

Imhotep Institute Charter High School

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2017-2018 Student/Parent Hand book

Mission Statement

Imhotep is an African-Centered, science, mathematics, and technology-learning center whose mission is to provide a standards driven, high quality educational program for urban learners grounded in the African principles of Ma' at and the principles of the Nguzo Saba. Imhotep aims to nurture lifelong learners who are valuable members of the world community.

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Amani Upendo na nguvu: (Peace Love and Power)

Nineteen years ago, Imhotep Institute Charter School was born from the heart and determination of its founder, Christine Thomas Wiggins, who loved African children and believed that an education that was rooted in their culture, history, and experience could produce the next generation of scientists, mathematicians and innovators. She shared this dream with four “sistah scholars” and it became known as the “kitchen table dream”. Throughout these nineteen years of service to our families and communities, we have been known as of the Miracle on 21st street. That miracle has touched the lives of so many thousands of young people, setting many of them on a trajectory that has resulted in their success and inspired them to give back to others. As Head of School of Sankofa Freedom Academy, I can testify to the amazing work of Imhotep as an institution. At Sankofa, our Director of Technology, our Behavior Specialist, and our Lower School Special Education teacher are all graduates of “The Tep”.

This year, Imhotep Institute Charter High School will prepare its request to have its charter renewed so that we can continue the dream of its founder. As we seek renewal of our charter, it is the perfect time for us *to* renew our kitchen table dream. This dream of our founder is captured in Asa Hilliard’s treatise on indigenous African pedagogy, *SBA: Reawakening the African Mind*. In *SBA*, Wade Nobles declares that the purpose of education is described by the Twi phrase, *Nsaka sumsun*, which is translated “Touching the Spirit”. Mama Chris believed that we must touch the spirits of our children so as to incite and excite in them a desire for excellence in character, community, and capacity for “deep thought”.

We must renew our faith that we can make a difference in our children’s intellectual development and in their academic outcomes. We must train our hearts and minds to remember why we wanted to be educators. It was not only because we wanted to make a difference, but because we were convinced that we could. We believe our children can learn. We believe when we apply heart, head, and hand to our children’s innate desire to succeed that we and they can defy all odds. We must have confidence that we can inspire our children to act with greater resolve and resilience, as they experience the resuscitation of their ancestral memory—as mathematicians, scientists, artists, healers, builders, scholars, as justice-makers, problem solvers, defenders of the weak, and intellectual warriors.

We move forward in this year with renewed resources, both human, technological, and spiritual to support our children on their journey toward success. We have added to our team a Managing Director, John Polk, who is a seasoned school administrator and will be on site at Imhotep daily to guarantee even more extraordinary miracles in our next decade. Baba Polk is brilliant, dedicated, and amazingly optimistic about our children and our future. We have renewed our focus on our children’s needs as we have added new instructional programs to support them academically. We have renewed our determination to center our education in the African experience through providing additional African Centered curricular infusions materials for our faculty.

Look for us to renew our joy in being able to work with one another, with our young people and with their families. We know that it is indeed a privilege and honor do so and are grateful for the renewed blessings of being able to work toward another decade of service to this community. Upya ndoto! Let’s renew the dream!

Dr. Mama Ayesha

Dr. Ayesha Imani, Executive Manager

A Letter From Our Principal & Associate Principal

Hotep Students, Parents and Caregivers!

We hope everyone made the most the summer months enjoying time with family and friends. For many, the summer is an opportunity to rejuvenate, reflect, and dream. As we reflected on the successes of the previous school year we began to dream of ways that we could accelerate student achievement. This led to changes in our course offerings and course materials. We have added two instructional programs that are designed to spur student growth in literacy and mathematics. The first program, Achieve 3000 exposes students to informational text such that every student in class reads the same grade-appropriate content differentiated at their individual reading level, empowering all students to fully participate in whole-class instruction and discussions. It also has instructional materials to enhance college and career readiness skills and supports students with special needs as well as students receiving support through our Response to Instruction and Intervention Program. The second program, Imagine Math allows teachers to assign pathways or a series of lessons aligned to the content outlined in the Algebra 1, Algebra 2 and Geometry curriculum documents. After students complete the program's baseline assessment, lessons will be calibrated to their instructional level. Enhancements to our instructional programming also include providing our 9th grade students with a double period of math instruction and the addition of a writing course. We are also providing additional instruction to our 10th grade students through a double period of Biology. Students in the 11th grade will experience a new STEM course offering in their choice of computer programming or engineering. It is imperative that our students attend school daily and on time so they can take advantage of the rigorous programming that we have to offer.

Our dreams for improvements also included technology and building upgrades! 100% of our students will have 1:1 access to chromebooks. Our water fountains have been upgraded to newer models that will allow students to fill up their water bottles and reduce their carbon imprint. We've also added an outside seating area that students can use during their lunch period. The library has been converted to our new College and Career Center which has a parent and alumni resource area where Sister Michelle will continue to assist students with the post-secondary goals. Finally, we dreamed of a STEM lab and our imani (faith) did not let us down! Imhotep is truly the Miracle on 21st Street!

As you can imagine, this summer has been fast paced, with staffing changes, new hires, and a two week summer institute training that will serve as the foundation for moving us forward. We will miss staff members who are no longer working directly with our students but remain embedded in our hearts. Please take a moment to welcome our new family members who are joining us this school year:

- Mama Shellyne Cambridge, Special Education Facilitator
- Brother Amin Suleiman, Mathematics Facilitator
- Sister Melissa Miller, Mathematics Facilitator
- Sister Polina Oreshko, Mathematics Facilitator
- Nzambu Muinde, Mathematics Facilitator
- Sister Carina Paulino, Spanish Facilitator
- Sister Alma Blassengale, Science Facilitator
- Brother Carey McDavid, Science Facilitator
- Sister Shirley Posey, Science Facilitator
- Sister Tiffany Ramcharan, Science Facilitator
- Sister Kayarra Thompson, Science Facilitator
- Sister Tammie McNeil-Paul, OurStory Facilitator
- Sister Meisha Marlone-Carrington, English Facilitator
- Sister Rachel McGowan, English Facilitator
- Brother Alberto Romero, English Facilitator
- Sister Liriam Santiago, English Facilitator
- Brother Corey Corbin, STEM Facilitator

- Brother Russell Phillips, STEM Facilitator

Parental involvement is a vital component in the education process. We hope that you will take an active role in your child's education by joining our Wazuri Parent Association and attending monthly Wazuri meetings which are held at the school on the fourth Thursday of the month. (See the calendar for specific dates.) Below, you will find helpful information for the start of this new year as we work towards *Renewing the Dream* and our charter!

Orientation

The 9th Grade Orientation is scheduled for **8:30 am – 12:30 pm on Monday, August 28, 2017.**

The 10th – 12th Grade Orientation is scheduled for **12pm – 4:00 pm on Monday, August 28, 2017.**

During this time students will meet their teachers; complete baseline assessments in math and English; take photos for their school identification cards; and be assigned their locker for the year.

All students will report from 9am – 1:00 pm on August 29 – 31, 2017.

Note: *Students MUST be in proper uniform.*

Uniforms

- Students are required to wear loose fitting black bottoms (pants, sweats, jeans, skirts), and a dashiki.
- Dashikis can be purchased at the school and cost \$15.00 each. The Main Office will be open for dashiki purchases beginning August 21, 2017 from 9:00 am until 3:00 pm.

School Supplies

Instruction begins in all classes on September 5, 2017. Students should come prepared with the following items in order to facilitate learning in every class. If additional materials and supplies are needed your child will be notified during orientation.

- | | |
|---|--|
| <ul style="list-style-type: none"> • 6 - single subject spiral notebooks • 6 – folders with pockets • 1 – 1” inch binder with college ruled notebook paper | <ul style="list-style-type: none"> • 3x5 cards • Pencils and a sharpener • Ink pens • Highlighters • Scientific graphing calculator |
|---|--|

Sister Jury

Jury Segers, Principal/CAO

Sister Carla

Carla Pitt, Associate Principal

OUR FOUNDATION

“Afrikan Centered Education, places people of African origin in control, at the center of their lives, and their study. Research reveals that all humans have their physical, social, and intellectual origins in Afrika. The child is placed and groups are placed not above or below any group, but alongside the rest of humanity as events and truth dictate. Afrikan Centered Education prepares students from conception to ancestry to live and serve the community, transmitting knowledge, skills, values and attitudes for the betterment of humanity”.

Kwame Kenyatta

Nguzo Nane (The Eight Principles)
An African Value System

	Principle	Symbolizes	Description
1	HESHEMA	Respect	To admire, appreciate and value our families, community, nation and culture. To display reverence for eldership.
2	UMOJA	Unity	To strive for and maintain unity in the family, community, nation and race.
3	KUJICHAGULIA	Self Determination	To define ourselves, name ourselves, create for ourselves and speak for ourselves instead of being defined, named, created for, and spoken for by others.
4	UJIMA	Collective Work & Responsibility	To build and maintain our community together and make our sisters' and brothers' problems our problems and to solve them together.
5	UJAMAA	Cooperative Economics	To build and maintain our stores, shops, and other business and profit them together.
6	NIA	Purpose	To make our collective vocation the building & developing of our community in order to restore our people to their traditional greatness.
7	KUUMBA	Creativity	To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.
8	IMANI	Faith	To believe with all our hearts in our parents, our teachers, our leaders and the righteousness & victory of our struggle.

Principles of Ma'at

	Principle
1	Truth
2	Justice
3	Harmony
4	Balance
5	Order
6	Reciprocity
7	Propriety

Affirmation Statement

We are descendants of great African fathers and great African mothers.
We will have the pride, strength and the power of the motherland,
To help us do the things we must do.
Because we must understand, I am because we are and we are because I am.
When I shine the nation shines; and when the nation shines, we all shine.

Hotep!

School Song (Written By Brother Curtis Davis)

Verse 1

Descendants of African Father's, Descendants of African Mothers
They strived (They Strived), They Tried (They Tried)
To make it better for you and me, So
Lessons learned, lives have turned, the truth we discovered
No dreams deferred, from the kitchen table to a dream come true
Embodied in me, Africa lives in you

Chorus:

The Tep (I—M)
The Tep (H—O)
The Tep (T—E—P)
It's the Imhotep
Repeat Once

Verse 2

Representing our colors, and we wear them bold
It's the black, the red, the green, the gold
One for skin, one for the blood that we shed
One for the earth, one for the wealth inherited

Repeat Chorus

Verse 3

I am, because we are
And we are, because I am
Together Together we grow strong, Together we keep on pressing on
Brother to brother, Sister to sister
Father to son, Mother to daughter
The Tep, The Tep, The Tep, The Tep

Repeat Chorus

Imhotep Institute Charter High School Tentative 2016-2017 School Calendar

Below is the calendar for the 2017-2018 school year. Any changes to the calendar will be communicated in advance.

Month	Events
August	<ul style="list-style-type: none"> ● (8/2 - 8/3): Senior Portraits by Appointment (9am-4pm) ● (8/10): School Board Meeting (6pm) ● (8/15 - 8/17): New Staff Orientation Dates ● (8/21 - 8/25): Full Staff Orientation Dates ● (8/23 - 8/24): Senior Portraits by Appointment (9am-4pm) ● (8/28): First day of school; All 9th grade students report for orientation 8:30am to 12:30pm; All students in grades 10th, 11th and 12th report for orientation 12pm to 4:00pm. ● (8/29): All Students Report (9am to 1pm) ● (8/30): All Students Report (9am to 1pm) ● (8/31): All Students Report (9am to 1pm)
September	<ul style="list-style-type: none"> ● (9/1 & 9/4): School Closed – Labor Day ● (9/5): Classes Resume; All students report (8:30am to 3:30pm) ● (9/6): Early Dismissal (1:30 pm); <i>Professional Development</i> ● (9/11): School Board Meeting (6pm) ● (9/13): Early Dismissal (1:30pm) <i>Professional Development</i> ● (9/20): Early Dismissal (1:30pm) <i>Professional Development</i> ● (9/21): Financial Aid Night (6:00 pm) ● (9/26): NHS Induction (6:00 pm) ● (9/27): Early Dismissal (1:30pm) <i>Professional Development</i> ● (9/28): Wazuri Parent Meeting (6pm to 8pm) Back-to-School Night (6pm-8pm)
October	<ul style="list-style-type: none"> ● (10/2): Open Enrollment Begins ● (10/4): Early Dismissal (1:30 pm); <i>Professional Development</i> ● (10/9): School Closed for Native American Awareness Day School Board Meeting (6pm) ● (10/10): NHS Induction Ceremony - 6:00pm ● (10/11): Early Dismissal (1:30 pm); <i>Professional Development</i> 10th & 11th Grade Only PSAT Testing ● (10/18): Early Dismissal (1:30 pm); <i>Professional Development</i> Annual College Fair (9:30 am-1pm) ● (10/21): Communiversality (Open House: 9am – 10am; Classes 10am – 11:45 pm and 12 pm – 1:45pm) ● (10/25): Early Dismissal (1:30 pm); <i>Professional Development</i> ● (10/26): Wazuri Parent Meeting & Title I (6pm); Fall Senior Only College Tour (10/26-28) ● (10/28): Communiversality (Sessions: 10am-noon & noon-2 pm)

<p>November</p>	<ul style="list-style-type: none"> • (11/1): Early Dismissal (1:30 pm); <i>Professional Development</i> • (11/4): Communiversality (Sessions: 10am-noon & noon-2 pm) ● (11/8): Early Dismissal (1:30 pm); <i>Professional Development</i> • (11/9): American Red Cross Blood Drive • (11/10): First Quarter Marking Period Ends School Closed for Veterans Day • (11/11): Communiversality (Sessions: 10am-noon & noon-2 pm) ● (11/12): Philadelphia's National College Fair at the Convention Center ● (11/13): Re-Enrollment Begins <i>School Board Meeting (6pm)</i> • (11/14): Grades & Progress Monitoring Reports Due ● (11/15): Malcolm Bernard HBCU College Fair ● (11/17): <i>No School for Students</i>; Special Education Parent Training (2pm) Report Card Conferences (1pm to 5pm & 6pm to 8pm) ● (11/18): Communiversality (Sessions: 10am-noon & noon-2 pm) ● (11/21): Umoja Karamu; Early Dismissal (1:30pm) ● (11/22-11/24): School Closed for Harvest Holiday • (11/29): Early Dismissal (1:30 pm); <i>Professional Development</i>
<p>December</p>	<ul style="list-style-type: none"> • (12/2): Honor Roll Breakfast ● (12/6): Early Dismissal (1:30 pm); <i>Professional Development</i> • (12/9): Open House; Communiversality (Kwanzaa Celebration & Vending) ● (12/11): <i>School Board Meeting (6pm)</i> • (12/13): Early Dismissal (1:30 pm); <i>Professional Development</i> • (12/20): Early Dismissal (1:30 pm); <i>Professional Development</i> • (12/21): Interim Reports Posted; Kwanza Celebration; Early Dismissal (1:30pm) ● (12/22, 12/25-12/29): School Closed for Winter Break/Kwanza
<p>January</p>	<ul style="list-style-type: none"> • (1/2): School Closed - <i>Professional Development</i> • (1/3): Early Dismissal (1:30 pm); <i>Professional Development</i> • (1/8): <i>School Board Meeting (6pm)</i> • (1/9-1/12): Winter Keystone Examinations—Modified Schedule • (1/15): School Closed for Martin Luther King Day • (1/17-1/18): Winter Keystone Examinations—Modified Schedule • (1/24): Early Dismissal (1:30 pm); <i>Professional Development</i> • (1/25): Wazuri Parent Meeting (6pm)

<p>February</p>	<ul style="list-style-type: none"> • (2/3): Communiversality (Open House: 9am – 10am; Classes 10am – 11:45 pm and 12 pm – 1:45pm) ● (2/7): Early Dismissal (1:30 pm); <i>Professional Development</i> • (2/9): Second Quarter Marking Period Ends ● (2/10): Communiversality (Sessions: 10am-noon & noon-2 pm) ● (2/12): <i>School Board Meeting (6pm)</i> • (2/13): Grades & Progress Monitoring Reports Due ● (2/16): <i>No School for Students</i>; Special Education Parent Training (2pm) Report Card Conferences (1pm to 5pm & 6pm to 8pm) Open Enrollment and Re-Enrollment Ends • (2/19): School Closed for Presidents' Day • (2/20-4/6): Senior Internships ● (2/21): Early Dismissal (1:30 pm); <i>Professional Development</i> • (2/22): Family Math Night & Science Fair (5-7pm) Wazuri Parent Meeting (6pm) 2017-2018 Imhotep Admissions Lottery ● (2/23): Perfect Attendance Trip ● (2/24): Communiversality (Sessions: 10am-noon & noon-2 pm) ● (2/25): NHS Community Service Day ● (2/28): Early Dismissal (1:30 pm); <i>Professional Development</i>
<p>March</p>	<ul style="list-style-type: none"> • (3/3): Communiversality (Sessions: 10am-noon & noon-2 pm) ● (3/7): Early Dismissal (1:30 pm); <i>Professional Development</i> • (3/10): Communiversality (Closing Celebration & Presentations) ● (3/14): Early Dismissal (1:30 pm); <i>Professional Development</i> • (3/12): <i>School Board Meeting (6pm)</i> • (3/21): Early Dismissal (1:30 pm); <i>Professional Development</i> JAAMA Spring College Tour (3/21-3/27) ● (3/22): Wazuri Parent Meeting (6pm) ● (3/26-3/30): School Closed for Spring Break
<p>April</p>	<ul style="list-style-type: none"> • (4/2): School Closed for Spring Break • (4/4): Early Dismissal (1:30 pm); NHS Career Fair ● (4/5): <i>Professional Development</i> • (4/6): Third Quarter Marking Period Ends • (4/9): <i>School Board Meeting (6pm)</i> • (4/10): Grades & Progress Monitoring Reports Due ● (4/11): Early Dismissal (1:30 pm); <i>Professional Development</i> • (4/13): <i>No School for Students</i>; Special Education Parent Training (2pm) Report Card Conferences (1pm to 5pm & 6pm to 8pm) ● (4/18): Early Dismissal (1:30 pm); <i>Professional Development</i> • (4/25): Early Dismissal (1:30 pm); <i>Professional Development</i> • (4/28): Wazuri Parent Meeting (6pm)

<p>May</p>	<ul style="list-style-type: none"> ● (5/1): Senior Exhibition Begins ● (5/2): Early Dismissal (1:30 pm); <i>Professional Development</i> ● (5/3): American Red Cross Blood Drive ● (5/7): Sophomore Dance ● (5/9): Early Dismissal (1:30 pm); <i>Professional Development</i> ● (5/14): School Board Meeting (6pm) ● (5/15-5/18): Spring 2017 Keystone Testing—<i>Modified Schedule</i> ● (5/22-5/23): Spring 2017 Keystone Testing—<i>Modified Schedule</i> ● (5/25): Wazuri Meeting; (6pm); Junior Prom ● (5/28): School Closed for Memorial Day Senior Final Exam Week ● (5/30): Early Dismissal (1:30 pm); <i>Professional Development</i>
<p>June</p>	<ul style="list-style-type: none"> ● (6/1): Senior Prom ● (6/5): Senior Grades & Progress Monitoring Reports Due ● (6/6): Early Dismissal (1:30 pm); <i>Professional Development</i> ● (6/7): Senior Awards Banquet ● (6/8): Marking Period Ends for Grades 9-11 ● (6/11): School Board Meeting (6pm) Move Up Day; Early Dismissal (1:30 pm) ● (6/12): Early Dismissal (1:30 pm); Perfect Attendance Trip ● (6/13): Early Dismissal (1:30 pm); <i>Professional Development</i> Grades 9-11 - Grades & Progress Monitoring Reports Due ● (6/14): Early Dismissal (1:30 pm); ● (6/15): Early Dismissal (1:30 pm); Last Day for Students Grades (9-11) GRADUATION!! (5pm) ● (6/22): Wazuri Parent Meeting (6pm)

184 Instructional Days

Last Updated 08/2017

Imhotep Board Meetings: July 9, 2018

Note: All meetings are held at 6201 North 21st Street, Philadelphia PA, 19120 in the Library

Staff Directory

Name	Department	Email
Black, Melody	English	mblack@imhotepcharter.org
Bond, Ira	Rites of Passage	ibond@imhotepcharter.org
		ablassengale@imhotepcharter.org
		dbronstein@imhotepcharter.org
Butler, Jamilah	School Climate	jbutler@imhotepcharter.org
	S	scambridge@imhotepcharter.org
Corbin, Corey	STEM	ccorbin@imhotepcharter.org
Covington, Trichita	Art	tcovington@imhotepcharter.org
Hameen, Marie	Office Receptionist	mhameen@imhotepcharter.org
		khendricks@imhotepcharter.org
Hill, Terry	Facilities	thill@imhotepcharter.org
Imani, Ayesha Dr.	Executive Manager	aimani@imhotepcharter.org
Failkowski, Madison	Ourstory	mfailkowski@imhotepcharter.org
Lemons, Willie (Brother Coot)	Facilities	wlemmons@imhotepcharter.org
Lowery, Jerome	Ourstory/Head Track Coach	jlowery@imhotepcharter.org
Lyttle, Anneshia	Rites of Passage	alyttle@imhotepcharter.org
Marlone-Carrington, Meisha	English	Marloncarringtonm@imhotepcharter.org
McDavid, Carey	Science	cmcdavid@imhotepcharter.org
McDonald, Kerri	Music	kmcdonald@imhotepcharter.org
McGowan, Rachel	English	rmcgowan@imhotepcharter.org
Tammy		bmcneilpaul@imhotepcharter.org
Miller, Melissa	Mathematics	mmiller@imhotepcharter.org
Muinde, Nzambu	Mathematics	nmuinde@imhotepcharter.org
Noble, Andre	Director of School Climate/Athletic Director	anoble@imhotepcharter.org
		poreshko@imhotepcharter.org
Paulino, Carina	Spanish	Cpaulino@imhotepcharter.org
Phillips, Rusell	STEM	rphillips@imhotepcharter.org
Pitt, Carla	Associate Principal	cpitt@imhotepcharter.org
Posey, Shirley	Science	sposey@imhotepcharter.org
Ramcharan, Tiffany	Science	tramcharan@imhotepcharter.org
Romero, Alberto	English	aromero@imhotepcharter.org
Santiago, Liriam	English	lsantiago@imhotepcharter.org
Segers, Jury	Principal	jsegers@imhotepcharter.org
Sims, Vivian	Office Receptionist	vsimms@imhotepcharter.org

		asuleiman@imhotepcharter.org
Sutton, Tahar	School Counselor/Boys' Basketball Coach	tsutton@imhotepcharter.org
Thompson, Kyarra	Biology	kthompson@imhotepcharter.org
Toney-Moore, Deborah	Administrative Executive	dtoneymoore@imhotepcharter.org
Tolbert, Douglass	Dean of Students	dtolbert@imhotepcharter.org
Vega, Jenessa	STEM Teacher	jvega@imhotepcharter.org
Washington, January		janwashington@imhotepcharter.org
Wheatley, Ava	Special Education	awheatley@imhotepcharter.org
Wilson, Marc	Director of Technology/11 th Grade Team Leader	mwilson@imhotepcharter.org
Wilson, Michelle	Director of Post-Secondary Placement & Special Projects	rwilson@imhotepcharter.org
Wood, Hyacinth	Physical Science/9 th Grade Team Leader	hwood@imhotepcharter.org

Full Day Schedule:

Period	Timeframe	Duration
Libation Circle/Advisory	8:30 - 8:40	10 minutes
1	8:45 - 9:33	48 minutes
2	9:36 - 10:24	48 minutes
3	10:27 - 11:15	48 minutes
4L	11:18 - 11:48	30 minutes
4A	11:51 - 12:06	15 minutes
5L	12:09 - 12:39	30 minutes
5A	12:42 - 12:57	15 minutes
6L	1:00 - 1:30	30 minutes
6A	1:33 - 1:48	15 minutes
7	1:51 - 2:39	48 minutes
8	2:42 - 3:30	48 minutes

Half-Day Schedule:

Period	Timeframe	Duration
Libation Circle/Advisory	8:30 - 8:40	10 minutes
1	8:45 - 9:18	33 minutes
2	9:21 - 9:54	33 minutes
3	9:57 - 10:30	33 minutes
4L	10:33 - 11:06	33 minutes
5L	11:09 - 11:42	33 minutes
6L	11:45 - 12:18	33 minutes
7	12:21 - 12:54	33 minutes
8	12:57 - 1:30	33 minutes

Late Start Schedule:

Period	Timeframe	Duration
Libation Circle/Advisory	11:00 - 11:10	10 minutes
1	11:15 - 11:48	33 minutes
2	11:51 - 12:24	33 minutes
3	12:27 - 1:00	33 minutes
4L	1:03 - 1:36	33 minutes
5L	1:39 - 2:12	33 minutes
6L	2:15 - 2:48	33 minutes
7	2:51 - 3:24	33 minutes
8	3:27 - 3:59	33 minutes

Lunch Schedules:

Lunch Period
4L
5L
6L

Attendance Policy:

To receive the maximum benefit from classroom instruction, it is critical that students report to school every day on time. However, when a student is absent from school, the student's parent/caregiver must provide a written explanation concerning the absence. It is the student's responsibility to make up all assignments and tests missed during the absence.

Students who need an early dismissal must have school approval verified by a parent. (See Early Dismissal procedures for students). A student who leaves campus without permission will be subject to disciplinary actions. A parent/guardian conference will be required before the student may return to school.

IICHS will monitor and report unlawful absences from school. Therefore, every student enrolled at IICHS must be in daily attendance except for the following reasons:

1. Illness of pupil
2. Illness in family
3. Death in the family
4. Quarantine
5. Inclement weather
6. Religious holiday

Absences properly verified will not be coded unlawful. Work missed must be made up. All other absences will be considered unlawful.

Daily Entrance:

- Students who enter the building before 8:30 A.M. will go to the Nubia Café or the program they are attending. After 8:30 A.M., students will go directly to the gym for morning affirmation and libation circle.
- Students can only go to their lockers before first period, before or after their lunch period and at the end of their school day.
- Student receive a grade and .5 credit for libation circle. The libation circle grade will be on report cards and transcripts. It is also apart of eligibility for honor roll, athletics, and National onors Society.

Morning Circle/Libation:

During Morning Circle, each day we pour libation. The pouring of libation is a very ancient and a very common practice in many African cultures. The tradition is literally thousands of years old, evidenced in the ancient paintings and writings along the Nile Valley. Among many nations throughout Africa, the tradition of libation is a standard way to begin ceremonies and events. It is one of the traditions that survived the middle passage and has been practiced in various forms among African people in America. There is no one way to perform a libation. Libation is done to first give thanks for the gift of life. Central in the process of libation is honoring those who came before, the ancestors. We honor those who struggled and sacrificed to pave the way in the fight against injustice, for African liberation, and to humanize the world. Lastly, libation is poured for those yet to be born. In the intergenerational link, the cultural link across time, by pouring libations for those yet to be born is symbolic and ritually passing the traditions and the fight for freedom to the next generation. Libations is not a religious practice, thus it is expected that everyone regardless of religion will participate in morning circle/libations.

Daily Attendance:

- Attendance will be taken each day.
- Students who arrive at 8:31 am will be given a late slip (see lateness policy).
- During building entry and morning circle, students will be checked for dress code violations.
- Students will be dismissed from libations at **8:40 A.M.** for their first period.

Student Illness:

If a student experiences an illness during school hours, the student will be allowed to see the school nurse. If the school nurse is not available, the parent/emergency contact will be called. Please keep contact information current.

Illness/Absences:

- Three days or less: Students must have a note from their parent/caregiver upon your return.
- Over three days: Students must also have a doctor's note upon their return.
- Expected long-term absence: A parent/caregiver should request to receive homebound instruction for this time period. An application for homebound instruction can be obtained through the school website, main office or school counselor and requires a doctor's order.

Attendance Policy:

- A parent or guardian will be notified by phone after each absence. Please maintain up-to-date contact information to ensure receipt of these very important school communications.
- All excuse notes must be presented within 72 hours after a child returns to school.

- Absences will be coded “unlawful” which are unlawful if a note is not provided by the parent or guardian within 72 hours of a student’s return to school.
- Three unlawful absences are considered truant. (see T.E.P.)
- Excessive absences may negatively impact a student’s academic standing. Five or more unexcused absences in a marking period is considered excessive.

Lateness Policy:

- Parents/guardians will be notified by phone each time an unexcused lateness occurs. Please maintain up-to-date contact information to ensure that you receive these very important school communications.
- Every third lateness to school will result in an after school re-centering. Students who display a pattern of lateness to school will receive additional interventions, including but not limited to mandatory parent meetings, daily re-centerings and Saturday School re-centerings. Re-centerings will be held from 3:35 P.M. to 4:20 P.M. The re-centering will be served on the same day as the lateness.
- If a student fails to attend a re-centering, additional disciplinary actions will occur.
- Students will lose Hero points for every lateness as a part of the school-wide positive behavior program.

Arrival to School after 10:27 A.M.:

Any student reporting to school after 10:27 A.M. without a parent/guardian, must have a note that can be confirmed immediately:

- A note from a doctor’s office, dentist office, educational institution, or some type of service agency.
- Students that report to school without a parent or appropriate note must return to school the next day with a parent. A mandatory parent meeting will be given to the student the day the lateness occurs. will face disciplinary interventions. The Climate Office will call the child’s parent.
- A note from a parent/guardian must contain a signature, and a cellular, work or home telephone number where the parent/guardian can be reached immediately.
- Parents of students arriving after 10:27 A.M. must accompany their child to the Main Office to confirm the reason for the lateness.

Early Dismissal Procedures for Students:

Instructional time is very important for student achievement. ICHS strongly urges students to schedule personal appointments before school, after school, or on Saturdays. When there is a need for an early dismissal, it is the student’s and parent’s responsibility to follow the Early Dismissal Procedure.

- Early dismissal notes must be presented to the main office by 9 A.M. Main Office Staff will verify the early dismissal by contacting a parent/guardian.
- Notices not received by 9 A.M. will require a parent/guardian to pick up his or her child from school.
- The main office personnel will verify the note based upon the parent/guardian approval information on file in the main office.
- Prior to leaving school, the student must report to the main office to sign out.
- The early dismissal request will be denied if the above procedures are NOT followed. A parent/guardian or emergency contact will have to report to the main office and sign the student out for an early dismissal if procedures are not followed.

Truancy Elimination Plan:

Students are expected to attend every school day. All absences will be treated as unlawful until a written excuse explaining the reason(s) for an absence is submitted. Unlawful absences may adversely impact a student's academic performance. Excessive unlawful absences constitute truancy. The following steps have been adopted to eliminate truancy:

Imhotep Attendance Policy

Truancy Elimination Plan (TEP):

Students are expected to attend school every day. All absences will be treated as unlawful until a written excuse explaining the reason(s) for an absence is submitted. Unlawful absences may adversely impact the student's academic performance. Excessive unlawful absences constitute truancy.

Definition of "truant." The new law defines "truancy" as "three (3) or more school days of unexcused absence during the current school year by a child subject to [the] compulsory school attendance [law]."

Definition of "habitually truant." The new law defines "habitual truancy" as "six (6) or more school days of unexcused absences during the current school year by a child subject to [the] compulsory school attendance [law]."

Student will be deemed truant when they have accumulated 3 unexcused (unlawful) absences.

- When a child attains a **3rd** unlawful absence, a letter will be mailed home providing "official notice of the child's illegal absences"
- When a child attains a **6th** unlawful absence a letter will be sent home along with a request for both the student and parent to attend an Attendance Improvement Conference. The student will then be enrolled in the school's **truancy prevention program**.

- When a child attains a **9th** unlawful absence, a letter will be mailed home providing “official notice of the child’s illegal absences” and the student will be escalated to tier 2 of the **T.E.P.**
- When a child attains a **12th** unlawful absence, a letter will be sent home along with notification of a mandatory Attendance Improvement Conference (AIC) and a continuation of the student’s enrollment in the truancy prevention program.
- When the child attains a **15th** unlawful absence, a letter will be sent home explaining a potential truancy court referral.
- When the child attains an **18th** unlawful absence, Parent/Guardian will be notified, by certified mail, that any additional absences will require the school to refer the student and parent to the magisterial district court for truancy and parental neglect.

Grading Scale (All Courses):

A+	97-100	B+	87-89	C+	77-79	F	0-69
A	93-96	B	83-86	C	73-76		
A-	90-92	B-	80-82	C-	70-72		

Grade Point Averages (Regular Courses):

A+	4.0	B+	3.3	C+	2.3	F	0
A	4.0	B	3.0	C	2.0		
A-	3.7	B-	2.7	C-	1.7		

Grade Point Averages (Honors & AP Courses):

A+	5.0	B+	4.3	C+	3.3	F	0
A	5.0	B	4.0	C	3.0		
A-	4.7	B-	3.7	C-	2.7		

GPA for class rank will be calculated using numerical averages for each course. Students taking honors/AP courses will adhere to the same grading scale as students taking regular courses. However, a separate grade point average scale will be used.

Grades are cumulative from one grading period to the next. Grades for each grading period will be printed on the report card.

Class Rank:

Class rank is calculated based on the weighted grade point average and includes all students in the class who are enrolled in courses at the school or through the dual enrollment program. However, courses that are designated PASS/FAIL are excluded from the class rank calculation. A student must have attended ICHS for at least four semesters of his/her high school program to be ranked with his/her class.

When students transfer to ICHS we need to enter the actual percentage earned in order to accurately calculate his/her Grade Point Average. If this information is not available, the highest number for the range will be attributed. For example, if a student's transcript indicates that he/she earned a "B" for a particular course and the actual percentage has not been furnished, the student will receive an "86" which is the maximum score used by ICHS.

Academic Integrity Policy:

Imhotep is committed to our students displaying the principles of Ma'at and the Nguzo Nane. Truth is one of the key principles of Ma'at. Therefore, it is of great importance that our students refrain from cheating, academic dishonesty, or plagiarism of any kind.

The minimum consequence for any form of cheating is a grade of "0" for that assignment or assessment. Other possible disciplinary actions can include, but are not limited to: removal from the National Honor Society, removal from C.O.Y.A.L, suspension from extracurricular activities for a designated period of time, Maatic Development re-centering and other restorative practices/interventions.

Cheating is defined as seeking to obtain (or aiding another to obtain) credit or improved scores through the use of any unauthorized or deceptive means.

Plagiarism is the act of taking another person's writing, conversation, song, or even idea and passing it off as your own. Failing to properly quote, cite or acknowledge someone else's words or ideas with an internal citation is plagiarism.

Dual Enrollment Program:

Imhotep is excited to offer selected students an opportunity to participate in a Dual Enrollment/Advance at College Program through a partnership with Community College of Philadelphia. Eligibility to participate in the program is based on a recommendation by the administrative team for students who meet the following criteria:

- Holds a Grade Point Average of a 3.0 or better
- In 11th or 12th grade for school year dual enrollment program and or entering 10th, 11th or 12th grade for the Summer Program
- Demonstrated Proficiency on at least one Keystone Exam
- On target to graduate on time (completed or taking required grade level courses)

Students and their families who meet the criteria will be notified by Sister Michelle Wilson, Director of Post-Secondary and Transition Programs.

Community College of Philadelphia's **Dual Enrollment/Advance at College Program (ACE)** allows motivated and talented students to take college-level courses and to experience a college environment during the school year as well as during the summer. Students must take the college's placement test and perform at a level indicating preparedness for the program's coursework. Students are then eligible to enroll in fall, spring or First summer session courses. During the Summer ACE Program students take classes that are intensive and include a full semester of course material from early July to early August. Courses meet Monday through Thursday, three and one-half hours per day. Upon completion, students will have an official college transcript on file, which may be applied toward an associate's degree at Community College of Philadelphia or transferred to another college or university.

Advance at College gives students several advantages:

1. Opportunities to explore exciting academic and career paths in rapidly growing fields;

2. A chance to experience college life through courses and interaction with faculty;
3. A chance to meet other students and become familiar with the college environment;
4. Access to the college’s rich array of resources, such as the Library, Academic Computing Center, Learning Lab and Career Services Center;
5. An opportunity to prepare for college by taking credit or developmental education courses.

Advanced Placement Program:

College Board sponsors the Advanced Placement Program. It consists of college-level courses with final exams offered to qualified and interested students in their junior and senior year of high school. Committees of college professors and experienced AP teachers develop advanced Placement courses. In addition, they are reviewed and revised on an ongoing basis to meet evolving higher education standards. Each course syllabus connected to the Advanced Placement Program, has received approval through College Board through a formal approval process. Currently, selected students can traditionally enroll in our AP Literature Course. We also have 9 AP courses that we offer through online courses. Those courses include: AP Psychology, AP US Government and Politics, AP Computer Science (A & B), AP Statistics (A & B), AP Calculus (A & B), AP Microeconomics, AP Macroeconomics, AP Biology (A & B), and AP Environmental Science.

College Board charges a fee for the AP Exams connected to each AP course. However, Imhotep Institute Charter High School will cover the fees for any student who holds a grade of “85” or higher in the AP Course AND completes the two scheduled practice examinations. Students who do not meet this minimum grade requirement or miss the practice examination can still opt to take the AP Exam at their parent’s expense. For more information regarding Advanced Placement Programs, visit the College Board website at: www.collegeboard.com

Honor Roll:

At the end of each report period, students who have met honor roll status will be acknowledged as either: IMHOTEPIAN SBA In order to receive any of these accolades, students must have a behavior grade of ‘3’ or above in each course.

Classification	African Infusion	Criteria
Imhotepian	Multi-genius	A’s in all subjects
SBA (say-bah)	The Wise Person	A’s and B’s in all subjects

Course Credits:

Courses are divided into one of three categories—Core Courses, Non-Core Courses, and Electives. Each course successfully completed provides students with either .50 or 1.0 credit.

Credits and Promotion Requirements:

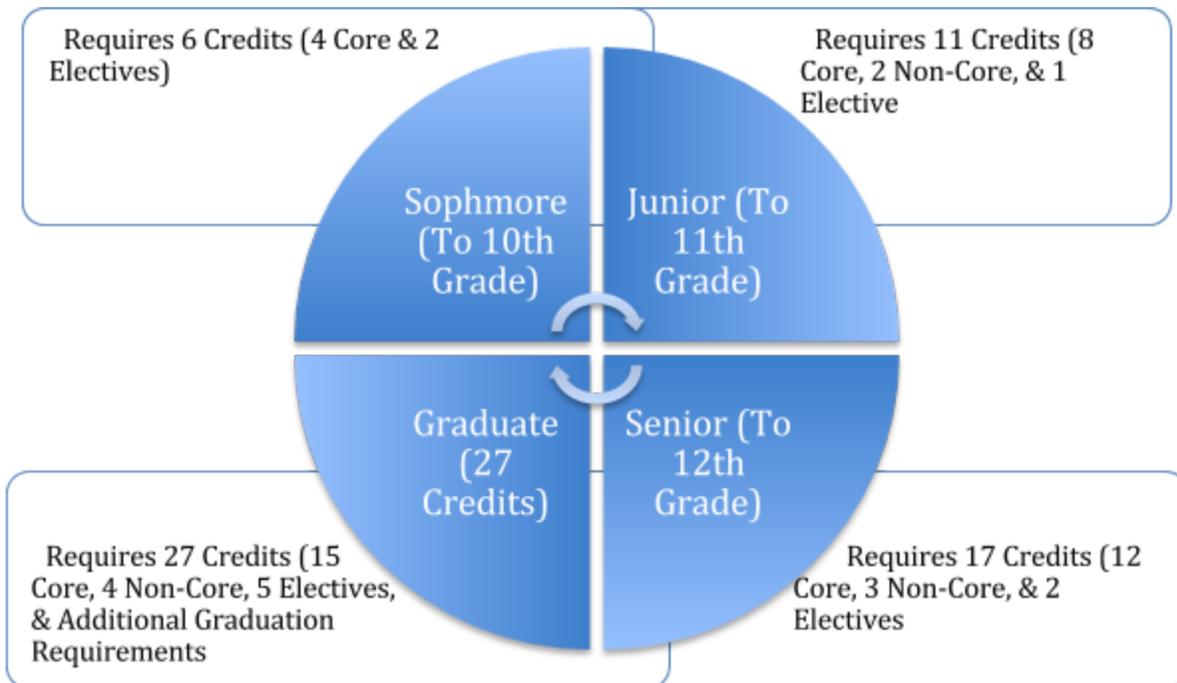
IICHHS holds its students to a high standard of excellence that is reflected in both the grading system and credit requirements. The credit requirements for promotion and graduation have been revised effective July 2014. The promotion and graduation requirements listed herein are for students entering the school in the ninth grade for the fall of 2014 and beyond. Note, however, that the previous graduation requirements are listed as a reference for students who enrolled during a previous school year. Students transferring into the school will be held to the promotion and graduation requirements of the class to which they are assigned.

IICHHS requires that students complete special projects and computer based study modules in addition to regular class work. The Administration reserves the right to retain students from promotion until ALL promotion requirements have been met.

Promotion status is included with the final Scholarship Report (report card) of each school year. The Academic Affairs Team will conduct Promotion Assessments during the first few weeks of the school year as students submit summer school transcripts. Students may request a Promotion Assessment at any time by completing and submitting a written request.

Students with insufficient credit distribution and accumulation profile will be responsible for satisfying the failed courses.

Credit distribution and accumulation for promotion purposes are detailed below.



Graduation Requirements:

Students are required to attain a minimum of 27 credits and successfully complete the additional graduation requirements in order to receive their high school diploma. The graduation requirements are as follows:

Core Courses	English	<i>4 credits</i>	English 1, 2, 3, 4
	Math	<i>4 credits</i>	Pre-Algebra, Algebra 1, Algebra 2, Geometry, Pre-Calculus, Statistics, Calculus
	Science	<i>4 credits</i>	Earth Science, Physical Science, Biology, Chemistry, Physics, Anatomy
	Social Studies	<i>4 credits</i>	African History, American History, World Cultures, Civics
	Language	<i>2 credits</i>	Spanish 1,2 OR French 1,2
	Health/PE	<i>2 credits</i>	Health AND Physical Education
	Humanities	<i>2 credits</i>	Rites of Passage 1, 1a, 2, 2b
Elective Courses	Electives (Select Any 5 credits)		Performing Arts, Culinary Arts, Medical Arts, Career Explorations, Dance, Technology, SAT Prep, Graphic Design, Home Economics, Communication, Business, Music Appreciation, Art, Psychology, Public Speaking, Capoeira, Intro to Peace & Conflict
Additional Graduation Requirements	<ul style="list-style-type: none"> ● Senior Multidisciplinary Project, <i>(Must receive a passing grade)</i> ● Completion of 3 Keystone Exams (Algebra 1, Biology, and Literature) ● 60 hours of community service ● Successful completion of African History 		

Graduating seniors are required to attend ***mandatory graduation rehearsals*** or risk not being able to participate in the commencement exercise.

Students who do not complete their internship during the designated internship period will have to complete this requirement through Credit Recovery in Summer School. In addition, students will not be permitted to participate in the commencement exercise.

Class Dues Policy:

Students in grades 11 and 12 will be responsible for class dues to cover the costs of grade related expenses. **Class dues are non-refundable.** The respective grade group will inform students and parents about the items that are covered by the class dues.

For graduating seniors, the class dues include the garb that is worn during the commencement exercise. Therefore, graduation attire will not be ordered unless a \$100 deposit is made. If payment has not been furnished in time for the order, the student will not be permitted to participate in the commencement exercise.

Imhotep Awarded Scholarships:

Students who receive Imhotep Awarded Scholarships must satisfy the following requirements to receive the funds:

- Provide a copy of the ID for the college/trade school the student is attending
- Provide a copy of the class roster for the college/trade school the student is attending

This information must be forwarded to Sister Michelle Wilson, Director of Post-Secondary Transition Program by December 31st of the graduating year or the funds will be returned to the scholarship account for future graduates.

Payments for Imhotep Awarded Scholarships will be processed within three weeks after the required documents are received and will be in the form of a check made payable to the graduate.

Credit Recovery Program:

Imhotep Institute Charter High School provides its students with an academic Credit Recovery Program for students who have failed a course or desire to improve their grade in a course that the student previously took. Students interested in participating in the program must pay the registration fee, complete 60 instructional hours, and maintain 90% attendance for scheduled classes. Credit Recovery is offered once during the fall, spring, and summer. Students can take a maximum of two courses during each of the sessions. However, students who need to register for Internship during the summer will not have this course counted towards the two-course maximum.

If a student fails the course or does not complete the course for any reason, **the registration fee is non-refundable.**

Student Supportive Services

The U.S. Congress enacted the reauthorization of the Individuals with Disabilities Education Act (IDEA) to insure that all children with disabilities receive a Free Appropriate Public Education (FAPE) designed to meet their unique needs in the least restrictive environment. In accordance with this law, Imhotep Institute Charter High School provides, without cost to parents, screenings and evaluations of all students thought to be eligible for services under the IDEA, and appropriate programs and services to all students identified as having a disability who are in need of specially designed instruction.

Programs and services are developed based on each child's identified area of disability and the need for specially designed instruction and related services.

IICHS offers a variety of educational supports in various settings. These supports include but are not limited to inclusion, resource room, Co-teaching and modified classes, depending on the need of the individual. In inclusive classes the special education teacher services the students with special needs within the general education classroom by helping them access the general education curriculum with success. Resource Room is used as a time for students to receive intense instruction in a small class setting around topics they are having difficulty comprehending. In addition, students work on mastering their IEP goals during this time. Co-teaching classrooms are led by one special education teacher and one general education teacher. These two teachers plan, deliver and monitor instruction as a team. Lastly, modified classes provide students with access to the general education math or English content their same grade peers are being exposed to but at a slower pace and smaller class size. Student IEP's are incorporated at every level of service.

IICHS provides the following related services for students as identified in their IEPs:

- Speech & Language Therapy
- Individual/Group Therapy
- Transportation
- Physical Therapy
- Occupational Therapy
- Audiology Services

The need for related services is based on the individual need of the student. When appropriate, additional related services outside of what is listed above are also options for students through our Special Education Department.

Special Education Department
215-438-4140 ext. 119

The Special Education Department will host three parent trainings throughout the year relating to topics centered on special education. Parents of students with special needs are encouraged to attend these training sessions, which are also open to the community. Childcare and transportation can be arranged by contacting your child's Case Manager or the Special Education Coordinator, Sister January Washington.

2016-2017 Parent Training Schedule:

Dates & Times
Friday, November 17, 2017 2:00pm
Tuesday, February 6, 2018 2:00pm
Friday, April 13, 2018 2:00pm

**Changes in dates will be communicated on our webpage*

Response to Instruction & Intervention (RtII)

RTII is a comprehensive, multi-tiered approach to identifying and assisting struggling learners (either academic or behavioral). This approach is implemented across all grade levels for all students and its major purpose is to identify and address students experiencing learning or behavioral difficulties and prevent failure. RtII also assists in improving student achievement.

The core characteristics of RTII include the following:

- All students receive high quality research-based instruction in the general education standards aligned system.
- All students are screened to determine academic and behavioral status against grade level benchmarks.
- All staff (general education teachers, special education teachers, Title I, ESL) assume an active role in student's assessment and instruction in the standards-aligned system.
- Continuous monitoring of student performance and use of this data is used to determine intervention effectiveness and drive instructional adjustments, and to identify/measure progress toward instructional and grade level goals.
- Student progress is benchmarked throughout the year to determine level or progress toward monitoring and assessing the fidelity of intervention implementation.
- Students receive increasingly intense levels of targeted scientifically, research-based interventions dependent on student needs.
- Parents are informed of their child's needs and progress at regular intervals.

Child Find Statement

Dear Parents,

Thank you making a decision to enroll your child in our educational program. Imhotep Institute Charter High School makes a sincere effort to ensure all students make meaningful progress in the general education curriculum and graduate from our high school. In support of this goal, we offer free additional supports and screenings to identify students who may need supplemental educational interventions to meet this expectation.

Our Child Find Process includes the following procedures:

- Yearly School Wide Academic Screenings
- Yearly Vision and Hearing Screenings
- Yearly Record Reviews for behavioral and disciplinary concerns
- Quarterly Benchmark Assessments
- Report Card Reviews, Teacher, Parent and Student Interviews
- Referral to RtII
- Referral for Special Education Evaluation

Based on student progress, the school-based team works with the parent to develop and implement appropriate educational and behavioral interventions at every level of the Child Find process which leads to the development of an individualized academic program.

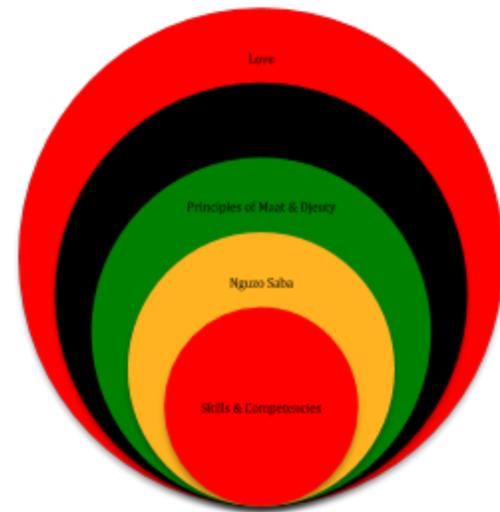
If you feel your child needs additional services, would like to request an evaluation for special education services, have questions related to your child's Individualized Education Program (IEP) or general special education concerns, please contact Sister January Washington, Special Education Coordinator via Email: janwashington@imhotepcharter.org or Phone: 215-438-4140 ext. 119

School Climate Philosophy

Imhotep Charter High School is committed to developing an affirming school environment where good instruction can occur. It is our belief that the key ingredient to accomplishing that goal in the presence of love. Without love, students will not believe in their facilitators. Without love, facilitators cannot see that our youth is our greatest resource. Without love, our school leadership cannot focus resources properly or work hard enough to assure our students are ready for the world. An environment where students, staff, parents, board members and the greater community are all committed to our students development into leaders of the world community.

Love: “Power without love is reckless and abusive, and love without power is sentimental and anemic. Power at its best is love implementing the demands of justice, and justice at its best is power correcting everything that stands against love.” The foundation of our work with children, families and with each other is that we ground all of our actions in love first. We endeavor to show one another deep empathy and express caring in all that we do. With this action orientation as the foundation, we believe that the spirit of our actions will more closely result in the kind of transformational experience that is a reflection of being a freedom school.

- **SBA to Heka:** Because of our deep love for children, the freedom movement, and our African ancestry, we engage in deep thought (SBA) to righteous action (HEKA) to deep thought to righteous action. This cycle of thinking and action allows us to be reflective activists in an effort to access personal and societal transformation.
- **Principles of Ma’at:** “Ma’at was the personification of the fundamental order of the universe, without which all creation would perish...The word Ma’at translates to ‘that which is straight.’ It implies anything that is true, ordered or balanced.” With a deep consideration of love and its impact on our motivations, mindset, and actions, we can then consider the principles of Ma’at.
- **Nguzi Nane:** The Nguzi Nane introduces and reaffirms the “communitarian values and practices, which strengthen and celebrate family, community, and culture.”¹ As an African centered school, we endeavor to embody these same values and inspire our students to do the same so that they see their responsibility not only to themselves but to their families, neighborhoods, communities, and the world. The Principles of Ma’at help us to more deeply and thoughtfully consider and work toward the various elements of the Nguzi Saba.
- **Skills and Competencies:** Through loving action, a consideration of Ma’atic principles, and a commitment to the Nguzi Nane, we can then ask ourselves, “What are the observable skills and competencies every African centered student needs to develop into leaders and healers of the world community?”



¹ “Fundamental Questions about Kwanzaa: An Interview.” <http://www.officialkwanzaawebsite.org/faq.shtml#3>

Positive Behavior Program:

Imhotep Charter is committed to recognizing and celebrating our students that practice Ma'at and the Nguzo Nane. In an effort to celebrate our youth, Imhotep Charter has adopted a school-wide positive behavior support program called Hero.

The HERO program tracks a number of categories that our school values. These positive categories include, but are limited to, positive behavior in class and in the community, and promoting a peaceful environment. When students are tracked for the positive categories, they receive positive points. However, points are subtracted when a student is late to class or school, cuts a class, displays poor behavior during libations, participates in violence, or receives a suspension. Monthly, students with the most points in each month are celebrated with various rewards.

Parents can access their child's HERO points by setting up an account and logging into their child's account on access.heropowered.com. Parents can also use Hero through their mobile device app. All student disciplinary reports are also located in the HERO system.

Dress Code

Students who do not dress appropriately will be subject to disciplinary action. Students are expected to be in dress code throughout the entire school day. School IDs are issued annually and are used for daily entry and other school functions.

Students are expected to adhere to the following uniform guidelines:

Brothers:

Black Bottoms
(Pants must be loose fit)
African Print Dashiki (*Preferred purchase at Imhotep Charter*)

Sisters:

Black Pants or Skirt or Jeans
(Pants must be loose fit; Skirts must be below the knee)
African Print Dashiki (*Preferred purchase at Imhotep Charter*)

The following clothing items are prohibited: hoodies, t-shirts, skirts with slits, short tops, shorts, night caps, scarves, hats, do-rags, bandanas, faded, ripped or frayed clothing, tight fitting clothing, plunging necklines, and shoes that are not fully enclosed (flip flops, sandals, clogs, etc.)

African print dashikis can be purchased at Imhotep Charter School. Students can purchase dashikis from other vendors; however, the school administration will determine whether the dashiki is African print. If the school administration considers the dashiki not African print, the student will be considered out of dress code. The uniform must be worn appropriately:

- Pants must be pulled to the waist and belted
- For warmth, solid colored shirts or turtlenecks may be worn underneath the dashiki
- Long skirts only
- Shirts cannot hang longer than the dashiki
- Hats are not allowed to be worn in the school building

Level II Dress Code Violations:

Level II Dress Code Violations are considered grossly inappropriate. Some examples of these offenses include the following:

- Not wearing a dashiki
- Wearing open-toe footwear or other shoes that are not fully enclosed

Level II Dress Code Violations are a disruption to class or pose a safety risk and will result in Saturday School being assigned. Imhotep may provide a long dashiki for a day for students that violate the dress code policy. If a student commits multiple Level II Dress Code Violations, he or she will be further disciplined.

Required Dress Code for Physical Education Classes:

During PE class, students must wear an Imhotep T-shirt and shorts or sweatpants and sneakers. Students are not allowed to wear this attire all day. After Physical Education class, students must change into the school uniform.

Student Identification Cards:

Student ID cards are a required piece of the dress code. Furthermore, it is required to participate in school related activities, receive transpasses, and document attendance, etc. The original card is free. If your ID card is lost or stolen, a \$5.00 fee will be charged for a replacement.

Restorative Justice/Practice Definition

“The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes in behavior when authorities do things *with* them, rather than *to* them or *for* them.” (Wachtel, 2000)

Restorative Justice/Practice is a practice and philosophy that brings **Maat** and the **Nguzo Nane** alive. All members of the Imhotep community have purpose and value that allows the community to be productive and function safely with order and in balance. The community becomes EVERYONE’S shared responsibility. The restorative process of responding to conflict and problems involves all participants in figuring out what happened, how it affected everyone and how to make things right - it centers on mutual obligations and responsibilities. This allows for relationship building and opportunity to express feelings through a fair process. The features of this community include: members experiencing a connection to a supportive environment, where they can achieve and succeed, where they can feel they have power to make decisions and be responsible for their lives, and where they feel they have a purpose and can contribute to their community. RJ/P is a practice of accountability that encourages each member of the community to take responsibility for their actions/behavior. It is the African proverb, “I am because we are, we are because I am - what I do to you I do to myself, I do to the whole community.”

Teachers and school administrators are expected to use restorative practices throughout the Imhotep community.

Resources:

Brendtro, L.K., Brokenleg, M., & Van Bockern, S. (2001). Reclaiming youth at risk. Our hope for the future (Rev.ed.). Bloomington, Indiana: National Educational Service.

Hilliard, A. G. (1998). SBA: The reawakening of the African mind. Gainesville, FL: Makare Publishing Company.

Wachtel, T., & McCold, P. (2000). Restorative justice in everyday life. In J. Braithwaite & H. Strang (Eds.), *Restorative justice in civil society* (pp. 117-125). New York: Cambridge University Press.

Pillars of Peace

As an African-centered institution, Imhotep aims to provide a peaceful environment. We are proud to offer a Pillars of Peace Program to provide a proactive method of conflict resolution. All members of the Imhotep community can request a mediation that will be facilitated by a trained mediator. The process is simple. A Pillars of Peace Referral Form must be completed and submitted to any Climate Staff Member. A formal mediation will be scheduled for all parties. Referrals for mediation can be completed by students, staff, and parents.

Students interested in being a trained mediator can apply to the Pillars of Peace Program. Students should see Brother Stan, our Pillars of Peace Coordinator, regarding the application process. Students who want to be a mediator must meet the following requirements:

- Must be passing the majority of his or her classes
- Must be able to attend the 5 day program training
- Receive a letter of recommendation from a staff member.
- Display good character (Iwe Pele)

Students selected to be mediators will receive a service learning elective credit. In cases where mediation needs to occur immediately, a mediator may be excused from class. The mediator has to make up any assignments they miss from their regularly scheduled class.

Student Code of Good Character (Iwe Pele)

Imhotep Charter High School is committed to developing an affirming school environment where good instruction can occur. It is our belief that the key ingredient to accomplishing that goal in the presence of love. Without love, students will not believe in their facilitators. Without love, facilitators cannot see that our youth is our greatest resource. To ensure that our children reach their potential, Imhotep must provide consistent guidelines for student behavior.

The Student Code of Good Character includes a Level System that categorizes infractions based on the level of severity.

Level One	
Infractions	Interventions
<ul style="list-style-type: none"> ● Disobeying school rules on off-site learning experiences ● Violating academic posture expectations ● Dress code violations (1 through 4) ● Violating extracurricular standards of behavior. ● Engaging in teasing, insults, name calling against other students (1st offense) ● Disrupting classroom instruction (1 through 3) ● Being tardy to school or class (1 through 5) ● Having or chewing gum in school ● Failure to follow instructions ● Displaying, using, or having CD/IPOD/MP3 players, head sets, electronic games, or any similar electronic device, that does not have an instructional purpose ● Displaying, using, or having a cellular phone, pager, or any similar electronic device ● Hair grooming 	<p>Interventions to these offenses include, but are not limited to:</p> <ul style="list-style-type: none"> ● Written warnings, ● 1 to 5 days of after school re-centering, confiscation of inappropriate items, ● Saturday school re-centering, ● Mandatory parent meetings, ● Extracurricular and off-site activities suspension, or written assignments. ● Mediation ● Grade group circle ● restorative assignment
Level Two	
Infractions	Interventions
<ul style="list-style-type: none"> ● Engaging in scholastic dishonesty, which includes, but not limited to, cheating, plagiarism, or unauthorized collaboration with another person in preparing written or digital work 	<p>Interventions to these offenses include, but are not limited to:</p> <ul style="list-style-type: none"> ● 3 to 5 days of re-centering, ● 1-4 weeks of daily reporting,

<ul style="list-style-type: none"> ● Being excessively tardy to school or class (multiple violations) ● Being truant, skipping school or cutting class ● Horse playing, play fighting, or other verbal or physical acts. (1st & 2nd offense) ● Engaging in conduct that is considered to be of a threatening nature, which includes, but is not limited to, verbal remarks, gestures, or other intimidating physical behaviors. (1st & 2nd offense) ● Multiple Disrupting classroom instructions violations ● Dress code violations (5 or more) ● Writing, publishing, or distributing unauthorized materials ● Violating computer use policies, rules, or agreements signed by the student and/or agreements signed by the student’s parent or guardian ● Unauthorized physical contact, pushing, shoving, or any form of hitting ● Engagement in gambling of any kind (1st offense) ● Failing to comply with directives given by school personnel, or school police ● Retaliation of any kind against another student ● Using profanity, lewd or vulgar language, or obscene gestures ● Engaging in verbal abuse or derogatory or offensive remarks addressed to others ● ● Behaving in any way that disrupts the school environment or educational process ● Refusing to give school staff a CD/IPOD/MP3 players, head sets, electronic games, or any similar electronic device once requested ● Inappropriate use of an electronic device (including but not limited to cameras, cell phone, etc.) ● Refusing to give school staff a cellular phone, pager, or any similar electronic device once requested ● Failure to follow an Administrator’s instructions ● Using classroom or school telephones without permission ● Violating Safety Instructions 	<ul style="list-style-type: none"> ● Mandatory parent meetings, or ● 1 to 3 days of suspension. ● 1 to 4 days of Saturday Restoration Program ● Mediation ● Parent visit to class ● Suspension from Extracurricular and off-site activities ● Written assignments ● Student Success Contract <p>Interventions may also include additional Level One interventions.</p>
Level Three	
Infractions	Interventions

<ul style="list-style-type: none"> ● Engaging in falsifying documents and forgery ● Stealing property of any kind ● Engaging in any conduct that can cause injury to another person or property. ● Bullying behaviors of any kind (1st offense) ● Sending or posting messages that are abusive, obscene, sexually oriented, threatening, or harassing ● Committing extortion, coercion, or blackmail. Forcing an individual to act through the use of force or threat of force ● Making ethnic, racial, or religious slurs. ● Defacing or damaging school property: Including textbooks, furniture, and other equipment ● Engaging in inappropriate sexual contact, including but not limited to, kissing, and touching ● Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device ● Attempting to fight ● Engaging in any conduct that constitutes sexual harassment whether that conduct is by word, gesture, or any other sexual conduct ● Possessing published or electronic materials, or using e-mail or websites at school that are designed to promote or encourage illegal behavior or could threaten school safety ● Using cell phones, cameras, MP3 players, iPods, or computers to record or distribute inappropriate photographs, video, audio, messages or conversations ● Engaging in conduct containing elements of assault as defined by the Pennsylvania Department of Education. ● Engaging in gambling of any kind (multiple offenses) ● Possessing tobacco products ● Using school supplies (pencils, pens, scissors, etc.) or any other sharp item as a weapon, or in a manner that threatens to inflict or actually inflicts bodily harm to another person ● Leaving school grounds or school sponsored events without permission ● Using profanity, vulgar language or obscene gestures towards staff 	<p>Interventions to these offenses include, but are not limited to:</p> <ul style="list-style-type: none"> ● 3 to 5 days of Ma’atic Development, ● 1 to 5 days of suspension, ● Student Success Contracts. ● Mediation ● Payment for items stolen or damaged ● Community Youth Court ● Suspension from Extracurricular and off-site activities ● Written assignments <p>Interventions may also include additional level 1 and level 2 interventions.</p>
Level Four	
Infractions	Interventions
<ul style="list-style-type: none"> ● Possessing ammunition 	<p>Interventions to these offenses include, but are not limited to:</p>

<ul style="list-style-type: none"> ● Possessing a weapon which is defined as any object that <i>can</i> be used to cause injury including, but not limited to: a knife/pocketknife, an electronic weapon/taser, gun, club, etc. ● Fighting ● Bringing outside people to school to fight ● Engaging in explicit sexual activity of any kind ● Distributing nonprescription or over the counter drugs ● Committing or assisting in a robbery or burglary ● Engaging in gambling of any kind (2nd /multiple offenses) ● Bullying behaviors of any kind (2nd/multiple offenses) ● Possessing or selling look-alike weapons, toy guns, or metal chains ● Engaging in deadly conduct ● Engaging in conduct punishable as a felony ● Committing an assault as defined by the Pennsylvania Department of Education ● Committing an indecent assault/indecent exposure ● Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense ● Sells, gives, or delivers to another person or possesses, uses, or is under the influence of an alcoholic beverage ● Encouraging or requesting others to come to school or off-site learning experience location with the intent to cause harm, intimidate, or threaten another person ● Motioning in a threatening manner, or assaulting a staff member or approved school visitor ● Engaging in conduct that contains the elements of retaliation against any school employee or volunteer on or off school grounds ● Possessing, using, giving, or selling drug paraphernalia ● Possessing or using a firearm, pellet gun, stun gun, or any other similar type air powered weapon ● Possessing mace or pepper spray ● Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device ● Smoking or distributing tobacco products ● Terroristic Threats ● Multiple level III offenses 	<ul style="list-style-type: none"> ● 10 days of Suspension and recommendation to the Imhotep School Board for Expulsion. <p>Interventions may also include additional level 1, level 2, and level 3 interventions.</p>
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Suspension Reinstatement, Mandatory Parent Meetings:

A parent or guardian must reinstate students who are suspended from school. The time of the reinstatement will be communicated on the suspension form. If the scheduled time, conflicts with the parent's availability, the parent must contact the Climate Team to reschedule.

Due Process:

In terms of our school, staff and its students, due process is the principle of treating all persons equally in accordance with the rules of Imhotep Charter High School. Simply stated, every student will be given the right to address any allegation brought against him/her in a forum designated by the school (i.e. meeting with the Director of Operations/ Dean of Students/Principal or climate staff designee). In the event that your child is involved in an incident at school that warrants an investigation, he or she will :

- Afforded an opportunity to present their side of the occurrence;
- Given all rights and opportunities to relate their side of the story if they are a victim.
- Provided with a copy of the Student Handbook for the current school year for their safekeeping and an additional copy will be provided if requested by a parent or guardian. (*Note that the handbook is also available on our website.*)
- Provided with written notice of any actions being considered against them for violation of school rules and regulations.
- Allowed to review any evidence and documentation regarding the allegation.

If the evidence and the subsequent investigation of the facts warrant disciplinary action against your child, they will be afforded an appeal of the action. Appeals must be submitted in writing within 3 school days to the Executive Manager/Principal or a staff member so designated by the Executive Manager/Principal. The Executive Manager/Principal reserves the right to amend all disciplinary actions as needed.

School Climate Intervention Meetings/Hearings

In response to multiple violations of the School Code of Good Character, Informal, Principal or Executive Manager Hearing may occur. As noted in the Discipline process diagram above, Informal hearing shall be conducted after an excessive number of level I and level II violations. The Climate Team shall call an informal hearing. The Principal's hearing shall occur when an excessive number of Level III violations has occurred. The Principal or Director of Operations will convene the Principal's hearing. The Principal's hearing may result in a suspension, restorative contract, a recommendation for an Executive Manager hearing or other interventions outlined in the Code of Character. The Executive Manager hearing is convened when a student is believed to have violated a level IV offense.

Discipline Procedures for Students with Disabilities:

Suspensions for Special Education students Identified as Intellectually Disabled:

Imhotep Institute Charter High School can only suspend students identified as Intellectually Disabled with either (a) written agreement of the parent or (b) in an emergency where the student represents a danger to him/herself or others and the written approval of the Office of Special Education of the Pennsylvania Department of Education.

Suspensions, Expulsion and Transfer for All Other Students with Disabilities:

Imhotep Institute Charter High School may suspend students with disabilities and cease educational services for up to 5 consecutive school days or 15 cumulative school days in one school year without providing special education procedural safeguards.

Imhotep Institute Charter High School will provide the following safeguards for students referred for expulsion, or suspension for more than 5 days, or for more than 15 cumulative days:

- Written notice to the parent/guardian of the recommended disciplinary action and the date of an Individualized Education Program meeting;
- A team shall convene a Manifestation Determination meeting within 24 hours of the misconduct with the parents having been invited;
- During the IEP meeting, the IEP team shall review the student's most current evaluation and the student's IEP and placement to determine whether the student's misconduct is related to the student's disability.

The misconduct is not related to the student's disability if (i) the current IEP was appropriate and implemented; and (ii) the Disability does not impair the student's ability to understand the consequences of his or her behavior and control his or her behavior.

If the student's behavior is not a manifestation of the Disability, school officials may apply the Uniform Discipline Code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended without providing appropriate educational services for more than five (5) consecutive or fifteen (15) cumulative school days in a school year. A NOREP must be issued with the results of this determination.

The IEP team shall review and revise, if necessary, the behavior intervention plan or, as necessary, complete a functional behavior assessment and intervention plan to address the misconduct; The IEP team shall determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.

The IEP team shall issue a NOREP with the results of the Manifestation Determination. If the student's behavior is a manifestation of the Disability, the student's placement may be changed to an appropriate

interim educational setting, only if the student carried a Weapon to school or a school function or knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function. If the parent requests a due process hearing, the Alternative Placement shall be limited to 45 days. ICHS may ask for an expedited hearing and request the hearing officer to order a 45 day interim placement if the student is substantially likely to cause injury to himself/herself or others. Students with disabilities, even if expelled, must be provided with a free and appropriate education (FAPE).

Expulsion Policy:

The expulsion policy at Imhotep Charter High begins with the Climate Office suspending a student for 10 days for a level VI violation of the Code of Character. At the time of the suspension, the family will be provided with a copy of Due Process Procedures so that the family is aware of their rights. In addition, the Climate team will set an informal meeting with the Executive Manager or [Managing Director](#), the student offender and the parent(s)/guardian(s) of the student offender. At the conclusion of that meeting, the Executive Manager will make a decision if a recommendation for expulsion should be made to the Imhotep Board of Directors. If a recommendation for expulsion is made by the Executive Manager, a Board of Directors' hearing officer will be assigned to hear the case of the student offender. The case will be heard at an expulsion hearing. The student offender will be allowed to have legal counsel present if desired. At the conclusion of the expulsion hearing, the hearing officer of the Board Directors will make a decision. At the next Board of Directors meeting, the full board will vote on the decision of the hearing officer.

Searches by School Officials:

School officials have the right to search a student's person and/or personal belongings when it is in the interest of the overall safety and welfare of the school, when there is reasonable suspicion that the student is in possession of material, which violates school policy.

School Police:

Please sign-in at the security desk or main office when entering the building. Parents and visitors will be given a visitor's pass for an approved destination. School Police and climate staff have been directed to stop everyone without a pass. Parents/visitors found within the building without a pass risk being charged with trespassing.

Hall Passes:

To travel throughout the building, students must have a signed official pass from an authorized person. Failure to present an elder with a signed official pass during instructional time will result in disciplinary interventions.

Theft:

Theft of school or personal property will result in suspension from school. Depending on the offense, restitution, police notification, and possible expulsion may result. Students who are victims of theft of personal or school property should report their loss to the Climate Office immediately.

Photographing or Filming Students:

There are often opportunities for media coverage of school events and classroom activities. Students may be in classrooms where video or pictures are being taken. These photographs may be placed in the city or neighborhood newspaper, our school newsletters, or on our website. We will make every reasonable effort to seek permission to use these images.

No persons can film Imhotep Staff or students without written permission from the administration.

If a parent/guardian does not want the photographing or filming of their child, please make that notification on the school's photo release form, otherwise the child's photo may be used.

Bullying Policy:

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The actions include making threats, spreading rumors, attacking someone physically or verbally, or excluding someone from a group on purpose.

All staff members are responsible to report any behaviors considered to be bullying. Staff members are to report bullying to the Climate Office by filling out a discipline report indicating the victim and offender of the bullying behaviors. Students who feel they are being bullied have multiple ways to report bullying. The student can report it to The Climate Office, School Police, or any School Administrator. Students can also report bullying to the school counselor. If the student is uncomfortable reporting the behavior, he or she can fill out a mediation form and submit it to the climate office or the Pillars of Peace Coordinator.

Bullying is a Level 3-offense at Imhotep Charter High School. The Climate Office, School Counselor or any School Administrator will contact both parents of the victim and offender. Multiple violations of bullying will result in a 10-day suspension and a recommendation for expulsion from school.

Academic Posture:

Academic posture describes the observable behaviors that remind students to be attentive and ready learners. When students are employing the academic posture behaviors it conveys to the facilitator that students are alert and actively listening. Hence, the student's ability to pay attention is maximized.

Imhotep students are expected to be in academic posture during instructional time. Both feet on the floor, head held high and unsupported, hands visible on top of desk or table, with a pen, pencil and or book. Violations of the academic posture policy will be subject to level I interventions.

Good Speech - Mdw Nfr (No Profanity):

Students are expected to use good speech at all times. An educational environment is a sacred space therefore profane language is prohibited at Imhotep Charter High School. Parents will be notified if a student uses profanity. Additional interventions may also be assigned. The initial violation is a level II offense. Multiple violations of the profanity policy are level III violations of the handbook. Any use of profanity directed at personnel is also a level III violation.

Cell Phone/Mobile Device Policy:

Students may not make a phone call, text, or instant message using their mobile device at any time during the defined school day. If there is an emergency, students must come to the Main Office and ask to call a parent from the office.

Violations to the **cell phone/mobile device policy** will result in the student's phone being confiscated. Once a phone is confiscated, it will be returned to the student after school. To allow for adequate school coverage for dismissal, the return time for cell phones will be 4:00pm. The student will be written up for a cell phone violation by the staff member who hears or sees the cell phone. A parent can also pick up a cell phone for their child. Parent pickup times are 10am to 12 noon, and 4:00pm. to 5:00pm. If a parent or student comes in to retrieve a confiscated phone outside of the defined pickup times, a school official will note the student or parent's attempt and the School Climate Office will distribute the phone directly to the student the next time the phone is requested.

If the child does not give the mobile device to the staff member that asked for it, he/she will be subject to disciplinary actions.

Dress Down Day Policy:

On occasion, Imhotep will offer its students an opportunity to participate in a Dress Down Day as a fundraising opportunity for various grade groups, clubs, or teams. As a reminder, students must have their ID at all times. Students who elect to participate will be charged a \$2.00 fee. The following guidelines/policy have been established to ensure that the attire that is worn during Dress Down Day does not impede the learning environment:

1. Hats and hoods are not permitted in the school building.
2. Students must refrain from wearing open toe shoes and heels.
3. Tops and bottoms must not be tight-fitting.

4. Miniskirts, mini shorts, sleeveless or see through articles, cutout bottoms, sagging pants and attire that exposes midriff or cleavage are prohibited.
5. Articles of clothing cannot contain vulgar or obscene designs.

School administrators reserve the right to determine whether a student's Dress Down Day attire violates the Dress Down Day policy. Violators will be given the opportunity to change articles of clothing that are found to be inappropriate and in violation of the policy. In some cases, when a student does not have access to a change of clothing, the parent/guardian will be notified and the student will be sent home to change.

Responsible Use Guidelines

Nia/Purpose:

Imhotep Institute Charter High School uses instructional technology as one way of enhancing its mission to teach the skills, knowledge and behaviors students will need as responsible citizens in the global community. Students learn collaboration, communication, creativity and critical thinking in a variety of ways throughout the school day. In an effort to increase access to these 21st Century skills, ICHS will allow personal devices on our network and school grounds for students who follow the responsibilities stated in the Acceptable Use Policy and the attached guidelines regarding B.Y.O.D.

Imhotep Institute Charter High School strives to provide appropriate and adequate technology to support instructional purposes. The use of personal devices by students is optional, and students who do not participate in B.Y.O.D. will not be penalized and alternate modes of participation will be made available when possible.

An important component of B.Y.O.D. will be education about appropriate online behaviors. We will review cyber-safety rules with students frequently throughout the course of the school year and will offer reminders and reinforcement about safe online behaviors. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices. The use of technology is not a necessity but a privilege. When abused, privileges will be taken away.

Device Types:

For the purpose of this program, the word “devices” will include: laptops, netbooks, iPods, iPads, tablets, and e-Readers. Please note that Nintendo DS (and/or other gaming devices with internet access) is not permissible at this time.

Guidelines:

- Students participating in B.Y.O.D. must adhere to the Student Code of Conduct, Student Handbook, Acceptable Use Policy and all Board Policies.
- Each teacher has the discretion to allow and regulate the use of personal devices in the classroom.
- Approved devices must be in silent mode while on school campus, unless otherwise allowed by a teacher. Headphones may **ONLY** be used in class and will be provided by the school.
- Devices may **NOT** be used to make personal phone calls or text.
- Students may not use devices to record, transmit, or post photographic images or video of a person or persons on campus during school hours or during school activities, unless otherwise allowed by a teacher or school administrator.

Students acknowledge that:

- The school's network filters will be applied to a device's connection to the Internet and any attempt to bypass the network filters is prohibited.
- Imhotep Institute Charter High School is authorized to collect and examine any device that is suspected of causing technology problems or was the source of an attack or virus infection.
- Bringing a device on premises that infects the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information.
- Processing or accessing information on school property related to "hacking." Altering or bypassing network security policies.
- Students should be aware that devices are subject to search by school administrators if the device is suspected of a violation of the student code of conduct. If the device is locked or password protected the student will be required to unlock the device at the request of a school administrator.

Lost, Stolen, or Damaged Devices:

Each user is responsible for his/her own device and should use it responsibly and appropriately. Imhotep Institute Charter High School takes no responsibility for stolen, lost, or damaged devices, including lost or corrupted data on those devices. While school employees will help students identify how to keep personal devices secure, students will have the final responsibility for securing their personal devices.

Please check with your homeowner's policy regarding coverage of personal electronic devices, as many insurance policies can cover loss or damage.

Network Considerations:

IICHS does not guarantee connectivity or the quality of the connection with personal devices. Imhotep Institute Charter High School IT department is not responsible for maintaining or troubleshooting student technology devices.

Students are encouraged to participate in extracurricular activities. These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education.

Extracurricular Activities Policy:

Students must be in good academic standing to participate in extracurricular activities. Students who have more than one “F” is ineligible to participate. Students with unsatisfactory behavior will also be dropped from their activity. In addition, the following conditions will also render a student ineligible to participate in extracurricular activities:

- Students who fail more than one core class during their season of competition will not be eligible until the next report card is issued.
- Students who accumulate 10 unlawful absences are ineligible to participate in extracurricular activities for the remainder of the school year.
- Students with multiple level 2 and/or level 3 infractions will be deemed ineligible until the student’s behavior improves. The School’s Administrative Team will enforce this criteria.
- Students that are placed on Student Success contracts will be ineligible for extracurricular activities.

To remain in good standing with an activity, student academic progress will be reviewed bi-weekly. If a student is not in good standing during a review, he/she is ineligible until an academic report of good standing is received. If the student’s standing does not improve, he/she is ineligible until the student receives a good weekly report.

Bringing Outside Guests to School Activities:

All Imhotep Institute Charter High School students who wish to invite a non-Imhotep Institute Charter High School student to a dance, prom, or other social activity are required to pre-register that individual. Only Imhotep students in good standing may invite a non-Imhotep guest. All students and guests are required to be familiar with the policies, guidelines, and rules for dances, proms, and other school activities and agree to abide by those expectations as well as obey the law. Imhotep Institute Charter High School’s policy prohibits the possession, use, or attendance while under the influence of drugs, alcohol, or other controlled substance, including tobacco. All students and guests are expected to enjoy the social activity and comply with all school regulations.

Students who wish to bring an outside guest to an ICHS sponsored event such as a dance or prom, must submit a completed Guest Permission Form at least one week prior to the event and before tickets are purchased. Forms are available on our website, in the main office, and from the counselor.

Heshema (Respect) Clause

Students in activities should always display Heshema (*Respect*) for him or herself, their families, their peers, interscholastic competitors and fans, their teachers and other community elders and our greater school community. Students that violate this principle of Imhotep will be deemed ineligible for activities for an assigned period of time. The school administration will investigate and set penalties as it relates to violations towards our Heshema Clause.

The following list contains some of the extra-curricular activities and clubs currently available. Please note that additional activities and clubs might be added to the list throughout the school year.

Extra-Curricular Activities		
Activities & Clubs	<ul style="list-style-type: none"> ● JAAMA Program ● COYAL (Council of Young Afrikan Leaders) Student Government ● Choir ● Afrikan drumming ● Afrikan and modern dance ● Mock Trial Team ● Young Scientist Club ● Yearbook Club ● STEM Club ● Pillars of Peace 	<p>Students interested in any activities & clubs should contact Sister Michelle Wilson for additional information.</p> <p>Email: rwilson@imhotepcharter.org</p>
Athletics	<ul style="list-style-type: none"> ● Indoor Track and Field (winter) ● Track and Field (spring) ● Football (fall) ● Spirit Team/Cheerleading (fall & winter) ● Boys Basketball (winter) ● Girls Basketball (winter) 	<p>Students interested in athletics should contact Brother Andre Noble. All student-athletes must complete a PIAA comprehensive physical form. All transfer students interested in an athletic team must turn in a transfer waiver form completed prior to participation. The transfer waiver form will be submitted to our Athletic Director. Students are not eligible to participate until the PIAA transfer process is completed.</p>

		Email: anoble@imhotepcharter.org
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Class Schedule

My Class Schedule		
Period	Teacher	Room Number
1 st		
2 nd		
3 rd		
4 th		
5 th		
6 th		
7 th		
8 th		

Important Websites

- Schoology (imhotepcharter.schoology.com)
- PowerSchool (imhotepcharter.powerschool.com)
- Study Island (www.studyisland.com)
- Turn-it-in (www.turnitin.com)
- HERO (access.heropowered.com)
- Imhotep (www.imhotephighschool.com)
- A's for J's (<http://www.as4js.com>)

This Book Belongs To