caretaker; or separated from a parent or guardian for any other reason.

Responsibility

The Board designates the CEO or his/her designee to serve as the MITCS liaison for homeless children and youths.

The MITCS liaison shall ensure outreach and coordination with:

- Local social service agencies and other entities that provide services to homeless children and youths and families.
- Other schools and districts on issues of prompt identification, transfer of records, transportation.
- School staff responsible for the provision of special education services.
- State and local housing agencies responsible for comprehensive housing affordability strategies.

The MITCS liaison shall ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of homeless children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens. Such notice shall be provided in a manner and form understandable to the parents/guardians of homeless children and youths, and unaccompanied youths.

The MITCS liaison shall provide reliable, valid and comprehensive data to the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program in accordance with federal and state laws and regulations.

Enrollment/Placement

Best Interest Determination

In determining the best interest of a child or youth, the school shall:

- Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the parent/guardian or unaccompanied youth.
- Consider student-centered factors related to impact of mobility on achievement, education, health and safety, giving priority to the request of the parent/guardian or unaccompanied youth.

If, after such consideration, the school determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent/guardian or unaccompanied youth, the school shall provide the parent/guardian or unaccompanied youth with a written explanation of the reasons for its determination. The explanation shall be in a manner and form understandable to the parent/guardian or unaccompanied youth and shall include information regarding the right to appeal.

Placement

In accordance with the child's or youth's best interest, the school shall continue to enroll a homeless student in his/her school of origin while s/he remains homeless and through the end of the academic year in which s/he obtains permanent housing.

Parents/Guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools.

The MITCS liaison shall assist an unaccompanied youth in placement or enrollment decisions, giving priority to the views of the student in determining where s/he will be enrolled.

The school shall provide the parent/guardian or unaccompanied youth with a written explanation of any school decision related to school selection or placement, including the right to appeal.

Enrollment

The selected school shall immediately enroll the student and begin instruction, even if:

- The student is unable to produce records normally required for enrollment.
- The application or enrollment deadline has passed during any period of homelessness.
- The MITCS liaison shall immediately contact the school last attended by the child or youth to obtain relevant academics or other records.
- The school may require a parent/guardian to submit contact information.

Assignment

If the school is unable to determine the student's grade level due to missing or incomplete records, the school shall administer tests or utilize appropriate means to determine the student's assignment within the school.

Dispute Resolution

If a dispute arises over eligibility, enrollment or school selection:

- The parent/guardian or unaccompanied youth shall be referred to the MITCS liaison, who shall assist in the dispute resolution process.
- The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
- The MITCS liaison shall issue a written decision of the dispute within twenty (20) business days of being notified of the dispute.
- A parent/guardian or unaccompanied youth may appeal a school's written decision or file a complaint with the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

Education Records

Information about a homeless child's or youth's living situation shall be treated as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and shall not be deemed to be directory information.

Comparable Services

Homeless students shall be provided services comparable to those offered to other school students including, but not limited to:

1. Transportation services.
2. School nutrition programs.
3. Career and technical education.
4. Educational programs for which the homeless student meets the eligibility criteria, such as:
 - Services provided under Title I or similar state or local programs.
 - Programs for English Language Learners.
 - Programs for students with disabilities.
 - Programs for gifted and talented students.

Training

The MITCS liaison shall participate in professional development programs and other technical assistance activities offered by the Coordinator of Pennsylvania's Education for Children and Youth Experiencing Homelessness Program.

The MITCS liaison shall arrange professional development programs for school staff, including office staff.

School personnel providing services to homeless children and youths, including school enrollment staff, shall receive professional development and support to:

- Improve identification of homeless children and youths and unaccompanied youths;
- Understand the rights of such children, including requirements for immediate enrollment and transportation; and
- Heighten the awareness of, and capacity to respond to, the educational needs of such children.



For more information call
1-877-PA-HEALTH or visit
www.health.pa.gov

Potassium Iodide (KI)

In an ongoing effort to help Pennsylvanians get ready for emergencies, the Department of Health is again offering potassium iodide tablets free of charge to individuals who live, work or attend school within a 10-mile radius of one of the state's five nuclear power plants. The plants are closely regulated, secure and well maintained. In the unlikely event of a radiological release, the commonwealth is ready to respond quickly.

Evacuating (leaving) is always the best way to protect ourselves and our loved ones during a major radiological release. **KI tablets are only another layer of protection and should not take the place of evacuation.** In Pennsylvania, the decision to evacuate is based on what will best protect those that are most sensitive to the harmful effects of radioactive iodine – our children. You can get pills during normal business hours at state district offices and county health offices. To find the office in your area, visit www.health.pa.gov or call 1-877-PA-HEALTH (1-877-724-3258).

What is Potassium Iodide?

Potassium iodide is a salt, similar to table salt. Its chemical symbol is KI. It is routinely added to table salt to make it "iodized." KI is available in tablet form, over-the-counter, without a prescription.

What will KI do?

Taking KI will help protect the thyroid gland, located in the front of your neck, against the harmful effects of radioactive iodine that may be released during a radiological emergency.

KI will ONLY protect the thyroid gland. The thyroid is the part of the body that quickly absorbs potentially harmful radioactive iodine. KI will not protect against all radioactive materials and only works against radioactive iodine when taken at the time of, or right after, a radiological release. Evacuation is the best way to protect yourself and your loved ones if there is a release of radioactive iodine in your area.

How will I know when to take KI?

State health officials and the governor will make an announcement telling you when to take KI. When there is an ongoing accident at a nuclear plant, the warning sirens will sound for approximately three to five minutes. An Emergency Alert System message will also play on your TV or radio. Listening to these messages is critical because they will tell you what is going on, what you need to do and if you should take KI.

Do not take KI unless Pennsylvania state health officials and/or the governor tell you to do so. Not all radiological releases involve radioactive iodine. When Pennsylvania state health officials and the governor tell you to take KI, follow these instructions:

ADULTS should take **TWO** 65 mg pills
CHILDREN should take **ONE** 65 mg pill.

Taking more pills than recommended in a 24-hour period will not help KI work better and may increase your risk of side effects.

You should not take KI during a test of the Emergency Alert System or a test of the plant's sirens.

Who can take KI?

Anyone who is not allergic to iodine can take KI. It is safe for pregnant women and those who are breastfeeding, people on thyroid medicine, and children and infants, unless they are allergic to KI. If you are unsure if you should take KI, consult a health care provider.

What are the side effects of KI?

Side effects are unlikely because of the low dose and the short time you will be taking KI. Possible side effects include: skin rashes; metallic taste in mouth; sore teeth or gums; upset stomach; swelling of the salivary glands; burning feeling in mouth or throat; symptoms of a head cold; and diarrhea.

What should I do if I experience side effects?

Even though side effects are unlikely, if you have them and they are severe or if you have an allergic reaction, stop taking potassium iodide and call a health care provider or **1-877-PA-HEALTH**.

Is KI safe?

Yes, KI is safe. However, reactions are possible in persons with existing thyroid conditions or those with an allergy to iodine. Anyone considering the use of KI for themselves or their loved ones should follow the directions included with the tablets. If you have more questions about KI, call your health care provider or **1-877-PA-HEALTH**.

How do I give KI to my infant?

Crush one KI tablet and mix it with food or a drink so infants and small children will take the medicine in an emergency.

Will my children be able to get KI if they are at school?

The Department of Health has developed a distribution plan for schools that want KI pills. The plan includes information on how schools may hand out KI during evacuations. It is up to each school district to decide if they want the pills. Pills may not be given to students without parental consent.

Can I get KI if I do not live, but work in the 10-mile radius?

Yes. Workplaces or businesses within the 10-mile radius can get at least one dose of KI for each employee. Interested businesses should contact the Department of Health.

How do I store the pills?

The pills may be stored in a dry place with a controlled room temperature between 59° and 86° F. Make sure you keep the tablets some place easy to get to and to remember.

How should I get rid of my expired pills?

Expired KI can be thrown away in the regular trash. Remove the pills from their box and mix them with things like used coffee grounds or kitty litter to make them less appealing to children or pets. Do not flush them down the toilet or wash them down a sink drain. For additional drug disposal information, visit www.fda.gov.

What happens if I can't find my KI?

KI will be available to residents on an ongoing basis through your local health department or state health center. Call **1-877-PA-HEALTH** or visit the department's website to find the location nearest to you.

If I can't evacuate because of a preexisting condition, how will responders find me?

Your county emergency management agency maintains a registry of people who, for medical reasons, will not be able to evacuate. If you have a loved one that you are concerned about, contact the county office to make sure they have his or her address information.

Where can I find my evacuation plan?

An evacuation plan for residents living in a 10-mile radius of Pennsylvania nuclear power plants is listed in your phone book, either in the front or in the blue pages, or mailed to you by your power plant. Make sure you read these pages carefully so you know where to go in case of an emergency. If you have questions about your evacuation plan, please contact your county emergency management agency, whose phone number also is listed in the blue pages.

Are Pennsylvania's nuclear facilities safe?

Yes, Pennsylvania's five nuclear facility sites are safe. The federal government and Pennsylvania's state and local officials perform regular supervision of the plants. In addition, officials continually work with the plants to ensure plans are in place to protect public health and safety during an emergency.

Where can I find more information?

For more information about KI, visit the Department of Health's website at www.health.pa.gov or call **1-877-PA-HEALTH (1-877-724-3258)**.

XIII. SCHOOL CALENDAR



Midland Innovation + Technology Charter School

7 South 12th Street, Midland, PA 15059

(724) 510-0944

MITCHARTERSCHOOL.ORG



July 2023						
S	M	T	W	Th	F	S
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30	31					

August 2023						
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September 2023						
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October 2023						
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November 2023						
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December 2023						
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31						

2023-2024 School Calendar 2nd Year

August

- 16 New Student Orientation 1:00 – 4:00 PM
- 16-18 Teacher In-Service Days (1-3)
- 21-22 Teacher In-Service Days (4-5)
- 23 First Day of School for Students

September

- 4 Labor Day (No School)
- 14 Fall Open House 3:30 – 6:00 PM

October

- 9 Teacher In-Service Day (6) (No School for Students)
- 27 End of First 9-Weeks (46th Day)– Semester 1

November

- 10 Veteran's Day Observed (No School)
- 22-27 Thanksgiving Break (No School)

December

- 4-15 Keystone Winter Testing Window (Wave 1)
- 22-Jan.1 Winter Break (No School)

January

- 2 Classes Resume
- 3-17 Keystone Winter Testing Window (Wave 2)
- 15 MLK Day In-Service (7) (No School for Students)
- 18 End of Second 9-Weeks (92nd Day)– Semester 1
- 19 Teacher In-Service Day (8)

February

- 19 Teacher In-Service Day (9)
- President's Day (No School for Students)

March

- 25-29 Spring Break (No School)

April

- 1 Spring Break (No School)
- 2 End of Third 9-Weeks (138th Day) – Semester 2
- 4 Spring Open House 3:30 – 6:00 PM

May

- 13-24 Keystone Spring Testing Window
- 27 Memorial Day (No School)

June

- 6 Last Day of School
- 6 End of Fourth 9-Weeks (184th Day) – Semester 2
- 7 2nd Formal Graduation Ceremony (TBD)
- 7 Teacher In-Service Day (10)
- 10 Teacher In-Service Day (11)

*If school days need to be made up, they will be made up during Spring Break and/or beginning June 7th. (Board Action Required)

January 2024						
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February 2024						
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March 2024						
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April 2024						
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28	29	30				

May 2024						
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June 2024						
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23	24	25	26	27	28	29
30						

XIV. STUDENT/PARENT SIGNATURE PAGE

This handbook should be electronically signed by September 1, 2023 or within 2 weeks of enrollment. In submitting your electronic signature, you acknowledge the following:

STUDENT ACKNOWLEDGEMENTS

To verify that you have reviewed the Student Code of Conduct and this checklist, please complete the following:

.....
Student Name

.....
Grade:

.....
Bus Number

Student

- Yes, I have reviewed the Student Code of Conduct with my parent(s) or guardian(s).
- Yes, I have completed an MITCS Emergency Care Card and will return it and this acknowledgement page.

.....
Student Signature

.....
Date

PARENT ACKNOWLEDGEMENTS

Parent/Guardian

- Yes, I have reviewed the Student Code of Conduct with my child and understand my responsibilities in the partnership.
- Yes, I understand that my responsibilities to the school and my positive participation are vital to my child's success at the school.
- Yes, I have completed an MITCS Emergency Care Card and will ensure my child returns it and this acknowledgement page.

In the event of a radioactive emergency, do you want your child to receive potassium iodide if instructed by public health officials? Note: Potassium Iodide fact sheet included on page 58.

- Yes No

.....
Parent/Guardian Signature

.....
Date

.....
Print Name

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7 SOUTH 12TH STREET / MIDLAND / PENNSYLVANIA / 15059 / INFO@MITCHARTERSCHOOL.ORG / 724-510-0944

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VERSION 1: APPROVED AUGUST 2023