



Patterson Park Public
CHARTER SCHOOL

Family Handbook
2016-2017

Mission

To provide a community-centered learning environment that values diversity and embraces a whole child approach to develop well-educated citizens.

Vision

Life-long learners, healthy families, and strong neighborhoods.

Patterson Park Public Charter School
27 North Lakewood Avenue

Baltimore, MD 21224
410 558 1230/ (Fax) 410 558 1003

Welcome to Patterson Park Public Charter School! Thank you for choosing us. We are excited about creating a positive environment for all families and a place where the community can come together. We value your commitment to supporting your child's education and look forward to finding ways in which you can become involved in the life of the school.

Patterson Park Public Charter School opened in 2005 as a Kindergarten through 4th grade school, after several years of planning by members of the Patterson Park Neighborhood Association and other involved community members. The school was created as an opportunity to meet pressing needs for a high quality public school option for families that would also serve as a hub for the community. Together, families, teachers, community members, and local community organizations continue to work to fulfill the vision of creating an excellent public charter school that provides an educational choice to families in Baltimore City.

Once again, welcome to our school community. We look forward to working with you and your child to build on our vision for innovative curriculum, family involvement, and community outreach.

Sincerely,

Dr. Charles W. Kramer
Principal

Purpose and References

This purpose of this handbook is to give our families an understanding of Patterson Park Public Charter School (PPPCS) and its policies.

This handbook contains information specific to the Patterson Park Public Charter School, as well as some information from Baltimore City Schools (City Schools). Many PPPCS policies are identical to those of City Schools, and City Schools publishes two handbooks that families should also read: the *Family Information Guide* and the *Code of Conduct*. Both handbooks are available early in the school year and PPPCS will notify families of their availability. They are also available on-line. When published, we will post a link on our web-site. Specific City Schools policies may be found at: <http://www.baltimorecityschools.org>

Table of Contents

To provide a community-centered learning environment that values diversity and embraces a whole child approach to develop well-educated citizens.....	1
OVERVIEW.....	5
What is a Charter School?.....	5
School History.....	5
School Philosophy.....	5
Organization.....	7
GENERAL SCHOOL INFORMATION.....	10
School Schedule.....	10
Connect with us on Facebook and Twitter.....	13
https://www.facebook.com/PattersonParkPCS	13
https://twitter.com/pppcsStaff	13
ACADEMIC PROGRAM and POLICIES.....	16
Academic Program.....	16
Expectations.....	19
Student Assessment.....	20
Promotion, Graduation and Retention.....	21
SCHOOL POLICIES AND PROCEDURES.....	23
Attendance.....	23
Climate and Culture.....	24
Enrollment.....	25
Family and Student Rights.....	26
General School Policies.....	27
Health.....	28
Internet and Technology.....	30
Meals.....	30
Safety and Security.....	31
Uniforms.....	32
AFTER SCHOOL.....	36
Before And After Care.....	37
Extracurricular Activities.....	37
FAMILY AND COMMUNITY ENGAGEMENT.....	37
Hands on Patterson Park Public (HOPPP).....	37
Family Resource Room.....	38
Community School Resources.....	39
Community Involvement.....	39
Volunteering.....	40
APPENDIX 1: Uniforms.....	40

OVERVIEW

What is a Charter School?

Patterson Park Public Charter School is a public charter school as defined by Maryland State Law. It is nonsectarian, is chosen by parents for their children and is open to all students on a space-available basis. A public charter school operates with the approval of a local board of education (Baltimore City Public Schools) in accordance with a written Charter Agreement executed between City Schools and the school operator, in our case Patterson Park Public Charter School, Inc., a private, non-profit, tax-exempt corporation founded by the community.

A charter school has autonomy in hiring, curriculum design, issues of school climate, etc. that make it unique in many ways from most other schools. It also has its own Board of Directors that governs it by setting policy and helping with fundraising and community relations.

In short, PPPCS receives a state-mandated allocation of public funds for each student enrolled in the school. In return, PPPCS provides a high quality public education to city children according to the terms of the charter contract.

School History

Members of the Patterson Park community founded the Patterson Park Public Charter School to create a new and different educational alternative for the children of the area. The school opened in fall, 2005, with grades K-4 increasing one grade at a time until its current preK-8 configuration.

Historically, Baltimore City has suffered from the flight of young parents when their children reached school-age. Since the late 1990's, the Patterson Park community has been increasingly populated by such parents. They did not want to move. They wanted a city school where they could send their children. *Patterson Park Public* is that school.

When the Archdiocese of Baltimore closed the St. Elizabeth School, the community seized the opportunity. Working with a charter school operator, community members arranged purchase and renovation of the school, created a charter school application as dictated by a newly-passed state charter school law, and opened the new school.

School Philosophy

The founders of the school wanted a school that would provide a well-rounded education to all of the students who attended the school. This philosophy means that the school would focus on the needs of the whole child. In addition to academic rigor, it would offer instruction in art, music language, technology and physical education. It would recognize the proximity of the Johns Hopkins institutions and the technological demands of the 21st century by having a middle school with a strong emphasis on science and math.

PPPCS employs a hands-on educational approach in which basic skills instruction was placed in the service of the broader goal of preparing students for life-long learning. Thematic instruction uses basic skills to make learning "real" and important to our learners. PPPCS aims to graduate students with a choice of high schools, who would go on to post-secondary education, and then lead happy and productive adult lives.

PPPCS emphasizes character education as essential to a happy, productive life. This means tying education to the surrounding community, especially Patterson Park and the City of Baltimore, as a way to teach students citizenship.

PPPCS is a Community School, a part of the surrounding community that contributes to the health of the community and draws strength from the community's resources. PPPCS has adopted the motto "The City is Our Classroom, the World is Our Future."

Core Values

PPPCS is a community-founded school driven to academic excellence and devoted to a whole child philosophy in a diverse setting. We believe in:

- Challenging every child academically using interdisciplinary, thematic, hands-on instruction that fosters creativity, critical thinking and a life-long love of learning.
- Developing character in our young people by cultivating civility, perseverance, resilience and shared responsibility.
- Partnering with our broader community to support student success, healthy families and strong neighborhoods.

Instructional Approach

Patterson Park Public Charter School organizes its curriculum around thematic interdisciplinary learning and focuses on the whole child.

Thematic interdisciplinary learning is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, student-centered, and integrated with real world issues and practices. Students apply and integrate the content of different subject areas at authentic moments in the production process, instead of in isolation or in an artificial setting.

This approach motivates students by engaging them in their own learning. The school's approach provides opportunities for students to pursue their own interests and questions and make decisions about how they will find answers and solve problems.

Our instruction makes learning relevant and useful to students by establishing connections to life outside the classroom, addressing real world concerns, and developing real world skills. Many of the skills learned are those desired by today's employer, including the ability to work well with others, make thoughtful decisions, take initiative, and solve complex problems.

Skills instruction focuses on reading, math, science and social studies, but our instruction includes art, music, technology, language and physical education for all students.

We also use community resources as a way to enrich our curriculum, with partners like the *Friends of Patterson Park*, *Creative Alliance*, and the *Patterson Park Audubon Center*, among others.

Character Education

We believe in educating the whole child; therefore, character education is a central element of our mission. PPPCS uses Tribes as its character education platform. Tribes is an on-going goal-oriented process based on sound principles and practices that maximize academic, social, and emotional development and learning for today's children.

Tribes is a process that fosters development of collaborative and academic skills by creating a caring environment and delivering curriculum content in an active and student-centered manner.

The purpose of the Tribes process is to assure the healthy development of every child so that each one has knowledge, skills and resiliency to be successful in a rapidly changing world. Our implementation of the Tribes process is centered around our four community agreements: (1) Attentive listening, (2) Appreciation/no put downs, (2) The right to pass—the right to participate, and (4) Mutual respect, which students recite each morning and are expected to embody both in and out of the school building.

Students also learn a set of collaborative skills so they can work well together in long-term groups (tribes). The focus is on how to:

- help each other work on tasks
- set goals and solve problems
- monitor and assess progress
- celebrate achievements

Character education is the shared responsibility of families, teachers, and community members uniting to support character development. Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, and community members. It is a learning process that enables students and adults to understand, care about and act on core ethical values. Our goal is to form the attitudes and actions that guarantee our students have a strong foundation to become future leaders.

For more information, please visit www.tribes.com

A Community School

Patterson Park Public Charter School believes that it is an integral part of the surrounding community—it draws strength from the community and the community draws strength from the school.

As a Community School, PPPCS creates a network of partnerships with other community resources that promote student achievement and family and community well-being. Our integrated focus on academics, enrichment, health and social supports, youth and community development and family engagement leads to student success, strong families and healthy communities. These partnerships also allow PPPCS to be a resource to the community and offer programs and opportunities that are open to all.

PPPCS uses the amenities of the surrounding community as an integral part of its curriculum. Our students regularly visit Patterson Park and the educational attractions of Baltimore City, truly making the City their classroom. Additionally, PPPCS students give back to their community through service learning and civic engagement activities.

Organization

Patterson Park Public Charter School, Inc. is the private, non-profit, 501(c)3 tax-exempt corporation that holds the “charter” for the Patterson Park Public Charter School (PPPCS). The charter is a contract between PPPCS, Inc. and Baltimore City Public Schools (City Schools) that spells out the non-profit/school and City Schools responsibilities.

Within the PPPCS structure, three organizations are noteworthy: the Board of Directors that is responsible for setting policies and is ultimately responsible for compliance with the charter; the Action Collaboration Team (ACT) that is responsible for development and oversight of the School Accountability Plan; and Hands on Patterson Park Public (HOPPP) the parent/community organization.

Board of Directors

The Board of Directors sets policy and governs the overall organization. It holds responsibility for compliance with the school’s charter and has overall accountability for the school and its personnel.

The Executive Director reports to the Board and is responsible for the school and its activities. The Principal reports to the Executive Director and manages all aspects of the academic program.

Members of the Board of Directors have skills that specifically support the efforts of PPPCS staff. Current members and officers are:

- Sarah Sandoval-Mohapatra President
- John Wesby Vice-President
- Bill Mules Secretary
- Chris Scott Treasurer
- Candace Caraco Member-at-Large
- Aaron Fries Member-at-Large
- Tasha Johnson Member-at-Large
- Helene Luce Member-at-Large
- Patrick Murray Member-at-Large
- Carisa Perry-Parrish Member-at-Large
- Drew Vetter Member-at-Large
- Carol Wagner Member-at-Large
- Rob Amann Parent-at-Large
- Scheronda Gilliam Parent-at-Large
- Rob Glotfelty Teacher-at-Large
- Michelle LaCroix Teacher-at-Large

Board meetings are open to the public and a schedule is published on the website. The meetings are held in the cafeteria with access from Baltimore Street. The agenda and approved minutes are posted on the school’s website. There is provision for a public comment at Board meetings. Anyone wishing to comment at a Board meeting must sign up the day of the meeting using the sign-up form available at the front office during the day, before the meeting at the meeting location. Every speaker will be limited to two minutes, with a maximum of five speakers.

The following Board committees support the overall function of the Board and school:

Committee	Chair	Purpose
Executive	Sarah Sandoval-Mohapatra	Screen, prioritize and prepare agendas for board meetings and other activities
Academic Excellence	Carol Wagner	Review all instructional aspects of the school, e.g. curriculum, assessment, etc.
Development	Aaron Fries Carisa Perry-Parrish	Guide fundraising

Finance	Chris Scott	Review all financial aspects of the school, e.g. budget, spending, capital, etc.
Governance	Helene Luce	Review and make policy recommendations, board membership decisions
Grievance	John Wesby	Address appeals to administrative decisions

Action Collaboration Team (ACT)

Together with the Board of Directors, ACT forms PPPCS’ School-Family Council, which develops, implements and assesses the School Plan. The School Plan is a projection of actions that results in consistent achievement of the school’s goals, including activities for school, family and community involvement that help increase student achievement, attendance, positive climate, and goals for student success. ACT meets quarterly, and meetings are open to the school community. PPPCS is a member of the Johns Hopkins University National Network of Partnership Schools, which supports the group with technical assistance.

ACT is comprised of teachers, families, community members and an administrator. ACT has a set of committees that support execution of the Plan. The committees are primarily staffed by teachers. The following committees support ACT and the School Plan:

Committee	Chair	Area of Concentration
Achievement	<i>Chairs are chosen/elected after the Family Handbook is published. Call the office or go to the PPPCS web site for ACT chairs.</i>	Curriculum and Instruction
Attendance		Maximum Attendance
Climate & Hospitality		Character Education and Discipline; positive school climate
Family and Community Engagement		Involvement of Families and Community
LEAP		Winter Show; Spring Show; Concerts, Art Integration and Specials
Committee for Innovative Teaching		Innovative practices, Educational technology, professional networks
Reading Initiative Committee		Promote reading and literacy activities

The School Family Council also has specific responsibilities for overseeing the budget process and involving families in the process. Patterson Park Public believes very strongly that the budget process—input and feedback, priorities, and budget allocations—be highly transparent. ACT meetings and the budget process will be published in the Monthly Announcements.

Hands on Patterson Park Public (HOPPP)

Hands on Patterson Park Public (HOPPP) is the independent family and community organization through which parents, guardians and community members become involved in PPPCS. HOPPP seeks to foster fellowship and facilitate communication between itself and PPPCS administration, teachers and staff. All families of enrolled students are automatically members.

Patterson Park Public embraces the research that shows that students with families who are involved in their education perform better in school. Therefore, the school strongly encourages involvement in Hands on Patterson Park Public (HOPPP).

Leadership of HOPPP is comprised of a team of parents who are elected by their peers and includes two Parents-at-Large who are voting representatives on the school's Board of Directors and three parents who are representatives on PPPCS's Action Collaboration Team (ACT). Elections are held in May.

Officer positions include:

- President
- Vice-President
- Treasurer
- Secretary
- Assistant Treasurer
- Assistant Secretary

HOPPP provides a supportive forum and network where parents, guardians and community members can:

- Build relationships with other PPPCS parents and guardians
- Obtain information that will help families to support their child's educational experience in the pursuit of academic excellence
- Be fully informed about school policies, identify and discuss concerns regarding the school and work with school leadership to create solutions
- Initiate and participate in events and fundraising opportunities that enhance the educational and social experience for all families in the school

HOPPP meets monthly during the school year and encourages active participation through leadership positions, volunteering efforts, family-focused events and fundraisers. Meeting and event schedules are released at the beginning of each school year. For HOPPP questions and comments please email HOPPP President at hoppp.pres@gmail.com.

For more information on HOPPP please see the section entitled Family and Community Engagement.

GENERAL SCHOOL INFORMATION

School Schedule

Office Hours

The school's office hours are from 7:30am-6:00pm from Monday through Thursday, and 7:30am-5:00pm on Friday.

School Hours

The Baltimore Street cafeteria doors open at 7:30. All students are eligible for a free breakfast until 7:50, when students assemble for arrival. Students assemble according to grade as follows:

<u>Grade</u>	<u>Location</u>
Pre-K	North Patio
Kindergarten	Main Entrance

Grades 1-4 Main Courtyard
Grades 5-8 Gym

*** In inclement weather or temperatures below 20°, all students go directly to their classrooms at 7:55am. Students also remain indoors for recess.**

Children enter the building at 7:50. Morning announcements begin shortly thereafter and instruction begins promptly. Students not in their classroom by 7:55 are tardy.

Dismissal occurs at 2:40 except Wednesday when dismissal is at 1:30. Students are dismissed through the same doors they entered, with the exception of 4th grade, which dismisses through the north west doors to the North Patio. Teachers accompany their students at dismissal. The school building closes at 2:50 (1:40 on Wednesday) for students not participating in after-school programs. After the building closes, students are not allowed back in the building without a pass.

Parents are expected to pick up their children immediately after dismissal. If not, they are placing their child's safety at risk, and we may be forced to call school police. We have specific after-school programs for families who would like to pick up their children at a later time. Your children's safety is very important, so we must insist that all adults follow the traffic laws carefully and interact with one another in a manner that models the civility that we require in our students. See the **Safety and Security** section for specific policies.

Inclement Weather/Emergency Closings

Patterson Park Public Charter School follows the Baltimore City Public Schools for emergency closings. The decision made by City Schools CEO is announced to local television and radio stations. You can also sign up for e-mail notification at the City Schools web site. If City Schools opens two hours late, we open at 10:00 a.m. If schools close early, every effort will be made to contact parents. In general, all after school activities are canceled if school must close early. For recess, entry and dismissal, students are outside unless the temperature is below 20°.

School Calendar

PPPCS follows the Baltimore City Public Schools academic calendar. Please see the attached School Year calendar. Additions and changes to the school calendar are sent home in the Monthly Announcements and updated on www.pppcs.org.

Transportation

PPPCS provides bus tickets for students based on need and proximity (more than 1 mile from school for elementary school students and more than 1.5 miles for middle school students). If you are in need of transportation, please complete an application in the main office. Families are responsible for ensuring that their children arrive at school and are picked up after school on time.

Communications

School Contact Information

Mailing Address: Our mailing address is 27 N. Lakewood Ave. Baltimore, MD 21224.

Phone: Our phone number is 410-558-1230. After dialing this number, you have to dial an extension. Staff extensions are available online at <http://www.pppcs.org/about/staff/>. If you don't know the extension or would like to reach our Main Office, please dial extension 301.

E-Mail: All staff and teacher e-mail addresses are: first initial last name @pppcs.org. For example: Charles Kramer's email address is ckramer@pppcs.org.

If you leave a staff member a voicemail or send them an email, please allow 2 work days for the staff member to contact you.

Fax: Our fax number is 410-558-1003.

Baltimore Street Entrance: We host many events in our school cafeteria at a separate address from our main building address. The separate address is 2726 E. Baltimore St. Please do not send mail to this address. We ask that our guests enter the school building at this address for events occurring in the cafeteria.

Change of Address and Parent Contact Info

Families must inform the Main Office immediately if there is a change in home address or telephone number. It is essential that we have good contact information for emergencies and mailings.

Communicating with Teachers

Parents are encouraged to contact teachers regarding classroom and grade-level communications, academic progress, behavior, and classwork. All grade levels maintain websites, which are linked from our school homepage at <http://www.pppcs.org/>. Parents and teachers may also collaborate to determine strategies that can be used at home to reinforce learning.

Parents should only contact teachers outside of instructional time, and should call or e-mail to arrange a meeting. Regularly scheduled parent conferences are a crucial tool to keep parents informed of their child's progress in class. Parents must pick up their children's first quarter progress reports and have a formal parent-teacher conference. The remaining quarters' progress reports and report cards will be sent home with students, but parents are encouraged to meet with their child's teacher, especially if the family has concerns or if a child is failing.

How we communicate with parents:

- The *Monthly Announcements* and *Monthly Calendar*, which summarize upcoming school events, volunteer opportunities and other important information, are sent home with students the last Monday of every month.
- Our website is www.pppcs.org, and it features important information, the school's calendar, upcoming events, and current issues of the school newsletters.
- We use Parent Link to leave families automated voice messages with important information.
- We send home the *Bird's Eye View* quarterly which highlights various aspects of school life: a timely message from the Principal, aspects of the thematic curriculum, student and staff success stories, etc.
- There is a television monitor above the Main Office that displays school and community information. Bulletin boards all around school feature current news and student work.
- Families are also encouraged to join the PPPCS Yahoo! Group. The Yahoo! Group is an open conversation among its members, who are mostly parents of PPPCS students. Emails are exchanged daily among the group. To subscribe, please send an email to pppcs-subscribe@yahoogleroups.com.

Connect with us on Facebook and Twitter.

<https://www.facebook.com/PattersonParkPCS>

<https://twitter.com/pppcs>

Staff

Non-teaching Staff

Staff Member	Position/Responsibility	Extension
<u>Academic Administrative Team</u>		
Charles Kramer	Principal	302
Steve Skeen	Resident Principal	365
Emily Augustine	Assistant Principal	401
Christie Friedman	Special Education Coordinator	371
<u>Business Administration Team</u>		
Jane Lindenfelser	Executive Director	396
Klinton Kinder	Technology Coordinator	323
Deborah Mattera	Development Coordinator	393
Andrea O'Hara	Controller	396
Chineice Weeks-Lucas	Business Manager	373
<u>Student Services</u>		
Judith Burlock	Nurse and Health Suite Aid	311
David Lewis	Behavioral Specialist	382
Bianca Faulkner	Food Service Supervisor	366
<u>Community Schools</u>		
Liz Obara	Community School Coordinator	374
Ashia Moultrie	Volunteer Coordinator	327
<u>Front Office Staff</u>		
Stephanie Palmer	Administrative Assistant	354
Elisa Hill	Front Office Assistant	301
<u>Housekeeping and Maintenance</u>		
Dalida Islas	Facilities Supervisor	301
Benito Islas	Maintenance Supervisor	301
James Holley	Day Porter	

Teaching Staff

<p><u>Pre-Kindergarten</u> Debbie Costas, Para-professional Laura Koler Sara Luna, Para-profesional Lori Raxenberg</p> <p><u>Kindergarten</u> Sally Bennett Eliza Hens-Greco Michelle LaCroix Emily Oliver, Teacher in Training Janet Pinkett, Para-professional Susana Reyes, Teacher in Training Jon Vaupel</p> <p><u>First Grade</u> Laura Giarratano Hailey Grandchamp Serena Harris Gillian Zapata</p> <p><u>Second Grade</u> Deborah Fajuyigbe Shawn Gibb Anne Hendrick Maria Ontiveros</p> <p><u>Third Grade</u> Kim Gordon Christine Looker Steven O'Connell</p> <p><u>Fourth Grade</u> Alison Aliberti Miranda Baxendale Jodi Gowans</p> <p><u>Fifth Grade</u> Liz Gutting Jacqueline Koslofsky Eric Pelletier</p> <p><u>Specials</u> Fani Avramopoulos, Playworks Recess Coach</p>	<p><u>Middle School</u> Adam Bradbury, Math Tom Consroe, Social Studies Rob Glotfelty, Science Mike Hendrick, Science Amber Johnson, Language Arts & Social Studies Patrice LaHair, Language Arts Sabina Sully, Language Arts & Social Studies Josh Willett, Math</p> <p>Kimberly Coleman, Spanish Shaneeka Dorsey, Recess Georgia Holland-Pence, Physical Education Christine Intrieri, Media Mike Otto, Music Jess Pegorsch, Art Gaberella Ramos, Spanish</p> <p><u>ESOL</u> Amanda Ashe Delia Cortes, Assistant Christa Makadia Christine Murphy Maritza Smith, Para-professional</p> <p><u>Special Education</u> Eliza Greer Anna Bess Hanley Abigail Jakubowski Harley Sanchez Shawn Simon</p> <p><u>Instructional Support</u> LaiDonna Bulls Brigid Cook Dorothy Jones Kelly O'Connor</p> <p><u>Related Services</u> Yolanda Brooks, Counselor Heather Lindh-Payne, Social Worker Megan Miskowski, Speech & Language Pathologist Marina Schreiber, School Psychologist</p>
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ACADEMIC PROGRAM and POLICIES

Patterson Park Public Charter School has developed a curriculum and instructional program that combines a thematic-based, whole child curriculum aligned to state-mandated skills instruction. The combination promotes maximum academic and personal growth for all students. The academic program is enhanced with field trips (*"The City is Our Classroom"*) that broaden our students' personal experience and reinforce what is taught in the classroom.

All students are grouped heterogeneously by skill level, but the program is also tiered so that all students receive developmentally appropriate instruction. Additional educational services are provided for gifted students, students with special needs, and English language learners.

During the 2013-2014 school year, PPPCS began to infuse the Common Core Standards into our curriculum. The Common Core State Standards Initiative is a federal curriculum initiative that creates a clear set of goals for what is expected at each grade level and lays the foundation for success in college and careers across state lines. For more information, please visit <http://www.marylandpublicschools.org/MSDE/programs/ccss>.

Academic Program

Curriculum

The mission of Patterson Park Public is to provide a community-centered learning environment that values diversity and embraces a whole child approach to develop well-educated citizens. The school culture is based on a vision of life-long learners, healthy families, and strong neighborhoods. Collectively, we have a number of goals for our school community:

- Develop a sustainable approach to enhancing special instruction in support of the whole child.
- Ensure that all students are challenged at a level commensurate with their academic potential.
- Make interdisciplinary, thematic, hands-on learning part of the fabric of the instructional model at PPPCS.
- Integrate a new character education program into the existing school-wide approach with an expanded focus on 21st century skills.
- Foster an atmosphere of trust.

Patterson Park Public embraces a cross-curricular learning model that incorporates real-world experiences with traditional classroom-based learning. We believe that when subjects are integrated, learning becomes more real and engaging, enhancing understanding of the targeted concepts. We see our neighborhoods and Baltimore City as a living classroom, and supplement classroom learning with field trips that utilize Baltimore City's breadth and depth of cultural, educational, historical, environmental, and scientific institutions.

The primary curricular method is integration of skills instruction with grade level based themes. Every academic quarter highlights a different theme at each grade level. Instruction then reflects and reinforces the theme.

Instruction

Instruction across subjects is integrated with themes, in the belief that these connections will allow students to achieve a better understanding of the targeted concepts and important knowledge.

The core curriculum is also supplemented by instructional activities in art, music, physical education, Spanish, and service learning and includes enhancements, innovations, and diverse approaches that embrace all learning styles and modalities.

For example, instruction related to Medieval Times reflects the theme. Reading materials include literature discussion groups using several fiction books with a knight and castle theme, along with research-based activities using a supplemental non-fiction text on the customs and culture of people in the Middle Ages. Math instruction involves theme-related activities such as designing an authentic, to-scale blueprint of a medieval castle, and designing medieval clothing while practicing measurement techniques, such as finding circumference to make a king's crown.

Instructional methods include:

- Whole body, hands-on learning and role playing in small-group and whole-class activities
- Cooperative learning
- One-on-one tutoring
- Peer tutoring in projects and daily lessons
- Use of technology (Smart Boards, iPads, laptop carts, and interactive software)
- Field trips
- Demonstrations
- Presentations involving hands-on items relevant to the unit of study
- Creation of models and diagrams
- Experimentation

Instructional staff work together to develop, refine, and share teaching strategies that reinforce both State standards and the charter school's own complementary mission: to provide a community-centered learning environment that values diversity and embraces a whole child approach to develop well-educated citizens.

Field Trips

Throughout the school year, children are taken on field trips as class projects designed to enhance and expand learning. Such trips are sponsored and may be funded by the school. They are often selected on the basis of educational value and are considered to be an extension of the classroom. Costs to the students are kept to a minimum. Parent permission is required for each student to participate in the field trip and must be given on the approved school form.

If students' attendance on any field trip is contingent on a behavior contract with the class, parents will be notified of these conditions prior to the planning of the field trip. Adequate supervision is a key to effective field trips. For that reason, parents who wish to accompany a class on a field trip should not plan to bring other children.

Student eligibility for field trips is determined by staff and may include behavioral criteria and work completion. Families will be informed of the criteria in advance. If a student does not meet trip criteria, they will be given an alternate assignment that closely as possible meets the objective of the trip. This assignment is to be completed in a supervised area of the school during the time of the trip.

Adequate supervision is a key to effective field trips. For that reason, parents often fulfill their volunteer commitment by chaperoning a trip. Parents who wish to volunteer in this manner must

coordinate with the teacher and, if selected to be a chaperone, should not plan to bring other children. Addressing the Needs of All Learners

In order to address the needs of all learners, PPPCS will

- Provide structures, services, and resources that support the vision, beliefs, mission and goals of the PPPCS.
- Develop and implement rigorous curriculum and assessments that are relevant and challenging.
- Promote higher level thinking, research, study, and communication skills in students.
- Provide students with opportunities that stimulate interests and develop individual student abilities, through the implementation of appropriate instructional strategies designed to meet the unique needs of all students, including students working above level.

Student Support Team

The Student Support Team (SST) is a group of professionals whose mission is to increase the effectiveness of identifying, improving and monitoring student achievement.

The SST offers preventive intervention led by the school's social worker and attended by an administrator, a general educator as well as a special educator, the family, and the student (for Middle School). Other staff may be invited to assist the team in identifying a concern, developing and implementing a plan.

If there are concerns about a student's academic, behavioral, emotional and/or attendance performance, the Team will contact the family and a meeting will be held.

The SST plan will be an individualized plan that lists resources and strategies that teachers, the student, staff, and family may utilize in order to assist the student in academic success.

A follow up meeting will be held with all members of the team as needed and progress will be discussed. Additional strategies and referrals will be offered. If the plan is successful, it will be closed as achieving progress. If academic, social, emotional or other concerns continue or if the Team suspects a disability, the Team will discuss further options, such as referral to a 504 plan or Special Education services, as appropriate.

Special Education

PPPCS uses an inclusion model for Special Education and is committed to the inclusion of students with a variety of learning needs and abilities. Our goal is that every student receives whatever they need, determined by a team of the students' family, teachers, administrators, and other service providers. To the greatest extent possible, we include all students, regardless of learning needs, in the regular education setting.

Individual Education Programs (IEPs) determine the instruction, services, and placement of students with special needs as provided by the special educator, the classroom teacher, and other related service providers.

Families are an important part of the decision-making process. Families are urged to be wholly involved in this process, expressing needs, concerns, requests and questions. If you have questions or concerns about your students' specific learning needs, or feel that your child may need additional educational supports, please contact the principal, your child's classroom teacher or a special educator.

English Language Learning

The English for Speakers of Other Languages (ESOL) Program provides English language instruction for limited English proficient students. Based on scores in listening, speaking, reading, and writing, students are placed in special language support classes or receive support in their classrooms.

The primary goal of the program is to develop students' English language proficiency so that they may achieve overall academic success. Students enrolled in the program receive specialized instruction while also participating in the mainstream academic program.

Guidance Counseling

A Guidance Counselor serves our Middle School by providing the necessary student support that enables all students to maximize their educational potential. The Guidance Counselor provides individual, small group, and classroom sessions to promote academic, behavioral, and social growth as well as exploration of career and educational goals.

Central to this effort is the successful entrance of our 8th grade students into a high school of their choice. The Guidance Counselor assists by arranging site visits by and to local high schools and overseeing the application process in which each eighth grader engages. Parents can request a conference with the Guidance Counselor if they have questions or concerns about the application or the process.

Expectations

Students are expected to achieve at the level of their ability and PPPCS uses positive systems of recognition to encourage students to reach their potential. Please see the School-Parent Compact for further information about expectations of our school community.

- Students are responsible for their learning and are expected to be in school every day on time.
- Students are expected to do all assignments in the allotted time that the teacher designates.
- Students are expected to let a teacher know when he/she does not understand a lesson or assignment.
- Students are expected to bring home all written forms of communication to their parent/guardian from the school teacher or office.

Homework

Homework is an essential tool for reinforcement of classroom learning. It complements learning that takes place in the classroom and is given for the following educational purposes:

- To promote collaboration and investigation among students and parents;
- For remediation, enrichment, or as a supplement to course work;
- For drill and practice;
- To prepare for independent learning;
- To help parents keep abreast of what their children's strengths and weaknesses are;
- To provide a very important opportunity for young children to talk about what they are learning to an interested adult, and to practice key skills in a supportive environment;
- To give children the opportunity to explain what they are doing and how;
- To extend the time for learning and give extra practice.

The following are some suggestions of how you can help your child gain the most from his or her homework experience:

- Spend time reading with your child. Reading aloud is crucial for developing fluency;
- Decide on a routine together to establish when and how homework will be completed;
- Show an interest in your child's homework. Ask your child about it each day;
- Provide a quiet place with sufficient light and limited distractions for your child to read and complete homework.

Make-up Work

If your student is absent, arrangements for make-up work should be made. Parents or students request make-up work. The student is responsible for all make-up work. The teacher provides assignments in a timely manner and records grades. Students receive the actual grade earned on any make-up work submitted on time. Students are allowed one day for each day's absence to make up homework i.e.: 2 days absence-2 days to make up work, etc.

Student Assessment

Classroom Assessments

Each grade level has a weighing system to define their classroom assessments. Weights are assigned in the following categories. Ask your child's teacher about the grade level's weights.

- Quizzes
- Unit tests
- Comprehensive examinations
- Homework
- Classwork Review
- Projects
- Portfolios
- Standardized tests

Progress Reports and Report Cards

Progress reports are sent home for every student in the middle of every quarter.

Parents/Guardians must pick up their children's first quarter progress reports during teacher conference hours, which will occur in early October. All other progress reports and report cards are sent home with the students unless a teacher, administrator, or parent specifically requests a conference.

Awards

Students who excel in academics consistently throughout the year are honored quarterly and at the end of the school year. Awards are granted for high achieving, most improved and perfect attendance.

Standardized Tests

In addition to the above classroom specific assessments, PPPCS uses a variety of standardized assessment tools to assist teachers in evaluating the level at which each child is performing and to identify strengths and weaknesses in their skills.

Assessments

PPPCS uses a variety of measures to assess the progress of our students.

Maryland measures academic progress each year by administering the PARCC (Partnership to Assess the Readiness for College and Career) exam for students in grades 3-8. The PARCC is a

test of reading and math achievement that meets the testing requirements of federal regulations. The test is given each year in mid-Spring in reading and math. The Science MSA is also administered in grade 5 and 8 in late Spring.

- The PARCC includes multiple-choice questions and questions requiring written responses.
- It measures basic as well as higher level skills.
- Families receive their children's individual scores for both tests in the summer.

The scores show how well students learned the skills mandated by the Maryland College and Career Ready Standards (CCRS) Maryland's inventory of necessary skills at each grade level. PARCC scores also show how children performed compared to other students across the nation. Scores are also aggregated so that schools can compare themselves with other schools.

Wireless Generation is used in grades Kindergarten-3rd to monitor and track progress on reading behaviors and levels.

Northwest Evaluation Association (NWEA) is a national test for grades 2-8 that is administered twice a year, at the beginning and end of each year. The NWEA measures Math and Reading skills. The data received from the test is used to impact instructional decisions.

Promotion, Graduation and Retention

PPPCS uses the policy outlined by Baltimore City Public Schools in decisions regarding the promotion, retention, and graduation of students. These policies provide flexibility for principal discretion, and some may change with very little notice. PPPCS administration communicates City Schools policy changes when and if they do occur. A brief outline of City School' current policy follows.

Promotion

Subject to special considerations that might apply, the following are standards for promotion:

Grades K-2

- earn a passing grade of 60 or above in language arts and math, and
- score at the 23rd percentile or higher on the Stanford 10 reading assessment

Grades 3-5

- earn a passing grade of 60 or better in language arts and math

Grade 6-8

- earn a passing grade of 60 or better in language arts; math, science and social studies

Graduation

Closing ceremonies are conducted for grades Pre-K, K, 5 and 8.

Retention

Very few decisions we make about children are more important than recommendations to promote or to retain a student. When a family enrolls a student in a school, that school accepts the responsibility for providing appropriate instruction to help the student achieve the prescribed goals. Most students will be able to follow the school's regular program of sequential learning

objectives. If the student successfully achieves the program's objectives, the student progresses to the next level.

Testing, diagnosis, and actual performance, however, will indicate that some students cannot follow the school's complete course of study. Conferences are held with the parents periodically to inform them of the specific academic demands and on-going progress. Therefore, the decision to retain a student presupposes that although the school has done everything to help the student achieve success, the student has not made satisfactory progress. If a student is being considered for retention, teachers begin discussing this possibility early in the school year with the principal. Parent conferences are held periodically, and notification of the possibility of retention is made with written notation having been made on the report card. Although the teacher consults with the principal, the responsibility for retaining a student rests with the principal.

The actual decision to retain a child is based upon a total evaluation of the student's growth in all areas of development and the application of the Baltimore City Public School's retention policy. A student will never be retained or denied a diploma for failure to pass any combination of the following subjects: music, art, physical education, foreign language, computers or other subjects which cannot be evaluated by standardized tests.

Special Considerations for English to Speakers of Other Languages

Students who are English Language Learners receiving ESOL must meet the promotion standards. Retention decisions must be based on multiple measures, not only assessments in English. Appropriate strategies, modifications, and/or accommodations must be provided and documented. Decisions are made in collaboration with the teachers and staff serving these students.

Special Considerations for Students with Disabilities

The IDEA requires that states and school districts include students with disabilities in their assessment system with accommodations where appropriate. As City Schools develops and implements the curriculum assessments, the needs of students with disabilities who are working toward Maryland State Standards must be considered. While there is a need to promote high expectations for all students, the rights of students with disabilities to have an equal opportunity to access these standards must be protected. IEP's must be adhered to.

- Students who have been previously retained may be promoted even if the student does not meet the standards for promotion.
- Students who have not been previously retained and do not meet the standards should be retained.
- Either presumption can be overridden by the principal subject to approval by the Area Academic Officer and the Chief Academic Officer. Multiple factors to be considered are: prior retentions, standardized test scores, grades, attendance, conduct, maturity, or other extenuating circumstances.
- Appeals can be made when the parent requests promotion that is contrary to BCPSS policy. The written appeal must be submitted no later than 3 business days after the last day of school

SCHOOL POLICIES AND PROCEDURES

Attendance

At Patterson Park Public Charter School, your child's success depends on regular and consistent attendance. It is very important for parents to make certain that their children attend school on a regular basis. Good attendance is directly related to student achievement and success in school.

In accordance with the Public School Laws of Maryland, please authorize your child's absence from school in writing and notify us in advance or at the time of the absence. Your note **and** call to us will save time and help protect your child. If your child is absent and we do not hear from you, we will do our best to contact you. It is vital that we have one or more telephone numbers to contact you during the school day. If your numbers change, let us know as soon as possible.

After your child's absence, please write the school a note explaining the reason for the absence if you haven't already done so. If a child is sick and is out for 3 days or less, and a note is written, the absence is considered excused. If your child misses school for a medical related issue and is absent for more than 3 days, a doctor's note is required to excuse the absence.

Chronic absence is defined as missing 20 or more days of school in an academic year. A student is considered to be habitually truant if he or she is unlawfully (unexcused) absent from school for a number of days or portion of days in excess of 15% of the school days within a marking period, semester, or school year. If a student has an excessive number of absences, the school will contact the family of the child as well as officials at City Schools. The school will make every effort to keep families informed of absences, as well as offer interventions and support. If excessive absences continue, families may be referred to court.

For more information as it relates to City Schools' policy and Maryland State Law, see the City Schools *Family Information Guide*.

Perfect Attendance

A student must be on time for school every day to be considered for "perfect attendance" awards. If a student is absent from school—lawfully or unlawfully—he or she no longer has perfect attendance and does not qualify for awards.

Lateness

It is important for students to be on time by 7:55am for homeroom so as not to miss important instructional time. Also, the official school roll book is marked during homeroom.

Early Dismissals

During the school year, there are times when families must ask that students be dismissed early from school. Whenever possible, doctor, dentist, or other special appointments should be scheduled after school hours to reduce the potential for lost instructional time. However, when this is not possible, a written permission request must be sent to school with the student. The note must have a valid and verifiable parent/guardian signature. **Except in emergency, no student will be dismissed less than 30 minutes before the end of the school day.**

Planned early dismissals as a result of staff development are noted on the school-year calendar included in this handbook.

Climate and Culture

Code of Conduct

A curricular and school-wide emphasis on community and citizenship unites students, staff, parents and guardians. This is central to Patterson Park Public Charter School's mission and is based on the following expectations:

- Respect, tolerance, integrity, personal responsibility , community service and membership
- Family involvement and participation in school and community activities
- Understanding and appreciation of differences.

In an effort to encourage responsible behavior and discourage misconduct, staff, students and families work together to create and enforce specific guidelines for behavior. Tribes, the new character education process, will guide students in making good behavioral decisions.

Our school also utilizes the Baltimore City Schools' *Code of Conduct* to ensure and create a safe and supportive school environment for our students and staff. A copy of the school Behavior Plan and the City Schools *Code of Conduct* are available upon request. If you feel your child is involved in a bullying situation, please request a Bullying Form from the State Department of Education in the Main Office or on the MSDE website.

Civility and Diversity

We value all members of our community and their contributions to our mission. We demonstrate that value by ensuring that:

- Our school is an environment in which all people behave in a manner that engenders mutual respect, treating each other with courtesy and civility regardless of position or status in the academy. *Rude, disrespectful behavior is unwelcome and is not tolerated.*
- Our community is one where we demonstrate respect for each other; we accept our individual differences; and we provide opportunities for everyone to maximize his or her potential. *Every member of our community is held accountable for creating a welcoming workplace for all.*

We hold our community and its individual members accountable for accomplishing these goals.

Discipline

Patterson Park Public Charter School is aware that disruptions in the classroom interrupt lessons for all students and that the disruptive students lose even more learning time. Discipline problems can be reduced when students find school enjoyable and interesting.

An important part of growing up is learning how to make good choices and learning that there are consequences for poor decisions. Consequences at Patterson Park Public Charter School have been aligned with the City Schools Code of Conduct and vary depending upon the situation and specific behavior. These interventions are to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior.

Typical consequences include the following:

- Seat change
- Loss of classroom privileges or recess participation
- Daily Behavior Progress Sheet

- Verbal correction
- Time out with a Buddy Teacher
- Written reflection/apology
- A written behavior plan
- Disciplinary referral
- Contact parent/guardian via telephone, e-mail, or letter home
- Conference with student and or Parent/Guardian In-school suspension
- Detention
- Suspension or expulsion

Alternative Learning Center

Patterson Park Public Charter School has established an Alternative Learning Center (ALC) where students are sent to reflect and correct negative behaviors by stressing the seriousness of disruptive conduct while keeping the students in school.

- The ALC room is isolated from the rest of the students and conducive to work.
- The ALC is run by a supervisor who is firm and has good relations with staff and students. The supervisor helps students reflect on their negative behaviors and keeps the students on task.
- There are a set of rules for the ALC which promotes task-oriented behavior.
- Administration and teachers establish activities and work for students sent to the ALC.

Enrollment

Admissions

Patterson Park Public Charter School is open to all children residing in Baltimore City on a space-available basis within each grade level. Our school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English or any other basis prohibited by law.

There are no formal admissions requirements, but we expect enrolling families to be familiar with and support the mission and vision of the school. If the number of applicants exceeds the capacity of the school at any grade level, enrollment is determined by a public random lottery.

Annually, the PPPCS Enrollment Committee uses class size targets and expected attrition to set the number of students that are accepted at each grade level. Generally, PPPCS only accepts children into kindergarten, preferring to educate those children all the way through 8th grade.

After the lottery is conducted, PPPCS accepts students in priority order:

- Children of founders
- Children of board members
- Children of PPPCS staff members
- Children who have siblings already enrolled in the school
- In the order drawn in the lottery
- Children whose applications are submitted after the lottery is conducted in the order submitted.

For current information about enrollment, please see the PPPCS website, www.pppcs.org, as the process changes periodically.

Student Records

Prior to the beginning of the school year, proof of Baltimore City residency, birth certificate, and current medical information and immunizations must be on file. If your child's file is incomplete, you may receive a notification of warning and your child may not be able to stay in school until we receive all current and up to date information.

Withdrawals and Transfers

Parents/Guardians requesting to withdraw their child or transfer them to another school must complete an official withdrawal form, and arrange the return of all school books and materials. 48 hours' notice to the Main Office is required before withdrawing or transferring a child. All school books and materials must be returned when a student leaves PPPCS. Please note a child will be marked absent for the days s/he is not enrolled in the new school after withdrawal.

Family and Student Rights

Confidentiality

Teachers and Administration are entrusted to keep information confidential so long as life, health, and safety are not at stake. In addition, please respect the confidential nature of anything you hear or see at our school. Any information about a student's academic performance, behavior, or school related incident is strictly confidential. Share all concerns including suspicions of abuse with the Principal.

Special cases are the occasional incidents of children's aggressive behavior. There are many reasons for behavior and PPPCS provides an environment where children can develop and grow while learning more constructive ways of interacting with their peers.

When incidents do occur, families of the children involved are informed of the incident along with any information pertinent to understanding the situation. Also shared are the plans put in place to prevent recurrence.

However, PPPCS makes every effort not to reveal the identity of the child who engaged in the behavior. We place a high value on the confidentiality of each child's records. Consequently, we make every effort not to reveal the identity of a child who has engaged in an aggressive act against another child, even at the request of the family whose child was the target of aggression.

Information Request

All parents and guardians have the legal right to request information regarding the professional qualifications of the teachers and paraprofessionals who work with their children.

Grievances and Complaints

Any member of the PPPCS community can bring an issue to the attention of the person most responsible for the area of concern. For example, an issue regarding a child's behavior should first be brought to the attention of the child's teacher. An issue of school cleanliness should be brought to the attention of the housekeeping supervisor. If there is no satisfaction at the first level, the issue should be brought to the attention of higher management. If necessary, the issue will be decided by the administration, i.e. principal or executive director, as appropriate.

If the person who brought the concern is not satisfied with the administration's decision, they may appeal directly to the Board of Directors by sending the grievance, in writing to:

*Board of Directors
Patterson Park Public Charter School
27 North Lakewood Avenue
Baltimore, MD 21224*

The Board of Directors has established a grievance procedure specifically for this purpose. Generally, the Grievance Committee will convene within five business days to hear and address the grievance, and will respond in writing within 10 business days.

If the person remains unsatisfied, they may contact the City Schools' Office of Elementary K-8 Schools at 410-396-8810 for further direction.

Student Rights

Student rights with respect to freedom of expression, personal appearance, behavior, patriotic exercises and nondiscrimination may be found in the City Schools *Family Information Guide*.

Every student has a right to be free from acts of aggression by other students. PPPCS staff responds quickly and appropriately to acts of aggression or situations that can be expected to lead to acts of aggression. Students and families of students should report such acts to teachers and administrators.

General School Policies

Cell Phones

Use of cell phones is prohibited by students in school buildings or during the school day. Students may have cell phones turned off in their backpacks for use before and after school. **Any cell phone that is seen in use during the school day will be confiscated and a parent/guardian will be required to pick it up from the front office.**

Lost and Found

The Lost and Found box is in the cafeteria. Please check the box if your student has lost an item. The box will be emptied at the end of each month, and all items will be donated to local charities. Please only take items belonging to your family.

Money

Money that is brought into the school for a specific purpose (class trip, book fair, fund-raiser, lunch, etc.) must be put into an envelope with the child's name, grade, amount and purpose. If a student brings money into school for personal use, the money should be kept on the student's person and not be left in the school bag or desk. The school cannot be responsible for lost or stolen money.

Pets

Students cannot bring pets to school unless prior arrangements have been made with the classroom teacher for special purposes. Service animals are permitted as needed.

Toys

Please do not allow your student to bring toys or other articles from home that are not related to school. PPPCS cannot be responsible for lost or stolen personal items.

Parties and Celebrations

Birthday parties for Grades 1- 3 may be held monthly in each homeroom, at teacher discretion. Pre-K and Kindergarten may hold parties once a week. Parents may bring small individual items such as cupcakes, brownies, etc. that are store-bought. Home-made food items cannot be served to students. Parents should check with the teacher regarding food allergies in their class.

If you would not like your child to participate in any kind of celebration for personal or religious reasons, please notify your teacher at the start of the school year.

School Supplies

All students receive a supply list by grade. Students are expected to bring school supplies to school on the first day. There may be times that teachers add to the supply list throughout the year according to their curriculum and projects. Rolling book bags are not permitted for the safety of the children in the building.

Books

Do not use contact paper on hard cover textbooks. Each book is stamped on the inside cover with a number. Each child is responsible for keeping his/her books in good condition. Books that are lost or become defaced become the liability of the family.

Staff Areas

The faculty room, offices, and kitchen are not available to students or parents.

Health

For more information as it relates to City Schools policy and Maryland State Law, see the City Schools *Family Information Guide*.

Health Worker

Our school has the daily services of a health worker to assist students who are ill or injured, as well as dispense prescribed medication. Parents or students may also consult with the health worker on matters related to hygiene, nutrition, substance abuse, depression, child abuse and neglect, or other issues of concern.

Immunizations

Maryland law requires children to be up to date on their immunizations to attend school. Documented proof of required vaccinations is needed for students entering Patterson Park Public Charter School. If an immunization would put your child at risk for medical reasons, you and the child's physician must sign a Request for Exemption Form. Personal or Religious Exemption forms are also available and can be obtained from the school health office. Exempt students will be excluded from school if there is an outbreak for which they have not been immunized.

Illness

The health and physical well-being of all our students is a matter of great concern to us. When a child has an accident or becomes too ill to remain in class, you or your emergency contact will be contacted. For this reason, it is most important that we are **notified immediately** if telephone numbers are changed or if there is a change in your emergency contact information.

Clinic facilities for emergency care in school are very limited. We appreciate your making arrangements for taking your child home promptly for adequate care.

Chronic illnesses, including allergies and food allergies, should be reported to the child's teacher and to the health worker.

Accidents

The school nurse or a trained staff member administers initial treatments of minor injuries. The student's emergency contact is notified by phone whenever medical treatment is administered to a student, and an Accident Report is kept in the student's file. In such cases, it is crucial that the school has working telephone numbers for students' parents and alternate contacts in the event the parent is not available. Please be vigilant in keeping the school's record for your child up-to-date. In the event of an emergency, the student will be transported to the nearest hospital.

In case of any injury that occurs in the classroom or on the school grounds, the person in charge at the time of the accident reports it to the nurse or the school office, which begins processing an Accident Report. Even if doctor or hospital care is not required, an Accident Report is filed so that there is written record of the nature of the injury and circumstances of occurrence.

Medication and Dietary Supplements

The dispensing of medicines (including inhalers and aspirin substitute) to students by employees of the school without specific authorization by a licensed physician and the parent of the student is prohibited. Forms that must be signed by the physician and the parent are available from the school office.

When school personnel are asked to administer medication to students during school hours, the following conditions must be met:

- All medication must come in its original container. Prescription medication must have an unaltered pharmaceutical label attached. Over-the-counter medication, dietary supplements and other non-prescribed medication must be labeled with the student's name, medication name, directions concerning dosage, and time of day to be taken.
- The parent or legal guardian must complete and sign a Parent's Consent for Giving Medication at School. A new form must be completed at the beginning of each school year and anytime the medication or dosage changes.
- Medication must be administered and stored in the health office.
- The parent or guardian is notified when additional medication is needed and when unused or discontinued medication needs to be picked up from school.

Students may not carry or self-administer medication (including inhalers and over-the-counter drugs) or dietary supplements unless an Individualized Health Care Plan has been developed and signed by the school nurse and principal.

Neglected or Abused Children

State law requires school employees to report reasonably suspected cases of neglect, non-accidental injury or sexual offenses against children to Child Protective Services or local law enforcement agencies.

Smoking

Smoking is prohibited at all times in the school building and on school property. This applies to all visitors, staff, volunteers, and parents/guardians.

Internet and Technology

Freedom of inquiry and access to information is fundamental to the development of our society, and is the right of all students and staff. On-line electronic resources provide an exceptional opportunity for the promotion of intellectual inquiry, comprehensive information gathering, and awareness of global diversity through worldwide communication and exploration.

However, use of the Internet is a privilege, not a right, and inappropriate use or violation of any of the standards will result in consequences laid down by the school.

Use of the computer at school is limited to school related activities. Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the mission of the school.

Vandalism and other infractions of school policy while using the Internet will result in immediate cancellation of privileges along with disciplinary action.

Students are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be courteous and respectful in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or other inappropriate language.
- Illegal activities are strictly forbidden.
- Do not reveal your home address or phone number, or that of other students.
- E-mail is not guaranteed to be private. People who operate the system do have access to all e-mail. Messages related to or in support of illegal activities may be reported to the authorities.
- Never agree to get together with someone you “meet” on-line without first checking with your parents or a responsible adult at school.
- Only public domain software (“shareware”) can be downloaded. Copyright laws must be respected.
- Do not post personal messages on bulletin boards or “list servs.” Send personal messages directly to the person to whom you want to write.
- Do not use the network in such a way that you would disrupt the use of the network for other users.

PPPCS follows the intent of the Baltimore City Technology Plan with respect to the Children’s Internet Protection Act (CIPA). The BCPS Technology Plan may be accessed from the BCPS website.

Meals

PPPCS has a kitchen and cafeteria that serves breakfast and lunch.

- School breakfast is served daily in the cafeteria and is available to all students at no cost.
- School lunch is served every day, including fresh fruits and vegetables. All students qualify for free lunches. Snacks or individual items are available for a small fee.

- Students who are buying lunch items need to bring in money every day. The cafeteria manager is responsible for collecting the money at the time of food pick up.
- Please do not send lunches from home that need to be heated, as a microwave is not available to students.
- If you must bring your child lunch after the school day has started, please enter the school at the main entrance on Lakewood Ave., sign in as a visitor, and deliver the lunch to the cafeteria staff.

Safety and Security

Crisis Plan

PPPCS has an Emergency/Evacuation Plan that covers all emergency situations. All staff are familiar with the plan, and drills occur periodically during the year.

Fire Drills and Alarms

All schools are required by law to conduct safety drills throughout the school year. Teachers and staff manage evacuation of students. Students are informed of the rules during a fire drill.

Any infraction of rules during a safety fire drill may result in a disciplinary referral. Students must understand the importance and seriousness of fire drills. Pulling alarms is a serious offense. Students who pull fire alarms without cause are suspended.

Security

Faculty, families and students work together to ensure the safety and security of the school.

- During instructional time in the school day the teacher's classroom must remain unlocked.
- The classrooms are locked whenever teacher and students are not in the room.
- Teachers can lock classroom doors from the inside in the event of a lock-down.
- Teachers do not permit students to enter the building unless the student is with a teacher.
- Visitors, including volunteers, must abide by the Visitor Policy at all times.
- No one may enter a classroom without permission.
- Teachers never leave students unsupervised.
- Some emergency exit doors are equipped with audible alarms when opened. Opening an alarmed emergency exit doors may result in a disciplinary referral.
- Students may not be picked up within 30 minutes of the dismissal time.
- No one may leave an outside door open and unattended under any circumstance!

After School Pick-up

It is the responsibility of parents to make arrangements for their children to be picked up within 10 minutes of dismissal time, and the safety and well-being of our students is of utmost importance to our staff. It is recommended that if a family feels that it will be unable to make arrangements to pick up a child on time, it should enroll the child in an after-school program.

PPPCS provides many after-school programs which are available at very reasonable prices, and in qualifying cases for no charge at all. Families should check with the front office for details.

We insist that children be picked up on time at dismissal. Though it is our strong preference to avoid such action, we will call the school police and/or the Department of Juvenile Services if a student is not picked up on time.

Following is the school's Policy:

- Teachers will monitor their students for 10 minutes after dismissal.
- Patterson Park Public cannot be held liable for any student not picked up within 10 minutes of dismissal due to a family's failure to make arrangements for the child's pick-up.
- On the first incident in which a child is not picked up on time, the parent will be called and the child will be overseen by office staff. School staff will have a conference with the parent.
- On the second incident, the parent will be given a citation letter and a packet of resources.
- On the third incident in which the child is not picked up on time the family and School Police are called, as the child is considered to be unsupervised and the family has neglected the responsibility of providing supervision for their child.
- Further incidents require that School Police be called, a conference with administration be held, with possible referral to Child Protective Services.

Uniforms

An important component of our school environment and school culture is the school uniform. Mandatory school uniforms are considered a critical piece to achieving a positive and safe school climate and a sense of community for Patterson Park Public Charter School. Research shows that wearing uniforms affects students' perceptions of school climate. Students are made to feel as if they are a part of a team by wearing a uniform. School climate is improved considerably because children perceive that they fit in because they look like everybody else and school pride is enhanced because a feeling of togetherness is created. In addition, the gap between the "haves" and the "have-nots" is narrowed due to uniforms. Student respect for teachers, administrators, and especially for each other is improved with the institution of a mandatory uniform dress code.

When parents enroll in Patterson Park Public Charter School, they sign a pledge indicating that they understand and support the uniform policy. Students are expected to comply with the school's mandatory uniform policy by dressing appropriately for each school day. We ask that parents familiarize themselves with PPPCS uniform policy and enforce it daily with their children.

See **Appendix 1: Uniforms** for a detailed description of uniform requirements and ordering information.

Key Uniform Support Programs

PPPCS has put in place programs to ensure that uniforms are available, accessible and affordable to our families. All uniforms are to be FLYNN O'HARA brand uniforms in the school's selected styles, colors and logos and may be purchased directly through FLYNN O'HARA or one of the PPPCS programs. HOPPP manages the Uniform Support Programs; the programs are subject to change during the school year.

Purchase of Uniforms

Families can purchase uniforms at any time on-line, by mail, or at the FLYNN O'HARA retail store in Towson, Maryland. For additional information, visit FLYNN O'HARA's website at <http://www.flynnohara.com/>.

Uniforms purchased on site will arrive by mail directly to the family's home.

Uniform Purchase

Patterson Park Public Charter School sells used uniforms and new uniforms for significantly reduced prices compared to uniforms purchased on the Flynn O'Hara website and store. Opportunities to order and pick up uniforms from Patterson Park Public Charter School will be announced at designated times throughout the year. HOPPP manages and operates the sale of uniforms.

Families are encouraged to donate their gently used uniforms for other parents to buy. Families can choose to receive either a credit that can be used to purchase items or a receipt for tax deduction. Families will receive a \$2.00 credit for pants, shorts, sweat pants, knit shirts or a \$5 voucher for jumpers, sweaters, skorts or skirts. Pants, shorts, polo shirts, PPPCS t-shirts, sweat pants, and sweatshirts are sold for \$5.00; jumpers, skorts, skirts and sweaters for \$10.00. All proceeds from the uniform orders go toward measures supporting the uniform policy.

Used Uniform Guidelines:

1. Please drop off gently-used school uniforms in a tied bag, along with the donation form during regular office hours
2. Donated items must be new or gently used and must be Flynn O'Hara brand. They should be laundered, free of stains, having all buttons and no tears. (the exception is pants, if the tear is at or below the knee, credit will be given because these can be resold to make shorts)
3. All items must be in compliance with the PPPCS School Uniform Policy.
4. Put all items in a plastic bag along with a completed "**donation form**". Tie the bag.
5. Give your bag(s) to a designated volunteer or school employee.
6. Keep a copy of the form for your records.

7. If you donate a uniform and do not plan to order a uniform from directly PPPCS, a tax deductible receipt will still be issued and we thank you for your donation.
8. The credit will have no actual cash value. HOPPP will not pay cash for unused credits or for any clothing donations.
9. If you have donated uniforms and filled out your donation form completely, including checking that you do want a credit, your credit information will be held for you at time of the uniform pick-up.

Financial Aid

Patterson Park Public Charter School will make every effort to provide assistance to those that need help with purchasing uniforms. PPPCS has taken a multi-pronged approach to make uniforms affordable to families. PPPCS offers significantly discounted used uniforms through the uniform exchange and discounted selected new uniform pieces through the Uniform Store.

The general financial aid policy is as follows:

Families that qualify for financial aid will receive a \$5.00 Flynn O’Hara gift card for pants and \$10 Flynn O’Hara gift card for jumpers or skirts, with a maximum of two (2) pairs of pants per year per child and one (1) jumper per child per year. Families need to apply for financial aid on a yearly basis and complete an application. Uniform Financial Aid applications are available in the front office. Applicants are not guaranteed financial aid, and availability of funds will be dependent on available funds and number of applicants.

Eligibility Criteria: Eligibility for financial aid will be determined by the administrative team. Families with special circumstances/needs for aid will be reviewed on an as needed basis by a member of the school staff.

Uniform Compliance and Enforcement

As part of homeroom procedures, homeroom teachers will monitor student dress. If a student is determined to be inappropriately dressed, an “out of uniform” notice will be issued to the student and his/her parents.

Administration may perform periodic uniform checks which may result in rewards or violations. The administration reserves the right to have the child change into borrowed Uniform Exchange Clothes so that the child is in uniform. Students wearing skirts, shorts, pants, shirts or blouses too short, too tight or too large may be asked to change into another skirt, pair of pants/shorts, or blouse/shirt, or gym uniform, and a phone call will be made to the home. It is the responsibility of the parent/guardian to return the borrowed clothing to the school. The administration reserves the right to determine whether students are observing the expectation in regard to mandatory uniform code and grooming and act accordingly.

<i>Steps in Violations</i>	<i>All Grades</i>
<i>First Level</i>	The first step of uniform violation, the teacher sends a note to the parent requiring a signature. Three “unexcused” out of uniform notices will result the second step.
<i>Second Level</i>	The student will be referred to Community School Coordinator/ and or the social worker for a phone call to the family to determine why the student is continually non-compliant and work with the family to resolve the issue.
<i>Third Level</i>	The administration will schedule a mandatory conference with the family to discuss continued non-compliance.

Patterson Park Public Charter School uses theme based and hands on instruction and whether it is in the park, at recess, or in our city, our students tend to be outside more than in other schools. Please make sure that your child is dressed appropriately for the weather, including coats and layering items in the winter.

Uniform Code

All students must attend school each day in uniform. Uniforms must be clean and in good condition, free of slits, holes, tears and cuts. The school's official uniform supplier is Flynn O'Hara Uniform Company. Please see Appendix 1 for details.

Non-uniform Days

PPPCS has occasional Never Been Absent "NBA" Days or Special Occasions on which students are allowed and encouraged to dress for "the occasion." Occasions can be just for fun (your favorite Raven) or to reflect themes that are being taught at the time. NBA or Non-uniform days are pre-announced and information about these special events is provided by the classroom teacher.

Because the range of allowed dress for Non-uniform days is very broad, PPPCS cannot prescribe exact rules. However, common sense applies, e.g. no vulgar text on t-shirts. In addition, families can use the Baltimore City Exclusionary Dress Code as a guide. The full policy can be found at:

<http://www.baltimorecityschools.org/Page/24475>

If a child decides not to participate in a non-uniform day, they must wear their regular school uniform.

Visitors

Our number one interest is in your children—our students—their education and their security. For that reason, we have established the following common sense DOs and DON'Ts when it comes to visiting your school.

DO...	BECAUSE...
...sign in on the laptop near the front office...	...we need to know who is in the building at all times.
...get a Visitor Pass and go only where you sign in for...	...if the building is to be secure, our visitors cannot wander; and we must ensure that they have a legitimate reason to be in the school; remember that our staff does not know everyone and we must treat every visitor the same.
...enter for breakfast at Baltimore Street...	...breakfast is available for all students and you are welcome to sit with them.
...leave messages, money, goodies for your children at the front officefront office staff will make the delivery and will not distract from instruction.
... if you want to observe, ask the front office to call up to the class to make sure it is a good time for observation...	...the class may be in a special, or taking a test, and it may not be a good time for observation.
...observe between the hours of 9:00 and 2:00...	...teachers need time to get the class settled down and ready to learn; the end of the day is a critical time for teachers to wrap up instruction, to make sure the children "got it."
...turn off cell phones when visiting...	...buzzing and ringing cell phones will take children's attention from instruction.
...limit the amount of time observing to that which you really need...	...long periods of observation will distract both the children and the teacher; if you feel like you need a

	long time, please consult with the teacher.
...make appointments when you need a conversation with a teacher...	...teachers plan their days to provide the best possible instruction; they need lunch and planning time; they must plan for conversations.
DO NOT...	BECAUSE...
...while observing in a classroom, interrupt instruction by talking to teachers or children...	...all interruptions distract from instruction and all children will learn less...
... bring children who should be in class into the Family Resource Room,	...all students must be in class during instructional time, no exceptions.
... leave children unattended when visiting the Family Resource Room,the school cannot be responsible for children who are not its students or students after school hours.
...ask to return to a classroom after school is out to retrieve homework or other forgotten items...	...generally, classrooms are locked after school and office staff does not have authority to enter locked classrooms. In critical cases, consult with an administrator.

The following additional notes apply to visitors in our school:

- Children’s doctor and other appointments should be made outside school hours if at all possible. The front office will not call a student from class in the last half-hour of school because it is too disruptive to the instruction that reviews the entire day’s work.
- All volunteers are expected to abide by the same rules as every other member of the school community, including staff and students. At PPPCS, we celebrate family and community involvement and dedicate significant resources to ensuring that there are a variety of volunteer opportunities available with an emphasis on those activities that directly support a successful educational experience for all our students. Teachers may set their own rules for use of volunteers, including who may volunteer in the classroom.
- When someone comes to pick up a child after school, they must ask the front office to call for the student. Please wait at the front office for your child to meet you. See the section on Safety and Security.

If for any reason you feel unwelcome at our school, or if you have a situation that requires special consideration, please call Jane Lindenfelser at extension 396 or e-mail jlindenfelser@pppcs.org. We do our best to accommodate the needs of all our families.

AFTER SCHOOL

Patterson Park Public Charter School provides a varied selection of after school activities, both after-care programs and extracurricular activities. When students engage in school-sponsored programs or activities, they are expected to follow school policy. Directors of individual activities may also issue rules of behavior, which recognize the special nature of non-classroom activities. Parents are expected to make arrangements to pick up their children at the end of the program or activity.

Before And After Care

PPPCS has developed a partnership with Fitness Fun and Games to provide on-site before and after care for our students. Before care hours are 6:30-7:30 am, and after care hours extend until 6:30 pm. Information, including fee structure, schedule, and activities provided, on these services are available from Fitness Fun and Games at 410 558 1230 ext 368, and www.fitnessfunandgames.org. Some scholarships are available and child care vouchers from the state are accepted (for free or reduced registration).

Extracurricular Activities

PPPCS sponsors a rich set of extracurricular activities. After-school activities connect students to school and to others, enhance academics and talents, and allow opportunities for students to explore various activities not available during the school day.

Student Eligibility

All students are eligible for extracurricular activities; however because of funding for targeted interventions, admittance to some programs is by invitation only. Space in after-school programs is limited. Teachers and activities directors may guide decisions about the most appropriate activities for students, according to their discretion. If a student's behavior interferes with the activity, a warning will be given to the parent; at the second instance, the student will be dismissed from the activity. Administrators can also suspend students from activities as a consequence for school day behaviors.

Participation in some activities, such as sports, may also be dependent on students' academic performance. These guidelines will be given at the start of any activity to which this applies. Students may also be dismissed from activities if they do not demonstrate consistent attendance or are not picked up on time.

Out-of-School-Time Activities

PPPCS offers a variety of activities provided by school staff and community partners. These include academic enrichment, tutoring, dance, sports and the arts. Information about specific activities and sign-up will be given at the start of the school year.

Events

PPPCS and HOPPP sponsor a number of spectacular events for its students and families. Besides many family events, seasonal shows highlight the talents of students from all grades. Hundreds of adults attend to see the abilities of our students.

FAMILY AND COMMUNITY ENGAGEMENT

Hands on Patterson Park Public (HOPPP)

We believe that we enroll families, not just students. Family involvement is an important component to a child's education. We are committed to partnering with our families to form a strong community that shares the responsibility to educate and shape our children in ways that uphold the Patterson Park Public Charter School vision and mission. Hands on Patterson Park

Public (HOPPP) is the independent family and community organization through which we support that partnership; therefore, the school strongly encourages involvement in HOPPP.

For more information on HOPPP, please see the section entitled **Hands on Patterson Park** listed under **Overview – Organization**.

Family Resource Room

PPPCS is dedicated to the involvement of our families in our students' education. The Family Resource Room (FRR) is a place in the school set aside for our families' use, where families can connect with each other, the school and the community. Families are welcome to use the FRR as a place to connect, find support, and access information. The FRR is also available for families to attend workshops and classes, and to explore ways to be involved in the school and their children's education. Additionally, the FRR serves as a workspace for volunteers and HOPPP, for meetings, projects, and other school-related activities.

The FRR also offers

- computer and internet access
- educational materials for loan
- informational materials regarding parenting, child development, and educational strategies
- notices and information about community resources and events
- opportunities for career exploration and advancement
- a play area for young children

In order to maintain the best possible environment for all users of the Family Resource Room, a few rules are essential:

- During school hours, students must not be in the FRR—they must be in their classroom. Even at free times like lunch, they cannot use the room because it is too difficult for staff to know where students should be.
- Children younger than school-age are welcome in the FRR, but they must be well-supervised at all times. Families may not leave children unattended or under the care of other adults.
- All activities in the FRR must be aligned to furthering the school's mission and be supportive of the school, students, staff and community.

The FRR is generally open during school hours between 7:30 am to 5:30 pm Monday to Thursday and 7:30am to 3:30pm on Fridays. The FRR may be open other times evenings for events, meetings or classes.

Maryland State Parental Information Resource Center (PIRC)

An additional resource for families is the Maryland State Parental Information Resource Center, which has a wealth of resources to assist parents in supporting their children in school.

Maryland State Parental Information Resource Center

5272 River Road, Suite 340
Bethesda, Maryland 20816
<http://www.mdpirc.org/>
phone: (301) 657-7742
fax: (301) 657-8782

Toll-Free Bilingual Hotline: 1-877-MD-PARENTS (1-877-637-2736)

Title I Family Involvement

As a school that receives Title I funding, PPPCS engages its families in the development of plans and documents related to the involvement of families. Each year the Family and Community Engagement Lead will ask families to participate in the joint development of the Parent Involvement Allocation Budget, the Parent Involvement Plan, and the School-Parent Compact. Opportunities for feedback are generally communicated via flyers, Parent Link phone calls, or in the Monthly Announcements. The finalized documents can be found on the school's website, www.pppcs.org.

Community School Resources

The Community School effort is designed to remove barriers to learning, support families and build healthy communities. As a Community School, PPPCS offers many resources for students, families and community members in the area of academic support, health, family and community engagement, recreation, employment and adult education. These include tutoring, arts and enrichment activities, health and nutrition services, mentoring, family workshops and career enhancement. Most programs are offered at low to no cost and adult programs are generally open to the community.

The goals of the community school initiative are to create improved outcomes for students, achieve greater family stability and involvement, improve attendance and school climate, and support a stronger surrounding community. Information about various services and programs can be found on the website, in the Monthly Announcements, in the Family Resource Room, and posted outside of school. If you would like more information about an interest or need that you have, please contact the Community School Coordinator, Dr. Liz Obara.

Community School Coordinator

The Community School effort is coordinated by a professional who assesses the school community's needs and strengths, and responds to those needs by coordinating partners and services for the greatest effectiveness. The efforts are integrated into the life of the school and are aligned with the School Performance Plan.

Community Involvement

PPPCS sees itself as an integral part of the community, and is involved in several community events during the year. These include The Lantern Parade, Preakness Frog Hop and others. The school also participates in community clean-ups and service projects, as well as service learning activities aligned with the curriculum.

Being Good Neighbors

Please remember that our school is part of a larger community, and that we need to be respectful of the neighbors that live around the school. **Please do not park on sidewalks, double-park, or leave your car unattended and blocking other cars. Please be courteous about noise, garbage and language as well.**

Volunteering

We know that family involvement in education benefits students in many ways. Therefore, we ask all families to commit to being engaged in the school on several levels. The fulfillment of family volunteer hours is flexible so that families can participate in a variety of traditional and non-traditional ways. This includes volunteering in school, afterschool and involvement in learning activities outside of school. Please see the Volunteer Handbook and Catalog for more information.

Volunteer Coordinator

The Volunteer Coordinator is a member of the school community who provides assistance with volunteer opportunities to help families meet their 20 hours of school involvement. The Volunteer Coordinator can give suggestions, coordinate schedules and facilitate contacts to help families find appropriate and feasible volunteer opportunities. The Volunteer Coordinator also coordinates and manages family volunteer hours, keeping volunteer records and time logs. If you would like more information about volunteering at PPPCS, please contact Volunteer Coordinator, Ashia Moultrie.

APPENDIX 1: Uniforms

Families may purchase FLYNN O'HARA uniforms at any time on-line, by mail, by phone, or at their local retail store. Their local store is located at 923 Taylor Ave Towson, MD 21286. The phone number is 410-828-4709. Their store hours are Mon. – Wed. 9:30am-6:00pm, Thurs. and Sat. 9:30am-5:00pm, and closed on Friday's. You may also order on-line at www.flynnohara.com.

Uniform items marked with an asterisk (below) must be the Flynn O'Hara Uniform brand, in the school's stated colors, styles, and logos.

Regular Uniform for Boys & Girls (Grade PK)

PK boys and girls can wear their gym uniforms each day as described below:

Warm weather (Sept.-Oct. 15 & April 30-End of school year)

Navy PPPCS uniform gym shorts or uniform sweatpants

PPPCS t-shirt

White socks

Tennis shoes (non-marking shoes)

Cold weather (October 16- April 30)

Navy PPPCS uniform gym sweatpants

PPPCS t-shirt

White socks/Tennis shoes (no black shoes)

Optional

PPPCS Sweatshirt

Gym uniform and tennis shoes (non-marking soles) must be worn to school on scheduled gym days.

Regular Uniform Boys (Grades K-5)

Mandatory Daily except Gym Day

Clean navy blue PPPCS uniform trousers*

Dark belt with inconspicuous buckle

Reminders:

- Belts must be worn with trousers except for Kindergarten and First. Shirts must be tucked in, allowing the belt of the

<p>Light blue PPPCS uniform polo shirts (unisex)* Solid navy or white socks Solid white, light blue, or navy undershirt/layering shirt (if worn) Brown, black, or navy school shoes (no canvas, no tennis shoes, no boots)</p> <p>Optional Solid navy blue PPPCS uniform cardigan sweater* Solid navy blue PPPCS uniform sweater* Solid navy blue PPPCS uniform vest* Navy blue PPPCS uniform walking shorts* PPPCS sweatshirt*</p>	<p>pants to show (except for 1 and K).</p> <ul style="list-style-type: none"> ▪ Pants can be no larger than 1 measured size. ▪ No bracelets, necklaces, or dangling/hoop earrings. ▪ Only PPPCS uniform sweaters/vests/sweatshirts may be worn over uniform. ▪ Gym uniform and tennis shoes (non-marking soles) must be worn to school on scheduled gym days. ▪ No Oxford shirts, no ties for K-5.
<p>Regular Uniform Girls (Grades K-5) Mandatory Daily except Gym Day Clean plaid PPPCS uniform jumpers* Light blue PPPCS uniform polo shirts (unisex)* Solid white, light blue, or navy undershirt/layering shirt (if worn) Solid Navy blue or white socks OR solid navy blue or white tights Brown, black, or navy school shoes (no canvas, no tennis shoes, no boots). No high heels (greater than 1 inch)</p> <p>Optional Navy blue PPPCS uniform trousers (two styles)* Navy Blue PPPCS uniform walking shorts* Solid navy blue PPPCS uniform cardigan sweater* Solid navy blue PPPCS uniform sweater* Solid navy blue PPPCS uniform vest* PPPCS sweatshirt* Plaid cross tie*</p>	<p>Reminders:</p> <ul style="list-style-type: none"> ▪ Hemlines are to be at no more than 2 inches above the knee. ▪ No make-up ▪ No bracelets, necklaces, or dangling earrings ▪ Only PPPCS uniform sweaters/vests/sweatshirts may be worn over uniform. ▪ No long pants/jeans may be worn under girls' jumpers. Solid white or navy leggings or PPPCS uniform sweat pants can be worn on cold days. ▪ Gym uniform and tennis shoes (non-marking soles) must be worn to school on scheduled gym days. ▪ No skorts, skirts, oxford shirts or plaid clip-on ties for grades K-5.

Regular Uniform Girls (Grades 6-8)

Mandatory Daily except Gym Days

Plaid PPPCS uniform skorts or skirts*
Light blue PPPCS uniform Oxford shirt*
Blue plaid clip-on tie*
Solid navy blue or white socks OR Solid navy blue or white tights
Brown, black, or navy school shoes (no canvas, no tennis shoes, no boots)
No high heels (greater than 1 inch)

Optional

Plaid PPPCS uniform skirt*
Clean navy blue PPPCS uniform trousers (two styles)*
Navy blue PPPCS uniform walking shorts*
Solid navy blue PPPCS uniform cardigan sweater*
Solid navy blue PPPCS uniform sweater*
Solid navy blue PPPCS uniform vest*
Plaid PPPCS uniform tie or cross tie*

Reminders:

- Hemlines are to be at no more than 2 inches above the knee.
- No make-up
- No bracelets, necklaces, or dangling earrings
- Only PPPCS uniform sweaters/sweatshirts may be worn over uniform.
- No long pants/jeans may be worn under girls' skorts or skirts. White or navy leggings or uniform sweat pants can be worn on cold days.
- Gym uniform and tennis shoes (non-marking soles) must be worn to school on scheduled gym days.
- No jumpers
- No polo shirts.

Regular Uniform Boys (Grades 6-8)

Mandatory Daily except Gym Days

Clean navy blue PPPCS uniform trousers*
Dark belt with inconspicuous buckle
Light blue PPPCS uniform Oxford shirt*
PPPCS middle school uniform tie*
Solid navy or white socks
Solid white, light blue or navy undershirt/layering (if worn)
Brown, black, or navy school shoes (no canvas, no tennis shoes, no boots)

Optional

Navy Blue PPPCS uniform walking shorts*
Solid navy blue PPPCS uniform cardigan sweater*
Solid navy blue PPPCS uniform sweater*
Solid navy blue PPPCS uniform vest*
PPPCS sweatshirt*

Reminders:

- Belts must be worn with trousers.
- Shirts must be tucked in, allowing the belt of the pants to show.
- Ties must be worn with uniform Oxford shirt
- Pants can be no larger than 1 measured size.
- No bracelets, necklaces, or dangling/hoop earrings.
- Only PPPCS uniform sweaters/vests/sweatshirts may be worn over uniform.
- Gym uniform and tennis shoes (non-marking soles) must be worn to school on scheduled gym days.
- No polo shirts.

Gym Uniforms (Boys and Girls grades K-8) (The Gym Uniform is the Regular Uniform for Pre-K student.)

<u>Warm weather</u> (Sept.–Oct. 15 & April 30-End of school year)	<u>Cold weather</u> (October 16- April 30)
Navy PPPCS uniform gym shorts or uniform sweatpants *	Navy PPPCS uniform gym sweatpants*
PPPCS t-shirt*	PPPCS t-shirt*
White socks	White socks/ Tennis shoes (no black soles)
Tennis shoes (non-marking soles)	<p>Optional PPPCS sweatshirt* Gym uniform and tennis shoes (non-marking soles) must be worn to school on scheduled gym days.</p>

Uniform Tips

- Do not use bleach on your school uniforms.
- Pants can be cut off and hemmed to make walking shorts.
- If you have a shirt that has a few small stains, make that your child’s “art day” uniform or wear it under a jumper.
- Line Dry uniforms or turn inside out for the dryer. Remove them from the dryer slightly damp to eliminate wrinkles.



Patterson Park Public
CHARTER SCHOOL

Child(ren)'s Name: _____

The Patterson Park Public Charter School Family Handbook is full of useful and important information.

We have received the Patterson Park Public Charter School Family Handbook and understand the information outline therein. We are aware of the policies and understand them as outlined in the handbook. I/We have read and will discuss this information with my/our child(ren).

Parent/Guardian's Signature

Date

Parent/Guardian's Signature

Date