



PEP PROGRAM
Providing Educational Possibilities

**PEP PROGRAM
PARTICIPATION
HANDBOOK**

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PEP PROGRAM PARTICIPATION HANDBOOK

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PEP PROGRAM PARTICIPATION HANDBOOK

Dear PEP Families,

Welcome to another exciting school year at The PEP Program!

My name is Martha Sayre and I will be the Interim Executive Director, while the Board of Trustees looks for a new Executive Director. I have been on the board for five years and have worked with many of your children at the PEP house. I look forward to continuing to work with you all.

At PEP, you are all a part of an exceptional community of people who are dedicated to providing the best possible support for each student and assisting them in their development towards becoming successful students and productive adults.

This Participation Handbook will acquaint all families – new and returning – with the many services we provide here at PEP. As you read through these pages, you will see descriptions of the policies, programs, and financial assistance available to our families. You will also see our parent and student expectations and disciplinary policy, which provide guidelines for the responsibilities and expected behaviors of all PEP parents and students. I encourage you to become familiar with the information in the Participation Handbook and make use of it over the course of the year.

Since The PEP Program first opened its doors in 1996, we have strived to help all our students reach their fullest potential. PEP has always been more than just a program; it is a family. I look forward to another successful year!

Regards,

Martha Sayre

Interim Executive Director

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PEP PROGRAM BOARD OF TRUSTEES

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Carol Welsh, Sponsor Trustee
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Mission Statement

The PEP Program increases opportunity for a select group of motivated Summit Public School students with demonstrated financial need. We provide comprehensive academic, social, and emotional support, ensuring that participants accomplish a post-secondary education and become productive adults.

Vision

The PEP Program seeks to assure every child a genuine opportunity to realize his or her full potential and to become a proud and productive citizen. PEP's promise of financial assistance towards obtaining a degree, professional certification, or licensing is a means to that end - not the end in itself.

Guiding Principles

The PEP Program has firm beliefs about the importance of education and the significance of family, school, and peer support. The program is therefore based on the following guiding principles:

- PEP believes that every child deserves the opportunity to fulfill his or her potential.
- PEP believes that no child should be denied educational opportunities because of financial resources.
- PEP believes that children can develop character through high expectations, role models, and service to the community.
- PEP believes that every child deserves a positive, nurturing, and structured support system.
- PEP believes that with support, children can and should set high goals and strive for excellence in their personal and academic lives.
- PEP believes that personal values such as pride, respect, responsibility, integrity, determination, discipline, and excellence, motivate children to stay in school and inspire hopes for fulfilling careers.
- PEP also believes strongly in the value of each child helping other children in the program and contributing to the community at large. These values are fostered by PEP's concept of building a long-term relationship with each child, beginning at an early age.

PROGRAM OVERVIEW

Academic Support

The PEP Program is designed to help students achieve academic success at the middle and high school levels while developing the skills, habits, and knowledge to prepare them for the rigors of college and beyond.

PEP students receive a solid academic foundation plus assistance in those areas where they might require additional help. Through a combination of group instruction, one-on-one tutoring, concentrated individual study, and peer-to-peer learning, students are immersed in an educational environment that puts them on track for college entrance and success, and instills the confidence that comes with academic achievement.

The academic benefits PEP students will receive include but are not limited to:

- An emphasis on strengthening academic foundations (focusing on math and reading)
- Assistance in assignment completion and with long-term academic projects
- Test preparation
- Development of executive functioning skills (e.g. time management and organization)
- Access to laptops, printers, textbooks, and other school supplies
- Individualized academic coaching that supports each student's strengths and goals

Academic Coaching

To help the PEP students develop the necessary academic, study, and executive functioning skills needed to be successful in school, college, and beyond, each student at PEP is assigned an academic coach who will provide individualized instruction and support. The academic coach will meet with each assigned student once per week for "check-ins" to examine each student's learning styles, habits of working, and current difficulties or barriers to success. Then together (the academic coach and the student) will develop a plan to address any areas of concern and strengthen each student's skill set.

Each academic coach will also meet with their assigned PEP students individually to help them set clearly defined academic goals for each quarter. By having clearly defined and measurable goals, students can track their progress and take pride in accomplishing their goals. The process of goal setting gives students short term motivation as well as long term vision. Each student will complete a goals worksheet and a copy will be given to the student and to PEP. At the end of each quarter, the Academic Coaches will meet with each assigned student to discuss whether the student did or did not meet his/her goals and what improvements can be made in the future if necessary.

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Enrichment and Extra-Curricular Activities

The PEP Program believes that a well-rounded education entails more than just academics. We provide a variety of cultural, artistic, and career-minded activities and experiences that build student interest in a variety of areas, and illustrate how students can apply their academic knowledge and skills in actual professions. Participation in these activities excites students about opportunities around them and helps them consider multiple approaches to achieving their goals. Coupled with a strong academic framework, these experiences provide inspiration for success in college, career, and life.

Community Service

In addition to a strong academic foundation, the PEP Program looks to instill in its student's character, leadership, and civic responsibility. To this end, PEP students are annually required to complete community service hours. The PEP Program maintains relationships with many local organizations through which students can meet their community service obligation. While working in these environments, PEP students hone traits such as selflessness, empathy, and a sense that they can contribute to the overall good of their community.

College and Career Readiness

At PEP, we strive to provide students with access to education and skill development that will lead to greater participation in post-secondary studies and increased opportunities for employment. To support our students on their journey, the PEP Program staff serves as a resource to the students as they transition from high school to college and/or other post-secondary opportunities. Beginning in the 8th grade, PEP staff and volunteers work closely with the students so that when they enter their senior year, they are confident and prepared for life after graduation from Summit High School. The goal of the College and Career Readiness Program is to help every student visualize themselves beyond high school. We work to instill in them the desire to achieve a post-secondary education and to understand what that will mean for their lives, while helping them prepare for every step of that process.

Throughout the students' high school years, The PEP Program partners with the guidance department and families to:

- Provide counseling to students to find a certificate, diploma or degree program that best meets their interests, skills, knowledge and abilities
- Assist with SAT preparation, personal statement/essay, college visits, college and scholarship applications, and financial aid documents

During their junior year of high school, the staff will work closely with college bound students. It is recommended that they adhere to the following college application timeline.

PEP PROGRAM PARTICIPATION HANDBOOK

JUNIOR YEAR

WINTER

- Attend PEP sponsored SAT Preparation Classes (January – May)
- Register for May SAT test – (by February 1)
- Attend SHS Junior Family Meeting - Please give Ms. Horn the date once scheduled (by March 1)

SPRING

- Attend the PEP Sponsored College Tour (TBD)
- Request Teacher Recommendations (by May 1)
- Take May SAT
- Research Scholarships and Applications

SENIOR YEAR

JUNE

- Register for 2nd SAT Test (if applicable)

JULY

- Complete Counselor Brag Sheet (by July 1)
- Complete Teacher Brag Sheet (by July 1)
- Complete Activity Checklist (by July 1)
- Request Teacher Recommendations in Naviance (by July 1)
- Complete Parent/Guardian Authorization Form (by July 1)
- Create Common Application Account (by July 15)
- Create College List in Naviance (by July 15)

AUGUST

- Link Common Application with Naviance (August 1)
- Complete Profile Section of Common Application (August 1)
- Complete Family & Education Section of Common Application (by August 4)
- Complete Testing & Activities Section of Common Application (by August 9)
- Begin Supplemental Essays of Common Application (by August 15)
- Review list and Applications with Ms. Horn (by August 15)
- Attend SAT Refresher Course (if applicable)
- Attend PEP College Essay Writing Workshop (TBD)

SEPTEMBER

- Review list with Ms. Grill (by September 1)
- Update Resume (by September 15)
- Complete Transcript Request (by September 15)

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OCTOBER

- College Essay and Supplementals Completed and Approved by Tutor (by October 1)

NOVEMBER

- Complete All College Applications (by November 30)

DECEMBER

- Family Meeting to Complete FAFSA with Ms. Horn (TBD)
- Complete CSS Profile (TBD)

WINTER

- Apply for New Jersey Educational Opportunity Fund (EOF) and complete all required steps for enrollment (December – May)
- Scholarship Research and Applications - MUST APPLY TO A MINIMUM OF 5 (December - May)

SPRING

- Review financial aid packages with Ms. Horn (by April 15)
- Notify PEP of final post-secondary option decision (by May 1)

College Testing and Application Fees

There are times throughout high school when students have tests and applications that they must complete for their post-secondary planning. Students should adhere to the following procedures when planning for the following:

- **SAT and SAT Subject Testing Fees**

Every year the PEP Program will require that all 11th grade students participate in a SAT preparation course and take the SAT at the end of the course. PEP will help students register and pay for them to take up to 2 SAT and 2 SAT Subject tests while in high school. However, students must first speak with their guidance counselor to determine if they are eligible for a fee waiver. Students must register for the SAT by the regular registration deadline or a late fee will be incurred, and the parent will be responsible for paying the cost of the late fee.

- **AP Exam Fees**

Students that are in advanced placement courses in high school are encouraged to take AP exams as recommended by their guidance counselor. Students must check with the high school's AP coordinator to determine if they are eligible to take the exam for a reduced fee. PEP will pay the applicable AP Exam fees.

- **Post-Secondary Application Fees**

PEP will pay for up to four (4) post-secondary applications during a student's senior year. Students should check with their guidance counselor to see if they are eligible for fee waivers at each institution prior to requesting assistance from PEP.

Social and Emotional Support

As students transition into young adults, academic pressures and complex social dynamics create obstacles and challenges that offer important growth opportunities.

The PEP Program believes that students should be equipped with knowledge and skills to help them to make choices that will benefit their overall development and well-being. Social and emotional skills are essential to becoming a successful student, a capable citizen, and a well-adjusted adult. We provide a social-emotional learning curriculum designed to assist students in developing attitudes and behaviors that encourage emotion regulation, goal setting, positive relationships, and responsible decision making.

Overall we strive to strengthen a student's sense of self, foster a growth mindset, and encourage their confidence in navigating their unique path toward becoming a productive adult.

Students will meet with the behavioral coordinator for scheduled grade specific social-emotional learning sessions. The behavioral coordinator will also meet with students individually as needed to offer increased support, encourage social and emotional skill development, and identify student concerns in need of further attention.

GENERAL PROGRAM POLICIES

Attendance Policy

PEP operates four days a week from 3:15pm - 5:15pm for 7th and 8th grade students, two days a week from 3:15pm – 5:15pm for 9th grade students, and two days a week from 5:30pm - 7:15pm for 10th, 11th, and 12th grade students. Students must be in attendance a minimum of 75% of their required days. Parents must call PEP no later than 3:00pm and notify staff on days that a student will either be absent or late. When a student is involved in extracurricular activities it is the family's responsibility to notify the staff in advance and provide a copy of the schedule. It will not be sufficient to say that the coach didn't give you a schedule.

PEP students and PEP parents are expected to be at all mandatory activities. If a student or parent is unable to attend a mandatory event, the parent is expected to contact PEP as soon as possible regarding the absence. On days when school is not in session or there are scheduled half days, PEP may schedule mandatory enrichment opportunities for the students. Some enrichment activities may take place on a Friday after school or over the weekend. PEP students need to be available to attend these events.

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Community Service Policy

Part of PEP's mission is to prepare students to become socially conscious citizens. In an effort to meet our mission PEP mandates a community service requirement for our students. The PEP staff will organize group community service projects throughout the school year to foster the goal of being active members of the greater community. In addition to the mandatory group projects, each student is to complete their individual hours as a requirement of PEP. Individual hours must be completed between July 1 and June 30 and cannot be performed during required PEP or school times. All hours must be completed in order to maintain membership in the PEP Program.

- Middle school students must complete a total of twenty (20) community service hours.
- High school students must complete a total of thirty (30) community service hours.

Community service hours must be completed through PEP approved activities. All hours must be recorded on the PEP Community Service Log and submitted to the PEP staff by the monthly due date. Falsifying community service logs is completely unacceptable and will be met with loss of credit for community service hours already completed and disciplinary consequences.

Failure to complete the above community service hours by June 30 will result in the student having to complete their missing hours plus an additional 10 hours for middle school students or an additional 15 hours for high school students by August 31. If by August 31, the hours are not completed, the student will be dismissed.

For the following school year, the student will be on probation and not in good standing with PEP. Failure to complete the community service requirement for the following school year will result in the student being dismissed. Graduating high school seniors will receive a separate penalty as outlined in the Annual Participation Evaluation Section on page 22.

Communication Policy

At PEP, we believe that it is important to work as a team with parents and students and that clear communication between the PEP Program, parents, and students is important to help everyone benefit as much as possible from their time here. PEP will communicate with parents in a variety of ways including phone calls, emails, and Remind (a text messaging service used to contact parents and students) with important information. Parents will be required to sign up to receive text messages from Remind as part of their participation in the program. Both parents and students will be expected to check for voicemails, emails, and Remind messages from PEP on a regular basis and respond promptly. Parents and students can also visit the PEP Website for important information as well. This continual collaboration is essential in developing the full potential of each student.

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Participation Status Policy

While participating in the PEP Program, it is important that students maintain a good standing within the program. To do this, students must adhere to all of the policies and expectations, and fulfill all requirements of the PEP Program. Failure to do so may result in the temporary loss of a student's good standing status. Students who are not in good standing may be subject to dismissal from PEP. Students are considered in good standing with the PEP Program unless otherwise communicated.

Conduct Policy

Student behavior always reflects upon the PEP Program, be it in the PEP House, the school, the community, on a college campus, or at any PEP-related event be it in-person or virtual. Students are expected to exhibit behavior that is respectful of others and themselves while at school and at PEP.

While at PEP or at any PEP-related activity, students are expected to adhere to the following:

- If a PEP staff member or a PEP tutor view a student using any technological or cellular device in an unacceptable manner, such as tampering with the hardware or software of the PEP laptops and internet, texting, playing games, viewing or downloading any videos or images that are obscene, vulgar, sexually explicit, racist, or otherwise inappropriate, etc., the device will be confiscated and technology privileges at PEP may be restricted or revoked. Personal devices will not be returned to the student until his/her parent/guardian comes in to claim it.
- Students are expected to be honest and complete their own academic work. No form of cheating is acceptable. Cheating includes, but is not limited to stealing, copying homework or other assignments, or providing answers on any quiz, exam, report or essay; changing grades wherever they are recorded; using a calculator or other electronic device to store data or graphics for a test; stealing another student's work and passing it off as your own; or copying text without documentation from any published or Internet source. If an incident of academic dishonesty is reported, students may face disciplinary actions as determined by the Executive Director.
- Insubordination is defined as a willful failure to respond to or carry out a reasonable directive by PEP staff, tutors, and volunteers. Students must cooperate with and respect adults at PEP at all times. Lack of respect for staff, tutors, and volunteers will not be tolerated, nor will behavior detrimental to the learning of others. Students are expected to comply with all adult directives. A student who believes that he/she has been treated unfairly may bring a grievance to the Executive Director.
- Violent behavior or speech, whether directed at a person or upon a person, or on PEP or personal property, will not be tolerated in any way.

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- Willful destruction of PEP property or the property of another student will not be tolerated. Students who destroy or deface PEP property will be disciplined accordingly.
- Harassment, intimidation, and bullying is against the law and will not be tolerated by PEP. No student shall be discriminated against or harassed or bullied on the basis of race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, or a mental, physical, or sensory disability or by any other distinguishing characteristic. Everyone is encouraged to report any incident of harassment, intimidation, or bullying at PEP or any PEP-related event to the Executive Director.
- Sexual harassment is against the law and will not be tolerated by PEP. The PEP Program explicitly forbids any conduct or expression that may be construed as the sexual harassment of any member of the PEP community by any student, employee, or volunteer. Sexual harassment includes all sexual advances or suggestions, requests for sexual favors, wearing of clothing bearing slogans that are sexually offensive or demeaning in their innuendo, and verbal or physical contacts of a sexual nature whenever such conduct has the purpose or effect of intimidation or tends to create an intimidating, hostile, or offensive educational environment. Everyone is encouraged to report any incident of sexual harassment at PEP or any PEP-related event to the Executive Director.
- The use, possession, or exchange of any weapon while at the PEP House or at any PEP-related event is strictly prohibited. "Weapon" includes, but is not limited to, all firearms, knives, chains, airsoft/paintball guns, box cutters, dangerous instruments intended to inflict harm, components that can be readily assembled into a weapon, explosive devices, imitation firearms and anything readily capable of causing lethal harm or inflicting serious injury.
- The use, possession, distribution and/or being under the influence of alcoholic beverages, controlled substances, anabolic steroids, e-cigarettes, or over-the-counter and prescription medications which are improperly used to cause such intoxication, inebriation, etc. is strictly prohibited while at the PEP House or at any PEP-related event. Possession of any drug paraphernalia is also prohibited.

ACADEMIC POLICIES

All students are expected to have no individual class grade lower than a "70" and a quarterly average of an "80" or higher on their report card. Students who achieve an 85% average or higher on their report cards earned the privilege of attending the "Rewards Trip" for that quarter.

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Academic Intervention Policy

If a student has a "69" or below in any subject on his/her report card **OR** his/her quarterly average is below an "80.0," he/she is considered on academic intervention with PEP. As a result, a student who is on academic intervention must adhere to the following:

- The student and her/his parent(s)/guardian(s) must meet with the Academic Review Committee to discuss her/his status in the program.
- The Director of Academics will explain to the student and his/her family the process for academic coaching in which the student will meet with an academic coach at PEP twice per week during his/her scheduled time at PEP.
- The student and his/her family will sign and follow the terms laid out in the Academic Improvement Plan for Students on Academic Intervention.

Academic Probation Policy

If a student has a "F" in any subject on his/her report card **OR** his/her quarterly average is below a "75," he/she is on probation with PEP. In order to continue to participate in the PEP Program, a student who is on probation must adhere to the following:

- The student and her/his parent(s)/guardian(s) must meet with the Academic Review Committee to discuss her/his status in the program.
- The Director of Academics will explain to the student and his/her family the process for the student to follow to receive extra help from the school and the paperwork to present to the teacher of the subject in which the child is experiencing difficulty.
- The student will have to meet with an academic coach at PEP twice per week during his/her scheduled time at PEP.
- The student is not allowed to participate in extracurricular activities without PEP approval.
- High School students on probation must attend PEP three (3) days a week.
- Middle School students are required to attend PEP four (4) days a week.
- The student and his/her family will sign and follow the terms laid out in the Academic Improvement Plan for Students on Academic Probation.

High School Grade Point Average Policy

In high school, a student's Grade Point Average (GPA) plays an important role in the college application process. Achieving a high GPA in high school indicates to college admissions officers that the applicant can handle the academic rigor and workload required to be successful in college. As a college access program, PEP is designed to help students to maintain the highest GPA possible. The GPA of each PEP high school student will be assessed at the end of the school year as part of their annual participation evaluation as outlined on page 20 of the Participation Handbook. As a result, students who are unable to maintain a cumulative GPA of 2.75 or higher may be subject to dismissal.

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SUMMER PROGRAMMING POLICIES

Summer Enrichment Program Policy

Over the summer, PEP will conduct an academic enrichment program for students rising into grades seven (7), eight (8), and nine (9). This is a mandatory program designed to keep students' minds active over the summer so that students feel confident and ready to continue learning when they return to school in the fall. The Summer Enrichment Program typically runs from the end of June through the month of July and is held at the PEP House.

Additionally, PEP will run a one (1) week summer workshop for students rising into grades ten (10) and eleven (11) focusing on summer reading and research skills in July. PEP will also conduct a one (1) week college tour for students rising into grade twelve (12). The college tour is typically held during the month of June.

Summer Camp Policy

All PEP students are encouraged to participate in a summer program beyond the mandatory summer enrichment program. The summer camp experience was started to give students an opportunity to broaden their horizons while allowing them to meet new and diverse people, travel and experience life away from home. The long-term goal is to better prepare them to make a transition to college.

It is highly recommended that all students from seventh (7th) through ninth (9th) grade participate in the camp experience. The students in tenth (10th) through twelfth (12th) grades must work with the PEP staff to develop a plan for their summer experience whether it is community service related, an academic camp, an internship, or a summer job.

PEP offers financial support on a first come first serve basis to students enrolling in summer camp experiences. Parents are required to pay a non-refundable camp deposit to secure a space for their child and are responsible to provide transportation for their child to and from camp.

Leadership Retreat Policy

Rising seventh (7th) grade students are required to attend a one-day leadership retreat over the summer. Accompanied by PEP staff members, the students challenge themselves, and learn to work as a team as the group facilitator guides them through character building activities.

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SCHOLARSHIPS AND FINANCIAL ASSISTANCE

PEP Program Scholarship for Academic Excellence

All Summit High School students who are enrolled in the PEP Program are eligible to receive up to a \$1,000 scholarship for demonstrating academic excellence throughout high school. Students must have a grade point average of at least a 3.6 at the end of each year in high school. For each year that the student obtained the required grade point average he/she will earn \$250.

All PEP post-secondary students who are in good standing and actively enrolled in the program are eligible to receive up to \$500 per year for demonstrating academic excellence. In order to obtain this award, at the end of each semester students must be placed on the Dean's List or the equivalent at their respective institution. For each semester that the student demonstrates academic excellence they will earn \$250. This award will be in addition to all other awards/financial assistance granted to the student by the PEP Program.

PEP FINANCIAL ASSISTANCE (PFA) POLICY – effective September 1, 2023

Terms of Assistance

All PEP graduates in good standing are eligible to receive up to \$40,000 towards their post-secondary education at the rate of up to \$8,000 per academic year. PEP funding is available to use up to six years after high school graduation.

PEP students who graduate high school with a cumulative GPA of 3.5 or above may receive a one-time additional \$2,500 of PFA. If these additional PFA funds are not fully exhausted during the first year of post-secondary enrollment, the remaining funds can be applied towards subsequent years.

PFA is available solely to bridge the gap between the cost of post-secondary tuition and expenses, and the financial aid received. PFA is applied after all other sources of financial aid have been explored and exhausted. These other sources of aid include, but are not limited to, grants and scholarships from educational institutions, government, and private sources.

It is the responsibility of the parent/guardian and the student to keep the appropriate PEP staff person fully informed throughout the post-secondary application and decision process. PEP will work closely with the family to help them identify the most appropriate placement.

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PFA Requirements

The PEP Staff will review students' academic progress on an annual basis to determine eligibility. In order to qualify for initial PFA and three subsequent PFA renewals of up to \$8,000 per year, a PEP student must:

- Complete the Free Application for Federal Student Aid (FAFSA) annually
- Apply for a minimum of 5 local Summit High School scholarships during senior year of high school
- Graduate from Summit High School in good standing with the PEP Program
- Enroll at least part-time in a post-secondary program no later than one academic year after high school graduation unless returning from approved "Inactive" status as described below
- Maintain a minimum cumulative post-secondary GPA of 2.0
- Obtain a minimum of 24 full-time/12 part-time credits each academic year (through summer sessions) or their institution's status equivalent
- Sign and adhere to the PEP Financial Assistance Agreement

PFA is reviewed and renewed annually, based on student compliance with PFA requirements. PFA will not be renewed for students who do not meet the requirements as outlined above. Funds can be renewed by successful completion of the PFA requirements for an academic year subsequent to funding loss.

Eligible Expenses

PFA may be used toward tuition and expenses at any licensed or accredited institution. Funds are available to pay for the following primary expenses:

- Tuition and Fees
- On-Campus Room and Board
- Off-Campus Rent and Utilities up to the cost of standard on-campus housing (See the PEP Program Off-Campus Housing Guidelines for requirements)
- Books and School Supplies
- Laptop Computer (amount based on course of study)

At the discretion of the PEP staff, after all primary expenses have been met, remaining funds may be allocated toward specific secondary expenses such as:

- Dorm Supplies up to \$250 yearly
- Clothing and personal supplies up to \$500 yearly
- Transportation equaling 2 round trips from home to school utilizing the most cost effective means of travel as determined by PEP staff

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Disbursement

Funds are distributed on a semester basis, and will be paid directly to the institution or vendors. If direct payments cannot be made, PEP will reimburse families for pre-approved expenses. Payout is based on enrollment status each semester (part-time vs. full-time). Students enrolled part-time, as defined by their institution, are eligible to receive a maximum of \$2,000 per semester. Students who graduate in 4 years or less are eligible for education related loan reimbursement of up to \$8,000 (not to exceed the 40,000 total PFA). Payments are disbursed only after all requirements from the Financial Assistance Agreement have been met.

Tuition Refunds

Students who receive PFA and get tuition refunds from their post-secondary institutions must inform PEP immediately. All refunded money from post-secondary institutions (up to the amount of the PFA amount provided) must be returned to PEP within 30 days of receipt.

Inactive Students

Students who do not enroll in a degree or certificate program upon graduating from high school are considered Inactive. PFA eligibility will be permanently forfeited if these students remain inactive after 12 months post high school graduation.

The PFA eligibility requirement to “Enroll at least part-time in a post-secondary program no later than one academic year after high school graduation” is waived for Inactive students who participate in full-time endeavors approved by the Post-Secondary Committee (e.g., military service). These students are eligible for PFA funding if approved by the Post-Secondary Committee, for up to six years after their high school graduation.

Withdrawn Students

Students who withdraw from their post-secondary institution and do not meet the PFA renewal requirements will be considered for future PFA eligibility on a case-by-case basis as recommended by the Post-Secondary Committee. Students who meet all PFA renewal requirements but do not return to school in the upcoming school year will forfeit all remaining PFA eligibility unless they re-enroll within 2 years.

Dismissed Students

Students who do not adhere to the PEP Financial Assistance Agreement will be dismissed from the program and are no longer eligible for PFA or any other post-secondary support. Determination of status will be made by the Post-Secondary Committee.

The Executive Director has the authority to use his or her discretion to address any situation not explicitly outlined in this policy. Exceptions will be reported to the Board of Trustees.

PEP PROGRAM PARTICIPATION HANDBOOK

Parent Expectations:

- Parents must attend all in-person and virtual PEP events throughout each academic year. Parents will be notified of these events ahead of time and can find them on the PEP Calendar online. Advanced notice should be provided if parents are unable to attend.
- Parents are expected to notify PEP of any individualized school meetings, such as team meetings, IEP meetings, or teacher meetings, which are scheduled to discuss their child's academic progress. Parents are also expected to provide copies of all important academic documents, such as Individualized Education Plans (IEPs) and 504 documents. Parents are also expected to notify PEP if your child receives detention or is suspended from school.
- Parents are expected to provide bottled water and snacks for all students.
- The PEP Program expects parents to have an open line of communication with staff which includes responsiveness to phone calls and emails and attendance at all scheduled meetings to discuss any issues that may arise regarding your child. It is expected that parents are regularly checking their voicemails and emails so that they can respond to PEP in a timely manner.
- Parents must sign up to receive text messages from Remind.
- There are times during the year when PEP needs required documentation such as permission slips or applications for the camp experience. Parents need to respond in a timely manner as we need adequate notification to schedule these experiences.
- If your child is absent from school or unable to attend the PEP Program, then you must notify us as we take responsibility for your child during PEP hours.
- PEP requires written parental consent/permission to allow the use of all and any medication.
- If your child is involved in an extracurricular activity, it is your responsibility to ensure that PEP receives the schedule. Please contact the Director of Academics to make sure that your child's academic status will allow him/her to participate.
- It is expected that all parents will pick up their child(ren) on time. Day PEP ends at 5:15pm and Night PEP ends at 7:20pm. If your child is not a designated "walker" and you are more than 15 minutes late, you must make arrangements with your child to pick them up off site.
- Parents are expected to adhere to all of the policies and expectations outlined.
- Parents must ensure that their child(ren) meet all student expectations. Parental involvement and cooperation is essential to the success of their child(ren) in the PEP Program. Parents are expected to work collaboratively with PEP staff and follow through on recommendations.

PEP PROGRAM PARTICIPATION HANDBOOK

Student Expectations:

- All students must try their best and come to PEP prepared to learn!
- All students must come to PEP prepared to begin working and have all necessary materials.
- All middle school students are expected to arrive at PEP no later than 3:15pm. High school students are expected to arrive no later than 5:30pm.
- All PEP students must keep their cell phones turned off and in their bags/backpacks during PEP hours unless permitted by a PEP staff member or tutor.
- Student behavior towards all members of the PEP community is expected to be cooperative, respectful, and positive. Students are expected to use courteous and proper language at all times.
- Students need to respect the PEP House as their home away from home and care for it as they would their own valuable possessions.
- Students may not have food or beverages in the work rooms.
- PEP provides laptops for student use in completing their work successfully. If a student uses a laptop, he/she must return it to the correct computer cart and plug it in to be charged.
- Students are expected to work at PEP in their designated space without disturbing other students. Students should demonstrate consideration for their fellow PEP students by maintaining a reasonable voice volume and noise level.
- Students must be in attendance at all mandatory in-person and virtual PEP activities. Students are expected to be engaged in all PEP programming with appropriate participation and behavior. For virtual programming, students must have their cameras and audio turned on.
- At times, PEP will have students engaged in enrichment/academic support activities and because of that, the students may not have time to complete their homework. It is the student's responsibility to complete their homework at home on those occasions.
- Students are expected to complete their community service hours between July 1 and June 30. Community service hours must be completed through PEP approved activities. All hours must be recorded on the PEP Community Service Log and submitted to PEP by the monthly due date.
- Students that are registered as "walkers" are to retrieve their belongings, exit PEP, and begin walking home when they are called. They are not to loiter outside of the PEP House.
- Students are expected to follow through on any verbal requests and complete any written assignments given to them by PEP staff, tutors, or volunteers.
- Students are expected to know and follow the policies and expectations of the PEP Program and fulfill all requirements. Failure to do so may impact students' status in the program.

PEP PROGRAM PARTICIPATION HANDBOOK

DISCIPLINARY POLICY

The PEP Program holds each student accountable to the policies and expectations outlined. Every effort will be made to encourage and support positive behavior so that PEP can create a safe and orderly environment that enables students to achieve their fullest potential.

The foremost element of any disciplinary consequence given shall be to try and create a positive learning experience for all students, to highlight a sense of responsibility for one's actions, and to prevent future behaviors that may escalate in severity. Disciplinary consequences will be appropriate to meet the severity and nature of the situation.

Disciplinary consequences shall include but not be limited to:

- **Verbal/Written Warning**
- **Phone Call to the Parent/Guardian**
- **Loss of Privileges**
- **Suspension from PEP**
- **Dismissal from The PEP Program**

Disciplinary consequences at PEP do not appear on the student's official school record.

Please note that at the discretion of the Executive Director, after a comprehensive review of the situation, a student can be dismissed at any point during the school year or over the summer for unacceptable behavior, academic performance, or failure to follow any of the policies and expectations as outlined in the Participation Handbook.

PEP PROGRAM PARTICIPATION HANDBOOK

ANNUAL PARTICIPATION EVALUATION

All PEP students and parents will be evaluated during the last quarter of the school year. The process will include the parent and student receiving the Annual Participation Evaluation Feedback Form (Appendix A) with an individualized summary about how the student did during the school year along with a face to face meeting with the student together with his/her parent(s) and members of the Academic Review Committee(ARC). A student may be dismissed from the program if after the completion of the evaluation process, the ARC determines that the student and/or parent has not satisfactorily met the policies and expectations of PEP during the year being reviewed. Renewal of status in the program could also affect participation in the program for the following year.

If at the end of the annual participation evaluation a graduating senior is not in good standing, the student loses half of their Y1 PFA award (\$2,000 per semester).

Student Evaluation

- Report Cards (full year)
- GPA (high school students only)
- Effort in School and at PEP
- Attendance at School and at PEP
- Behavior at School, at PEP, and PEP Sponsored Activities (in-person and virtual)
- Character and Attitude
- Community Service
- Compliance with the Policies and Expectations of PEP

Parent Evaluation

- Attendance at Required PEP Events and Meetings (e.g. opening parent meeting, parent workshops, individual conferences, mid-year academic review conference, evaluation meetings, end of year celebration)
- Communication with PEP (e.g. I.E.P. Meetings, returning forms and phone calls, responding to emails, following up with other items as required)
- Compliance with the Policies and Expectations of PEP

PEP PROGRAM PARTICIPATION HANDBOOK APPENDIX A



Annual Participation Evaluation Feedback Form

Student Name

To better prepare, transition, and support students as they move up in school and ultimately become post-secondary students, PEP staff and academic coaches work with students throughout the year to instill habits and behaviors that increase personal accountability and examine their learning styles and habits of working. The goal is to heighten awareness of what it takes to achieve educational and personal success.

The feedback below is designed to capture the students' competence in the performance factors critical to determining their readiness to transition to college.

Performance Factors:

Self-Advocacy: Self-advocacy is the ability to understand what your needs are, knowing what kind of support might help, and being able to communicate your needs to others.

Accountability: Accountability is a willingness to take responsibility for one's actions, including the things you should do, should not have done, and when you make mistakes.

Academic Routines and Habits: Academic routines and habits are regular practices and behaviors that provide the structure you need to reach your academic goals.

Academic Performance: Academic performance is the measurement of your achievement to determine how well you acquired the appropriate educational skills, materials, and knowledge.

Self-Care: Self-care refers to behaviors and routines that target stress management and an overall sense of wellbeing and healthy functioning. Choices and behaviors that help you stay physically well, emotionally balanced, and connected to support systems.