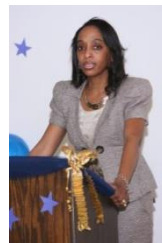




West Philadelphia Achievement Charter Elementary School



Arts & Technology



Student & Parent Handbook



2019-2020



ANNUAL NOTICE TO PARENTS AND GUARDIANS OF CHILDREN WHO ATTEND WEST PHILADELPHIA ACHIEVEMENT CHARTER ELEMENTARY SCHOOL

In compliance with State and Federal Law, notice is hereby given by West Philadelphia Achievement Charter Elementary School (W.P.A.C.E.S) that it conducts ongoing identification activities as part of its school program for the purpose of identifying students who may need special education and related services. If your child is identified by the District as needing such services, you *will be* notified of applicable procedures. These services are provided to you at no cost. Services and programs are available for children who are determined to need specially designed instruction due to the following conditions: Autism, Deaf-Blindness, Emotional Disturbance, Hearing Impaired with Deafness, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Other Health Impairments, and Visual Impairment including blindness.

If you believe that your school-age child may need special education and related services, screening and evaluation procedures designed to assess the needs of the child and his/her eligibility are available to you at no cost, upon written request. Requests are to be made in writing to the building principal. Communications with parents or with thought-to-be or exceptional students are in English and, if necessary, in the native language or other mode of communication used by the parents or student.

In compliance with State and Federal Law, West Philadelphia Achievement Charter Elementary School will provide to each protected handicapped student, without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide access for a student to participate in and obtain the benefits of the school program. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program. These services for protected handicapped students are distinct from those applicable to all exceptional students enrolled (or seeking enrollment) in special education programs.

Confidentiality: All information generated about your child is subject to the confidentiality provisions contained in Federal and State Law. The District has policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of this information. For information about these policies and procedures, as well as rights of confidentiality and access to educational records, you may contact, in writing, the Special Education Coordinator, 215-476-6471.

West Philadelphia Achievement Charter Elementary School Admissions

As a public charter school, West Philadelphia Achievement Charter Elementary School (WPACES) is open to all students.

West Philadelphia Achievement Charter Elementary School is public school operating under a charter granted by the Commonwealth of Pennsylvania. Admission to the school is open to all eligible students who are residents within the limits of City of Philadelphia and the state of Pennsylvania in grades K through 5.

West Philadelphia Achievement Charter Elementary School does not discriminate on the basis of race, color, nationality, creed, gender, ethnicity, immigration status, mental or physical disability, proficiency in English, citizenship, or prior academic achievement when recruiting or admitting students.

Children applying for kindergarten must be five years of age by September 1st of the current year in order to be accepted into the school. If the child is not five by the deadline, parents may apply the following year for possible admission to the school.

Children applying for first grade must be six years of age by September 1st of the current year in order to be accepted into the school. If the child is not six by the deadline, parents may apply the following year for possible admission to the school.

School Procedures/Programs

A.M. ARRIVAL

- A. School hours are from **8:00A.M. – 4:00 P.M.** Students should begin to arrive at 7:40 A.M when breakfast begins. Breakfast ends at 8:00 A M
- B. Support staff will be on duty at 7:40 A.M. at designated doors and positions throughout the school and yard
- C. Students and staff are to be lined up in the schoolyard by 8:00 A.M.
- D. On days of inclement weather, students are to enter the school and proceed to the lunchroom, have breakfast and be seated in the hall outside the lunchroom under their class section label on the wall. At 8:00 A.M teachers pick up their students and proceed to their classrooms. The morning routine is carried out over the loud speaker or the school's TV broadcast system. Students are not to enter the classroom without their teacher being present.

P.M. DISMISSAL

- A. Students will be dismissed beginning at 4:00 p.m. Bussed students will be escorted to the designated areas by their teacher in a quiet, orderly fashion and dismissed from that point. Parents are to wait for students outside on the campus grounds.
- B. Students are not permitted to re-enter the school once they have been dismissed, except for the need to call a parent in an emergency.
- C. Children waiting to be picked up by an adult should wait in the cafeteria or designated area. Students should report to an adult on duty if they are not picked up. The student will be brought to the office to call their parents.
- D. Walkers are to go directly home once school has been dismissed. There is no running, playing or other activity on school grounds at this time. Students should stay on their route while walking home and cross only at the corners following the directions of crossing guards and or street lights.
- E. Students should respect the property of others throughout the neighborhood traveling to and from school.
- F. Students should respect the rights of their fellow students to walk home in a safe and orderly manner. Students should not be made to feel frightened of others.

***Please note: Kindergarten student's hours will be 8:30 a.m. to 3:30 p.m., except Wednesday where they will attend from 8:30 a.m. 1:30 p.m. dismissal.**

EARLY DISMISSALS REQUESTED BY PARENTS

When requesting an early dismissal due to an emergency or appointment that cannot be made for after school, parents must:

- A. Send a written request, before or on the day of early dismissal, state the time of the dismissal.
- B. The parent must report to the school office and sign the child out at the appropriate time, and get a visitor's pass.
- C. Parents must notify the office (preferably one hour before dismissal time) if another individual is picking up the child. That individual must present proper identification and be at least 18 years of age.
- D. The parent assumes full responsibility for the safety of the child.
- E. **NO EARLY DISMISSALS WILL BE GIVEN AFTER 2:30 P.M.**, except in extreme emergencies. Parents may not establish a pattern of early dismissals. Doctor's notes will be required.
- F. The Wilson Reading Intervention and Fontas & Pinnell programs will operate between 3:00 and 4:00 p.m. for all students and is considered protected instructional time. Disruption to any of these programs results in gaps in students' learning and understanding.

EMERGENCY CLOSING PROCEDURES

We will follow the decisions on school closings due to weather conditions made by the School District of Philadelphia. Such announcements will be made on the WPACES website, KYW News Radio 1060 AM and local TV stations. School closings due to other emergency situations will also be announced on the WPACES website, KYW and local TV stations. In addition, we will make every effort to notify parents via our one-call system.

FOOD SERVICES

The school will serve breakfast and lunch. WPACES participates in all applicable federal and state free and reduced price breakfast and lunch programs under the National School Lunch Act. Information regarding these programs will be sent home during the early part of the school year. Children who do not qualify for free or reduced price meals and choose to purchase their meals will pay the full price. Children who are not eligible or who chose not to participate will be expected to bring a bag lunch and snacks. Breakfast and lunch periods will be supervised by school staff and/or a parent volunteer. Please remember that students who bring lunch should have a lunch bag, with their name on it, which can hold all lunch items. **Glass bottles are not permitted (they will be confiscated).**

Lunchroom Rules and Regulations

1. All students are expected to use good manners and show respect for the adults working and supervising the lunchroom. "Please, thank you, and excuse me," are words that should not be forgotten at lunch time.
2. Talking should be soft. There should be no loud yelling or calling out to friends or adult supervisors.
3. Students are expected to remain seated. Permission to move about must be granted by governing staff.
4. There will be no throwing of food, trash or other objects in the lunchroom.
5. All trash and excess food is to be disposed of in the trash cans located in the lunchroom. Children will not be permitted to leave the lunchroom until their designated area is clean and free of debris.
6. Following lunch, children will be dismissed to visit the lavatory and exit to the yard. For the safety of each child, students must walk quietly and orderly. All children should plan to use the lavatory at this time.
7. In the event of a fire drill during the lunch period, the adult supervisor will promptly direct students to line up and will escort them out the nearest exit. Students are to be orderly and quiet.
8. After lunch, supervised recess is provided for all children.

Playground Rules and Regulations

1. Children are to play only in designated areas. No one is to leave the play area without permission from the supervising staff on duty.
2. Students will play safely in all games and on all equipment, showing respect and consideration for others.
3. Students who fail to practice appropriate playground conduct will be denied playground privileges and/or referred for disciplinary action. Examples of conduct which is not acceptable include the following:
 - a. Fighting and other inappropriate physical actions such as pushing, shoving, hitting, kicking, etc.
 - b. Offensive language.
 - c. Throwing any object with reckless or injurious intent.
 - d. Intentionally disrupting an organized game.
 - e. Insubordinate behavior.
4. Disorganized games involving body contact are forbidden. Violators are guilty of misconduct and will be denied playground privileges.
5. All games must end when the whistle is sounded to finish the play period. Students are to move quickly and in an orderly fashion into the school. A student who is late in returning to line/class will lose playground privileges.
6. Students are not permitted to return to their classroom unsupervised under any circumstances.
7. All injuries should be reported to the supervising staff on duty and brought to the attention of the school nurse.
8. In the event of a fire drill during recess, the supervising staff will promptly direct students to line up and will escort them to a designated safe location.

LENDING OF SCHOOL-OWNED EQUIPMENT

School owned equipment shall not be lent for non-school use of school property. School owned equipment may be removed from school property by students only when such equipment is necessary to accomplish tasks arising from their school responsibilities. The prior approval of the principal or other administrator directly responsible for the equipment must be obtained before removing equipment for school property.

TELEPHONE

Student cell phones are not permitted in school. When such a situation arises, students should seek the assistance of a staff member. If a parent takes the risk and sends a student to school with a cell phone, WPACES is not in any way,

responsible for cell phones that are lost, stolen or broken. If a student does bring a cell phone to school, it will be collected and locked up by the classroom teacher. At the end of the school day, teachers will return cell phones to the student. If a student is caught with a cell phone, it will be confiscated and a parent will have to come and retrieve it from the school.

TEXTBOOKS

The textbooks and/or library books used by students at WPACES are the property of the Board of Trustees. Each student is responsible for the proper care of his/her books. The cost of lost or damaged books must be paid by the student responsible for the book. All books issued to students for use during the school year should have book covers at all times. Report cards and other school records will be withheld if there are any outstanding books due.

TRANSPORTATION

Many of the students who attend WPACES live within walking distance of the school. For those students who do not, and meet transportation eligibility requirements established by the School District of Philadelphia will be offered busing or parental reimbursement. All other students may purchase tokens at a discount. For students who do not meet the district's eligibility requirements, parents will be responsible for arranging transportation.

VISITORS

The school welcomes and encourages visits by parents and others who desire to become informed regarding the school and its educational program. Acceptable reasons for such visits include observation of significant programs, participation in special events and conferring with staff. Classroom observation is encouraged to assist the visitor in developing understanding of the school program; observation of a staff member to determine his/her competency is reserved for the administration. Visitors should adhere to the following guidelines:

1. Those wishing to visit the school should make arrangements in advance with the school office.
2. Upon arrival at the school, the visitor must report directly to the school office and sign the Visitor's Register and be issued a Visitor's Pass. The Visitor's Pass shall be presented to the staff member being visited.
3. Upon completion of the visit, the visitor shall report back to the school office to return materials and enter the departure time in the Visitor's Register.
4. No visitor shall be permitted to interrupt a staff member in the performance of duties whether that interruption is for conversation or observation. Visitors are not to confer with teachers or students.
5. No visitor shall go directly to a classroom to deliver or pick-up students or speak to a teacher unless the main office and the classroom teacher have been notified.
6. The principal/designee has the authority to exclude any visitor who is considered to be disruptive.

VOLUNTEERS

The school encourages volunteers to participate in school-related activities, including those pertaining to curriculum and instruction. Such volunteering may include:

- ✓ Preparing classroom materials
- ✓ Accompanying the class on a field trip
- ✓ Serving on school committees
- ✓ Volunteering in the classroom
- ✓ Contacting community resources
- ✓ Working with the Home/School Association

Additionally, we hope that our families will attend student exhibitions and parent/teacher/student conferences. Volunteers who regularly work in the school must successfully complete a criminal background check, child abuse screening and FBI Fingerprinting clearance.

HEALTH AND SAFETY

ABUSE/ENDANGERMENT OF STUDENTS

Board policy absolutely forbids any form of verbal or physical abuse, including unnecessary or unwanted physical contact with students. Any individual found guilty of this type of conduct will be subject to appropriate discipline that could include termination of employment, suspension or expulsion from school. Staff members are legally required to notify the principal of the school or his/her designee if child abuse is suspected.

ADMINISTRATION OF MEDICATION

The school nurse and the student's teachers must be informed of any medication that a student is required to take at school. Medication shall include all over the counter medication and medication prescribed by a physician for the particular student. To dispense medication to students, the school must receive a written order from the student's physician and a permission slip from the student's parent/guardian. All medication should be brought to the school nurse in the original container, labeled with the student's name, the name of the medication, the date of expiration and the proper dosage. If medication needs to be administered to a child when the nurse is not present, then a staff member trained by the nurse will administer the medication. Once a medication has been administered, the date, time, dosage and the name of the person administering the medication and the name of the student receiving the medication shall be entered in the Medication Logbook.

Students are not permitted to bring non-prescription medications to school. If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g. Tylenol), and the proper permission forms have been received, the school nurse or the trained staff member will dispense the medication. The Board permits self-administration of medication for asthma or other potentially life-threatening illnesses during school hours and off-site after regular school hours when a student is participating in a field trip or extracurricular activity. Life-threatening illness means an illness or condition that requires an immediate response to specific symptoms that may indicate the potential loss of life; e.g. adrenalin injection in response to anaphylaxis.

Students will continue to receive medication in the health office administered by the school nurse. The nurse will construct a plan for those students who may require self-administered medication during a time when the nurse is not available.

Questions about the administration of medication should be referred to the school nurse.

CHILD ABUSE PREVENTION

Recognizing that successful school achievement depends both on the quality of instruction and the physical and emotional well-being of the learner, the guidelines below are established to prevent child abuse of any kind. The following types of behavior are prohibited:

1. The use of any form of physical, verbal, humiliating or frightening punishment of any kind.
2. The use of corporal punishment and/or the use of excessive physical restraint under circumstances which do not indicate that the child's behavior is harmful to himself/herself, others or school property.
3. Any act of sexual abuse against a child including any visual, verbal or physical conduct of a sexual nature when:
 - a. Submission to the conduct is made either implicitly or explicitly a condition of a child's education;
 - b. Submission to or rejection of the conduct used as the basis for academic decisions affecting the harassed child;
 - c. The harassment has the purpose or effect of unreasonably interfering with the child's academic performance or creating an educational environment which is intimidating, hostile or offensive.
4. Any other kind of abuse, cruelty or neglect resulting in physical or mental injury by other than accidental means.

Any individual found guilty of these types of behavior will be subject to appropriate disciplinary action which may include termination of employment.

Staff members are legally required to notify the principal and/or the Department of Human Services if child abuse is suspected.

When a school employee has reasonable cause to suspect that a child coming before them in their professional capacity has been abused by someone other than a school employee, the employee is required by law to immediately notify the principal and/or the Department of Human Services.

EMERGENCY CONTACT FORM

It is extremely important that the school have emergency information including the telephone numbers of parents at home, at work, and the name and telephone number of another adult who will respond in the event of an emergency. Parents are to complete and return to school, any forms sent home with your child asking for this information. If at any time during the school year your home address or telephone number of your place of work or emergency contact person is changed, please notify the school immediately.

FIRE DRILLS

Under state law each school is required to hold emergency response drills periodically to ensure the safe and orderly evacuation of the school building in the event of an emergency. Students will be trained to leave the building quickly and in an orderly fashion. Procedures are designed to ensure safety and directions are posted in each classroom. Teachers will guide students to the proper exit and waiting location outside the building. Students must be quiet and orderly so that teacher directions may be heard and followed.

FIRST AID SERVICES

The school nurse will order and maintain first aid supplies and provide first aid training for school personnel. A first aid kit will be maintained in the nurse's office. It will be properly stocked at all times for use in the event of minor injuries.

HEALTH EDUCATION AND COMMUNITY OUTREACH

The goal of our school health plan is to maintain and enhance the health outcomes of the student body. Students and staff will be provided with current information on various health issues, such as accident prevention, nutrition, personal hygiene and sexuality, growth and development patterns, violence prevention, and alcohol, tobacco and drug abuse prevention strategies. The school nurse will conduct workshops with teachers and parents on these and other community issues.

IMMUNIZATION

Proof of proper immunization must be on file with the school nurse. Such records should be presented at the time of registration. The nurse will be available to discuss any concerns with parents and assist them in making sure that their child has the needed immunizations.

MEDICAL CARE

The school nurse is available to assist students who are ill or injured. When the nurse is unavailable, other staff members will assist students and determine whether parents should be contacted to pick up the student. Parents will be notified in cases of emergency.

Parents or students may wish to consult with the nurse on matters related to hygiene, nutrition, substance abuse, depression or child abuse and neglect.

SAFETY

Safety of our students and personnel is a matter of primary importance exceeded by no other consideration; therefore, every effort will be made to provide a safe environment in which to learn and work.

PARENT COMPLAINTS

It is the intent of the Board of Trustees and the school staff that concerns should be resolved as quickly and as amicably as possible with the best interest of the students held firmly in mind. The procedures outlined below have been established so that communication about concerns can be carried out in an open and convenient way.

If a complaint concerns something that has occurred in the classroom, then the steps outlined below should be followed:

1. The parent should contact the child's teacher and discuss the issue on the telephone or in person. Every effort should be made to resolve the complaint/concern at the teacher level.
2. If the concern remains unresolved, then the parent should meet with the principal/designee to seek satisfactory resolution to the concern.
3. If the concern has not been resolved to a level of satisfaction to the parent, the parent may write to the President of the Board of Trustees about the concern and ask for a committee of Board members to hear the concern and make a recommendation.

If the complaint concerns an issue not directly related to the parent's child, but reflects a concern about a classroom practice, school rule, procedure or practice, the following steps should be taken:

1. The parent should request to discuss the concern with the classroom teacher, school nurse or the principal depending on the type of issue. A classroom issue is best addressed to the teacher, while a school-wide concern should be addressed to the principal.
2. If the informal discussion does not resolve the concern, then the parent should file a written complaint with the principal who will conduct an investigation into the matter and report findings to the parent.
3. If the findings of the principal do not result in a satisfactory conclusion of the matter, the parent should address the matter in writing to the Board President who will assign the matter to a committee of the Board to investigate and prepare recommendations for the full Board's consideration.

SCHOOL/PARENT ORGANIZATIONS

The Board of Trustees believes that the involvement of parents, in a collaborative effort with the staff of WPACES, will lead to enhanced school life for all students. The Board encourages this kind of involvement from recognized parent organizations and welcomes their support in the following manner:

- ✓ Fund raising;
- ✓ Recruitment of parent volunteers to assist staff and students;
- ✓ Planning special programs and events around the school;
- ✓ Providing workshops that are designed to enhance the ability of parents who in turn share their time and expertise with the school; and
- ✓ Organizing community outreach programs for students.

The school principal will be the contact person for the school in working with all such parent groups.

STUDENTS ASSESSMENT AND EVALUATION

Teachers will start by learning where their students are when they enter the school. This will be done by reviewing records from the child's previous schools (where applicable), observing the students and administering pre-tests during the first month of the school year. Using this information as the starting point, teachers will develop learning goals and objectives for each student, and for their class, consistent with and leading toward attainment of the school-wide learning goals and objectives.

Teachers will use a variety of assessment methods, strategies and instruments including but not limited to:
Portfolios Student projects and performances Photo journals

Writing Samples	Student Journals	Anecdotal records
Self-assessments	Curriculum-based assessments	Observation forms
Informal tests	Rubrics	

Grading Criteria

The following grading scale will be used to determine student’s performance:

Advanced	Consistently demonstrating skills	90-100%
Proficient	Frequently demonstrating skills	80-89%
Basic	Inconsistently demonstrating skills	70-79%
BB	Developing skills	66-71%
ND	Not demonstrating	0-65%

Interim Reports

In order to keep students and parents informed about their student’s progress, interim reports will be issued home **three** times during the year.

Promotion/Retention

Every effort will be made by WPACES teachers to meet the child at his/her level of ability and to foster the child’s academic and social growth at a pace that is challenging but not threatening.

While grade retention is generally avoided, there may be situations where retention is in the best interest of the child. Retention should be a decision reached jointly by parents, teachers and administrators. Teachers will notify parents of the possibility of their child being retained. The 2nd report card will indicate whether a teacher is recommending that a child be retained in the same grade for the next year.

In cases where a joint decision cannot be reached, the principal of the school has the responsibility for making that decision. If a parent disagrees with the grade placement, they may appeal that decision to the Board of Trustees.

The final grade placement will be made by the Board, after reviewing the facts and if they deem it necessary, consulting with parents, teachers and the school principal. The Board’s decision will be transmitted in writing to all parties in the decision-making conference and a copy of the decision will be placed in the student’s cumulative record folder.

Report Cards/Parent Conferences

Report cards are issued three times a year. The dates for each marking period and report card distribution are listed on the School Calendar.

You will be asked to attend a scheduled parent-teacher conference two times during the school year to review your child’s progress. Fifth grade parents are requested to attend a third student led parent-teacher conference. Fifth grade students present to their parents a portfolio of their prized core work, art forms and a power point of their academic journey at WPACES. When a teacher requests a conference with you, please make every effort to attend. Conferences will not be scheduled while class is in session. Every effort will be made to find a time convenient for you to attend.

Parents may request conferences at any time throughout the school year. Parents are asked to send a written note, telephone or visit the school office to schedule a conference. Direct visits to the classroom are not permitted because they disrupt instruction and may interfere with the teacher attending to assigned duties.

ATTENDANCE/PUNCTUALITY

Children are expected to attend school regularly and parents are expected to fulfill their responsibilities to see that their children come to school, and arrive promptly. In the event of absence, parents are expected to call the school’s attendance phone-line 215-476-6471 as early as possible, giving the date, reason for the absence, and expected duration of the absence. If the parent/caregiver has not contacted the school by 9 A. M., the school will attempt to contact the parent. If a child is expected to be absent for an extended period of time, the school will provide assignments and weekly updates to the parent to enable the child to keep up with his/her work.

For the first three absences, a parent note is required upon the child's return to school. For more than three absences, a physician's note will be required. In the case of extended absences for reasons other than illness, the parent is expected, if possible, to inform the school in advance to enable teachers to provide assignments for the student.

Students who are chronically late (more than twice per report card period) will be expected to make up missed work before or after school or during lunch periods.

TRUANCY POLICY

On Thursday, November 3, 2016, a new truancy legislation was signed into law. The new provisions take effect at the start of the 2017-18 school year. This factsheet highlights important provisions of the new law relating to the rights of families, and obligations and roles of schools, courts, and children and youth agencies.

The law clearly states that the purpose of Pennsylvania's truancy law is to improve school attendance and deter truancy "through a comprehensive approach to consistently identify and address attendance issues as early as possible with credible intervention techniques" in order to:

Preserve the unity of the family whenever possible as the underlying issues of truancy are addressed.

Avoid possible entry of children into foster care, the loss of housing and other unintended consequences of disruption of an intact family unit.

Confine a parent or guardian for truancy-related offense only as a last resort and for a minimum amount of time.

Definition of "truant." The new law explicitly defines "truant" as a child subject to compulsory school laws "having three (3) or more school days of unexcused absence during the current school year." The prior law did not define "truant."

New definition for "habitual truancy." The new law streamlines the definition of "habitual truancy." Under the new law, "habitual truancy" is defined as a child subject to compulsory school laws "having six (6) or more school days of unexcused absences during the current school year." Therefore, a child is habitually truant once he or she accumulates six unexcused absences during the course of the school year. These absences do not need to run consecutively.

Procedure when child is truant (three unexcused absences).

The new law creates two new "procedural" requirements. The first pertains to procedures WPACES must follow when a child is "truant"; the second pertains to the procedures WPACES must follow when a child is "habitually truant."

The law expressly requires WPACES to notify in writing the person in parental relation with a child within ten (10) school days of the child's third unexcused absence that the child has been "truant." This notice:

- Must include a description of the consequences that will follow if the child becomes habitually truant in the future;
- Must be in the mode and language of communication preferred by the person in parental relation; and
- May include the offer of an attendance improvement conference.

If the child continues to be truant and incurs additional absences after this notice has issued, WPACES must offer the student and parent a student attendance improvement conference. (See discussion of student attendance improvement conferences, *infra*.)

Procedure when child is habitually truant (accumulates six unexcused absences).

Like the old law, the procedure WPACES must follow when a child is habitually truant depends on the age of the child.

Under the prior law, the critical age was thirteen (13). Now, the critical age is fifteen (15).

- Habitually truant children under fifteen years of age. If a habitually truant child is under fifteen (15), WPACES must refer the child to either: (1) a school-based or community-based attendance improvement program or (2) the county CYS for services or possible disposition as a dependent child under the Juvenile Act. Additionally, WPACES may file a citation against the parent of a habitually truant child under fifteen (15) in a magisterial district court.
- Habitually truant children fifteen years of age and older. If a habitually truant child is fifteen (15) or older, WPACES must either: (1) refer the child to a school-based or community-based attendance improvement program or (2) file a citation against the student or parent in a magisterial district court. If a habitually truant child aged fifteen (15) or older incurs additional absences after WPACES refers that child to an attendance improvement program or the child refuses to participate in an attendance improvement program, WPACES may refer the child to the county CYS agency for possible disposition as a dependent child.

In all cases, regardless of age, WPACES refers a habitually truant child to a magisterial district court or CYS, the school must provide verification that it convened and held a student attendance improvement conference. Consistent with evidence-based best practices, the law defines "school-based or community-based attendance improvement program" as a "program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absence."

While such a program may include an educational assignment to an alternative education program, it explicitly does not include referral to an Alternative Education for Disruptive Youth (AEDY) program under Article XIX.

WPACES must create attendance improvement plans prior to referring truancy to the courts. The new law requires that schools convene attendance improvement conferences to create individualized plans to address and reduce a student's truancy prior to referring the matter to law enforcement or the courts. This means that if a school takes legal action against a student or parent for truancy without having first convened an attendance improvement conference and creating a plan, the matter is procedurally flawed and may be dismissed. This is a critical and substantial change from the prior law which did not require schools to convene or create attendance improvement plans at any time, let alone before filing a citation in court. The new law defines "school attendance improvement conference" as a "conference where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services." The law requires WPACES to invite the following individuals to the conference:

- The child.
- The person in parental relation to the child.
- Other individuals identified by the person in parental relation who may be a resource (e.g. grandparent, sibling, family friend, advocate, community member, etc.).
- Appropriate school personnel.
- Recommended service providers (e.g. case managers, behavioral health providers, probation officers, children and youth practitioners, etc.).

WPACES must hold the conference even if the parent declines to participate or fails to attend after the school provides advance written notice and makes attempts to communicate via telephone. There is no legal requirement for either the child or parent to attend an attendance improvement conference. WPACES must document the outcome of any attendance improvement conference in a written attendance improvement plan.

WPACES may not take further legal action to address unexcused absences until after the date of the scheduled attendance improvement conference has passed.

Attendance improvement conferences must not be perfunctory warnings that further absences will result in legal action against the student or parent. Schools must create attendance improvement plans in conformity with the overriding purposes of the law as set forth in the preamble, discussed supra.

WPACES cannot impose discipline for truant behavior that excludes the student from the classroom. The new law forbids schools from imposing discipline that excludes a student from the classroom on a student for truant behavior. Specifically, the law states that "schools shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior."¹

This is a critical change that will not only reduce schools' over-reliance on punitive and exclusionary discipline measures, but will end the practice of pushing truant students further away from school through ineffective exclusions. This provision also applies to charter and cyber charter schools.

Procedure in magisterial district courts.

The new law clarifies the procedure that must be followed when WPACES refer cases of habitual truancy to the magisterial district courts. Such explicit procedures were not delineated in the prior law.

- Venue is determined based on the location of the school in which the child is enrolled.
- Notices. A magisterial district court must provide notice of the hearing to the following:
 - The school.
 - The person in parental relation.
 - The local CYS agency.
- Burden of proof. The new law substantially alters and clarifies the burden of proof that applies at a trial on a truancy citation. At the trial with respect to the citation, the burden, at all times, is on the school to prove beyond a reasonable doubt the following:
 - The child was habitually truant;
 - While subject to the compulsory attendance law;
 - Without "justification."

This standard aligns with the definition of habitual truancy in the Juvenile Act. The Superior Court has held that the Juvenile Act places the burden on the Government to prove each of these three elements.

² This means that WPACES must prove each of these elements, including that the habitual truancy was not justified. There is no burden on a student or parent to put forth evidence that the habitual truancy was justified. Of course, a student or

parent may still put forth evidence that the habitual truancy was justified. If WPACES fails to prove that the habitual truancy was not justified, the school cannot carry its burden.

- Affirmative defenses. Student and parent-respondents may put forth evidence of an “affirmative defense” that justifies the habitual truancy. For example, at least one court has held that a student has a right to present evidence of her disability to justify her habitual truancy.

3 Additionally, the law continues to permit parents to present an affirmative defense that he or she took every reasonable step to ensure the child’s attendance at school. Affirmative defenses must be proven by a preponderance of the evidence.

1 As stated earlier, this means that part of the Pennsylvania’s law providing for assignments to AEDY programs is no longer valid as it relates to assignments to AEDY for “habitual truancy.”

2 In re C.M.T., 861 A.2d 348, 352-55 (Pa. Super. Ct. 2004).

3 Id. at 355-57.

- Relevant evidence. The new law explicitly states that, at sentencing, the judge must permit the school, parent, or student to present relevant information that will assist the judge in making an informed decision regarding the appropriate sentence. This is important because, as discussed *infra*, the new law affords considerable discretion to local judges in determining the most appropriate penalty in conformity with the purposes of the law.

Provides discretion to local magistrates to choose the appropriate punishment. The new law reforms the penalty provisions of the statute to provide local judges with considerable discretion to impose appropriate penalties in individual cases.

Penalties should, of course, be imposed in accordance with the principles of the law as set forth in the preamble, discussed *supra*.

Changes in the penalty scheme: Increased fines and reduced jail time for truancy. The new law substantially changes the penalties that judges may impose on students and parents for violating the compulsory school attendance law by imposing new progressive fines and reducing jail time.

- Increased fines up to \$750. The new law significantly increases the amount of money a judge may fine a student or parent for habitual truancy. The old law permitted a magistrate to fine a student or parent up to \$300 per offense. The new law states that a person convicted of habitual truancy may be fined: (1) up to \$300 per offense, with court costs, for the first offense; (2) up to \$500 per offense, with court costs, for the second offense; and (3) up to \$750 per offense, with court costs, for a third and any and all subsequent offenses.

HOWEVER, the new law defines “offense” as “each citation filed under Section 1333.1 for a violation of the requirement for compulsory school attendance . . . regardless of the number of unexcused absences averred in the citation.” This is an important clarification absent in the old law. This means that fines must be limited to the citation, not the number of unexcused absences alleged in the citation.

For instance, if WPACES files a citation against a parent alleging that in the month of October, the parent’s child was illegally absent ten (10) days, and the magistrate finds that the parent violated the compulsory school attendance law, the magistrate may only fine the parent up to \$300, if it is the parent’s first offense. In the past, because of ambiguity in the law, some magistrates assumed that they had authority to fine a parent up to \$3000 in that situation (\$300 per illegal absence). This is an important clarification that limits the imposition of excessive and crippling fines on poor families.

*It is critical that magistrates responsibly exercise the discretion afforded to them under the law in imposing penalties. In meting out punishment for truancy in accordance with the guiding principles of the law, discussed *supra*, magistrates should rarely and uncommonly fine students and parents at the statutory maximum. Such fines not only have devastating collateral consequences for poor families, but are contraindicated to reduce truancy.

- Jail reduced to three days. The new law reduces jail time to three days, from five days, and adds additional safeguards to ensure that poor families are not jailed for their inability to pay. The new law states that a court may jail a parent who fails to pay a fine or completed court-ordered community service for a period not to exceed three days in any one case. That means that no matter what a parent should never be in jail for more than three days.

A judge may jail a parent only if (1) the court makes a specific finding that the parent had the ability to pay the fine or complete the community-service and (2) that parent’s non-compliance was willful. These safeguards seek to ensure that poor families, who face obstacles to compliance with fines and community service, are not jailed for their poverty, a practice that is not only oppressive but contraindicated by evidence-based research on truancy reduction best practices. **NOTE:** The failure of a student to comply with a fine or costs associated with court must not be considered a “delinquent act” under the Juvenile Act.

- Referral to CYS for second conviction in three years. Under the new law, if a parent or student is convicted a second time for habitual truancy within three years, the court must refer the child to CYS for services or possible disposition as a dependent child under the Juvenile Act.
- Provides judges with discretion on whether to send the Department of Transportation a certified record of a student's conviction for license suspension. The prior law required magistrates to send a record of a student's certified conviction to the Department of Transportation (DOT); the new law provides local judges with discretion on whether to forward a student's conviction to DOT. While the law still requires DOT to suspend a child's license, the discretion the new law affords to magistrates should limit the number of students whose licenses are suspended for truancy.

Restoration of driving privileges is fairer to students. Where a student's license has been suspended, he or she may seek to have his or her eligibility restored by providing DOT with a form that indicates that (1) the child has attended school for a period of at least two months after the first conviction or four months after the second conviction without an unexcused absence or tardy; or (2) is subject to exception to the compulsory school attendance law; or (3) has graduated from school. The prior law did not provide students with an opportunity to seek license restoration. The new law's restoration option provides an incentive to students to increase attendance.

All students are eligible for an occupational limited license. In contrast to the prior law, the new law provides that students who have been convicted of violating the compulsory school attendance laws and had their licenses suspended may apply for an occupational limited license pursuant to 75 Pa.C.S. § 1553 in order to get to and from work or school. Thus, even a student whose license has been suspended may drive to school if he or she applies for and receives an occupational limited license. This removes a potential barrier to school attendance. Streamlined process for expungement. The prior law simply did not provide for the expungement of records.

Under the new law, a child who has been convicted of habitual truancy may apply for an expungement. The court must grant a child's application if (1) the child has earned a high school diploma, a Commonwealth secondary diploma, or another PDE-approved equivalent, or is subject to an exception to compulsory school attendance and (2) the child has satisfied any sentence imposed by the court with respect to the conviction, including payment of fines and costs. If a court grants an expungement application, the court must also order DOT to expunge all administrative records related to the convictions. Courts should make students aware of the opportunity to seek an expungement throughout the dispositional process.

CARE OF SCHOOL PROPERTY

The Board charges each student with responsibility for the proper care of school property and school textbooks, school supplies and equipment entrusted to his/her use. Students who willfully cause damage or deface school property may be prosecuted and punished under the law. Parents of students shall be held accountable for student actions.

CORPORAL PUNISHMENT

The Board prohibits the use of corporal punishment as a disciplinary measure. Corporal punishment shall be defined as punishment applied to the body of the offender. While corporal punishment is prohibited, force may be used by staff members:

1. to quell a disturbance;
2. to obtain possession of weapons or other dangerous objects;
3. for the purpose of self-defense; or
4. For the protection of persons or property.

Staff members of the WPACES Board having authority over students shall have the authority to take reasonable actions as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the school or threatens the health and safety of others.

FIELD TRIPS

Field trips shall be defined as any journey by students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

Students on field trips remain under the supervision and responsibility of the school and the Board of Trustees and are subject to their rules and regulations. The Board does not endorse, support or assume responsibility for any staff member who takes students on trips not approved by the Board or the school principal.

The safety and well-being of students shall be protected at all times. Parental permission must be obtained before any student may be removed from school for a field trip. All trips will be taken within one day's period of time.

Costs for field trips are supported to the extent approved in the school budget. In the absence of field trip funds, costs may be borne by parents or approved school/parent organizations. Students with financial hardships shall have all costs borne by the Board or the school/parent organization sponsoring the trip if funds were available. Field trips are **NOT OPTIONAL**, as they are academic in nature and curriculum related.

All field trip chaperones and volunteers must complete the required clearances in order to participate in field trips. **No exceptions.**

HARRASSMENT/DISCRIMINATION

Each student attending WPACES has the right to be free from inappropriate conduct where that conduct could be viewed as harassment in the school setting. Policy prohibits the harassment of any student on the basis of religion, race, color, national origin, social or economic status, gender, or medical condition.

Any individual who feels that they have been discriminated against or harassed by anyone associated with the school should immediately report the conduct in writing to the school principal. Such reports will be kept confidential to the extent possible. The school will not permit retaliatory conduct against any student who comes forward with a genuine complaint or concern of discrimination or harassment or who assists in the investigation process, nor will any such individual be disciplined in any way.

Any individual who is found to be responsible for harassment of any type will be subject to appropriate discipline; the severity of the disciplinary action will be based upon the circumstances of the infraction and could include suspension or expulsion from school.

UNIFORM POLICY

Please be advised that a strict school dress code will be enforced as follows:

- **K - 2 Girls:** Plaid jumper with school logo, yellow peter pan shirt, navy blue stockings/navy blue knee socks, navy or black shoes.
- **3rd - 5th Girls:** Plaid jumper with school logo, plaid skirt, yellow peter pan shirt with jumper only, yellow/navy blue polo shirt with logo, navy blue stockings/navy blue knee socks, navy or black shoes and uniform shorts.
- **K - 5th Boys:** Navy blue school slacks, navy/yellow polo shirt with logo, navy or black socks, navy or black shoes, navy/black belt.
- **4th& 5th Boys:** Blazer with yellow oxford shirt and tie (mandatory)
- **On GYM DAY** students will be permitted to wear navy sweatpants or shorts, sweatshirts or navy t-shirts and sneakers. **NO OTHER COLORS WILL BE PERMITTED.** Shirts must remain tucked in at all times.

DISCIPLINE PROCEDURE FOR DRESS CODE INFRACTION

The dress code is an important component of the WPACES program. It gives our students a sense of belonging and cuts down the distraction of inappropriate dress. It is therefore imperative that all students abide by the policy. We will be enforcing the policy as follows:

- First offense - policy paper to notify parent of the infraction.

- Second offense – phone call notifying parent and detention.
- Third offense – phone call to parent/guardians requesting uniform attire be brought to school
- Fourth offense – Mandatory Parent Conference (student may not return to school unless escorted by parent/guardian).
- Fifth offense – Consequence would be determined at the MPC meeting.

Section 504 of the rehabilitation act of 1973

Section 504 is an Act that prohibits discrimination against persons with a handicap in any program receiving federal assistance. As defined in the Act, a person with a handicap is anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities. Major life activities include activities such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking breathing, learning and working.,
2. Has a record of such an impairment; or
3. is regarded as having such impairment.

WPACES recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices of the school.

The school has specific responsibilities under the Act, which includes the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to develop and implement a plan that affords access to appropriate educational services which generally include the development of classroom modifications and accommodations, therapy (occupational/physical) and other related services.

SEXUAL HARASSMENT

The Board recognizes that harassment on the basis of sex is a violation of both federal and state discrimination laws and that these laws apply to employees and students. WPACES shall provide to all affected groups a learning and environment free from sexual harassment and will not tolerate such conduct on the part of any employee of student.

Any individual with a complaint of sexual harassment should file the complaint with the principal. All complaints of sexual harassment will be investigated by the principal and appropriate corrective action will be taken when deemed necessary. If the alleged perpetrator is the principal, the complaint should be filed with the Board President who will conduct an investigation.

Forms of sexual harassment include, but are not limited to the following:

1. Verbal harassment, such as derogatory comments. Jokes or slurs, sexually oriented sounds or remarks, inquiries and/or discussions about ones sexual experiences and activities;
2. Physical harassment, such as unnecessary or offensive touching, pinching, patting, grabbing, brushing against another person’s body, or impeding or blocking movement and
3. Visual harassment such as derogatory or offensive pictures, posters, cards, cartoons, graffiti, drawings or gestures.

Any individual who is found to be responsible for sexual harassment will be subject to appropriate discipline the severity of which the disciplinary Acton will be based upon the circumstances of the infraction and could include termination of employment or suspension or expulsion from school.

SMOKING

In consideration of the reports of the Surgeon General of the United States and in keeping with WPACES intent to provide a safe and healthy work and learning environment, smoking as well as the use of any tobacco related product prohibited throughout the school as well as anywhere else on the school grounds at all times.

STUDENTS WITH SPECIAL NEEDS AND ENGLISH LEARNERS

Students with special needs will be included within the regular classroom setting. The recommendations spelled out in the IEP of each social needs student will be fulfilled. At least one faculty member with special education certification will be available to serve as a resource to all staff members in designing strategies and activities that will enable each child to reach his/her maximum potential.

English Learners will also be included in regular classroom programs and provided additional supports to encourage their learning of English and meeting of State standards. An English Language Development Program will be implemented with language supports in English and/or the student's native language and instruction with non-ELs as well as with only ELs.

STUDENT RECORDS/STUDENT AND PARENT RIGHTS

Information about students which is considered essential in accomplishing the educational objectives of the school, in promoting the welfare of the student, and, in complying with state statutes and administrative codes will be collected and maintained under the supervision of the principal. WPACES will protect the confidentiality of personally identifiable information regarding students in accordance with the Family Educational Rights and Privacy Act of 1974 (ferpa). Educational records include but are not limited to the following:

1. Personally Identifiable Information- Confidential information that includes, but is not limited to the student's name, name of parents and other immediate family members, the address of the student or the students family or other information or personal characteristics that would make the student easily identifiable.
2. Directory information- information in and educational record of a student that would not be considered harmful or and invasion of privacy if disclosed. This includes but not limited to the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of athletic team members) dates of attendance degrees and awards received and the most recent previous school or institution attended.

Directory information may be released without parent or student consent. Parents or students have the right to ask the school to designate any or all of the student's information as directory information. WPACES must obtain parent consent before disclosing identifiable information under the law.

TECHNOLOGY

The Board believes that all children must become proficient in the use of technology to succeed in the 21st Century and that technology can be used to support and enhance classroom instruction. Further, the Board recognizes that the Internet is and electronic highway connecting thousands of computers all over the world. Access to the Internet provides students with the opportunity to reach out to many other people and to share and exchange information with other Internet users throughout the world.

Guidelines for Responsible Computer Use

As a computer user at WPACES, students are expected to follow the rules and the code of ethics outlined below:

1. Recognizing that all computer users have the same right to use the equipment, students will:
 - ❖ Will Not play games or use computer resources for other non-academic activities when others require the system for academic purposes
 - ❖ Will Not waste or take supplies, such as paper, printer ink cartridges, and diskettes that are provided for use in WPACES;
 - ❖ Will Not work in ways that will disturb others when using computer equipment;
 - ❖ Never damage computer equipment; and

- ❖ Never deliberately place software viruses on any computer
- 2. Students must always be polite when using the school's computer and never send or encourage others to send disrespectful messages. Students must always use appropriate language in all documents and email messages. In email messages students must never reveal their home address or telephone number or the addresses and telephone numbers of other students. Students must inform their teacher immediately upon receiving email containing suggestive, insulting, threatening or obscene messages.
- 3. Software is protected by copyright laws; therefore, students must not make unauthorized copies of software found on school computers, either by copying them onto a diskette or onto other computers through electronic email or bulletin boards. Students must not give, lend or sell copies of software to others unless they have the written permission of the copyright owner or the original software is clearly identified as shareware or in the public domain.
- 4. Students must not plagiarize work they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were your own.
- 5. The work of all users is valuable. Therefore, students must protect the privacy rights of others by not trying to learn their passwords. Students may not copy read or use files in another user's area without that user's permission. Students may not attempt to gain unauthorized access to system programs or computer equipment. They may not use computer systems to disturb or harass other computer users by sending unwanted email or by other means. Students may not download information onto the hard drives of any WPACES computer for permanent storage. If information is going to be stored for more than one week it must be downloaded onto a diskette.

Weapons Offense (Act 26)

The Pennsylvania General Assembly has enacted legislation (Act 26 1995) that requires all public schools to take a mandatory course of action in dealing with students who are found in possession of weapons.

This law requires that law enforcement officers be notified and that students be expelled for not less than one year if they are found in possession of a weapon on school property, at any school-sponsored activity, or while traveling to or from school, including time on public transportation. Law enforcement officers will determine if an arrest should be made in these cases.

The term "weapon" includes, but is not limited to any knife, cutting instrument, or implement capable of inflicting serious bodily injury. You are encouraged to check with your children; inspect their book bags to make sure that tools or supplies such as metal or pointed scissors are not brought to school unless a written request is received from the teacher.

The law requires that weapon violations become a part of a student's permanent disciplinary record, and will be transmitted to a receiving school if a student transfers to another school. You will be required to sign an affidavit prior to enrolling your children in any public school to disclose the existence of any weapons violations or other serious violations.

These measures, required by Act 26 are designed as a safeguard to ensure that all public schools in the Commonwealth are safe places where students can learn and where teachers can teach.

VANDALISM

Students who are found destroying, damaging or defacing school property will be subject to appropriate disciplinary action and will be expected to pay for the damages and/or repair, replace or clean the defaced or damaged property.

STUDENT CODE OF CONDUCT

WEST PHILADELPHIA ACHIEVEMENT CHARTER ELEMENTARY SCHOOL

INTRODUCTION

A PARTNERSHIP IN RESPONSIBILITY FOR EDUCATING OUR CHILDREN

The West Philadelphia Achievement Charter Elementary School is committed to stimulating excitement about learning in a safe and respectful environment. Rules governing discipline and conduct are written so that parents, students, teachers, staff, and administrators know what is required of students. By working together under clearly stated and consistently enforced regulations, we can administer firm and fair discipline practices.

Student self-management is an essential part of educational excellence. It is a shared responsibility among home, school and community. The family assumes the initial responsibility for helping the child develop physically, intellectually, socially, emotionally and ethically. The school provides additional opportunities to promote every individual's growth. Children enter school at various levels of development. The school recognizes these levels of maturation and addresses each situation as it occurs. In this manner, the school promotes personal growth, societal responsibility and citizenship.

In a democratic society, individuals must work with others and share the privileges and responsibilities of citizenship. Therefore, the development of self-management and the acceptance of personal responsibility are important goals of education. Students help create an environment in which learning can take place by mastering self-management and modeling appropriate behavior in the school and community. To this end, every morning the students recite the Pledge of Allegiance and the Afro-Centric Creed (See Appendix B)

All students with the support of all partners will abide by the code of conduct. The code of conduct says:

I am here to learn, therefore, I will do nothing to interfere with my learning or the learning of my peers.

I will abide by the 5 BE's of conduct to achieve my goals:



Be Responsible

Be Respectful

Be Helpful

Be Safe

Be Kind

At West Philadelphia ACES

We are creating an environment where teachers are free

To teach and students are free to learn!

SCHOOL RESPONSIBILITIES

West Philadelphia Achievement Charter Elementary School has established the following goals regarding the Student Code of Conduct:

- To communicate the W.P.A.C.E.S. Student Code of Conduct to students, parents, staff and community.
- To enforce school board policy, local, state and federal laws.
- To ensure the rights and personal dignity of students and staff.
- To emphasize the need for acceptance of personal responsibility and self-discipline.
- To assure a fair, reasonable and consistent approach to the enforcement of the Student Code of Conduct.

- To maintain an effective and safe learning environment.
- To maximize learning and minimize disruptions.
- To protect and maintain school property.
- To identify, diagnose and remediate students who exhibit inappropriate behavior.
- To refer students to appropriate persons for counseling, examination, remediation or rehabilitation.
- To promote and recognize exemplary student behavior.

* The North Allegheny School District Code of Conduct was used as a reference in developing the W.P.A.C.E.S. Student Code of Conduct.

STAFF RESPONSIBILITIES

Each member of the school staff must understand the Student Code of Conduct and accept responsibility for making it work. The staff must know the information in the Student/Parent Handbook. Efforts by staff to counsel students should convey respect for students as persons. Every staff member should:

- Serve as a positive role model.
- Recognize that preventive discipline is preferable to remedial discipline.
- Respond to disciplinary situations within the school or on school property.
- Exercise control through appropriate planning, management and instruction.
- Recognize individual differences and levels of maturation in students.
- Obtain assistance from counselors, nurses, attendance persons and administrators, where appropriate.
- Enforce the Student Code of Conduct consistently and fairly.
- Protect students' rights; communicate students' responsibilities.
- Communicate with parents.

STUDENT RESPONSIBILITIES

Student responsibilities include regular school attendance, conscientious effort in classroom work, and good conduct. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome living and learning. It is the responsibility of each student to respect the rights of all who are involved in the educational process.

Every student should:

- Practice random acts of kindness.
- Be aware of and exhibit good conduct.
- Show consideration, courtesy and respect to others.
- Follow all rules and regulations.
- Cooperate with school staff in disciplinary cases should they have relevant information.
- Cooperate with the school staff in running a safe school.
- Express ideas and opinions in a respectful and accurate manner.
- Exercise proper care when using school facilities and equipment.
- Respect the property of others.
- Be on time for all classes and school functions.
- Complete assignments on time and work to their fullest potential.
- Dress and groom in a manner that is safe, clean and not disruptive of the educational process.
- Accept responsibility for their actions, attitude, achievements and successes.
- Behave in ways that will not cause harm or interfere with the success of themselves or others.
- Be a trustworthy person, do his/her own work, and tell the truth.

CODE OF CONDUCT

PARENT RESPONSIBILITIES

Parents should teach their children the importance of honesty, respect for rules, respect for property and respect for the rights of others. When parents and the school work diligently toward the fulfillment of these obligations, each individual benefits.

- Disputes between parent and staff, parent and parent, or parent and any other individual on our campus are to be handled amicably among the parties. School personnel will assist both parties in mediating the situation to the best of their ability. Refrain from public outbursts.
- No parent is to address any student in our building concerning a discipline issue or conflict with their child.
- No parent is to be present in a conference with any other child except for their own regarding discipline without parental consent or the presence of the other parent.
- No parent is to enter our building without coming to the main office and obtaining a visitors pass.
- Any violations and/or physical or criminal activity on campus between these parties will constitute dismissal/expulsion of the family from our school.
- Assure their child's compliance with approved codes of behavior and discipline.
- Read the Student/Parent Handbook, which contains the Student Code of Conduct and discuss school rules with their children.
- Cooperate with school personnel whenever special services are indicated for a student.
- Become involved in their child's school life.
- Participate in school/community meetings, functions and projects.
- Call to arrange a conference with the school CEO to discuss concerns or questions regarding disciplinary action.
- Communicate with school personnel.
- Attend the Parent-Teacher Organization (PTO) meeting once a month.

The Student Code of Conduct identifies four levels of misbehavior. Any questions and/or concerns may be addressed to the building Principal.

The information contained in the Student Code of Conduct applies to student behavior:

- On school property during the school day or immediately before or after school hours.
- On school property at any other time when the school is being used by a school group.
- Off school property at any school activity, function or event.
- Traveling to and from school while walking or riding on public transportation.

Talk It Out

Talk it out is a school wide mediation program to empower students to mediate and peacefully solve problems on their own.

LEVEL 1 BEHAVIORS

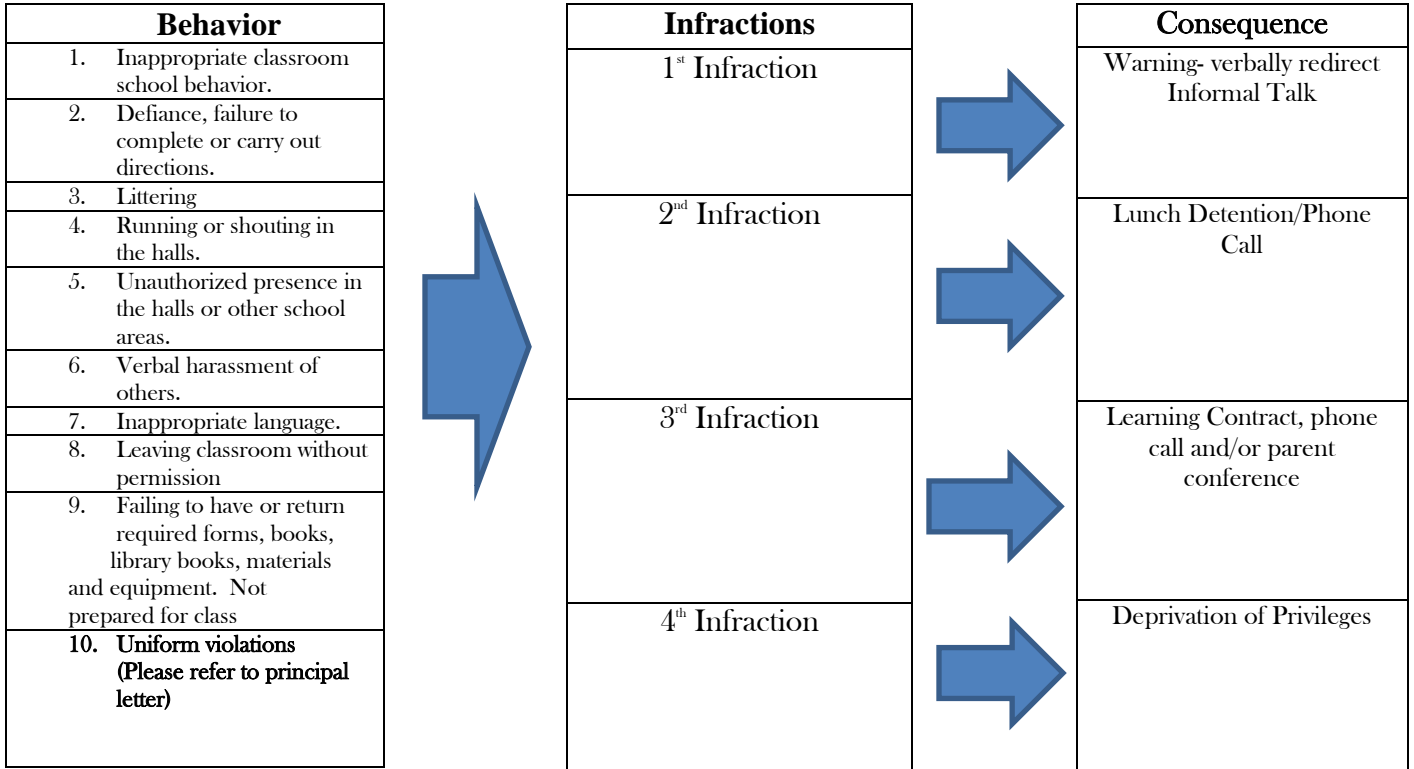
Student misbehaviors are those that disrupt classroom instruction or interfere with the operation of the school. These misbehaviors should be handled by an individual staff member and/or teacher but sometimes require intervention of other school support personnel.

Three infractions in the same area within a given report period requires a mandatory referral to the CST team through the school counselor. Teachers must:

- Email the counselor of the initial problem nwashington@wpaces.org
- Include the child's name, repeat infractions, date of infraction and requested action
- Immediately follow up within 24 hours with a completed Tier I form from your CST binder
- The counselor will send a confirmation email and begin the CST process for that students.

LEVEL 1 BEHAVIORS

The fourth repeat infraction in the same area of a level 1 behavior can receive level 2 consequences.



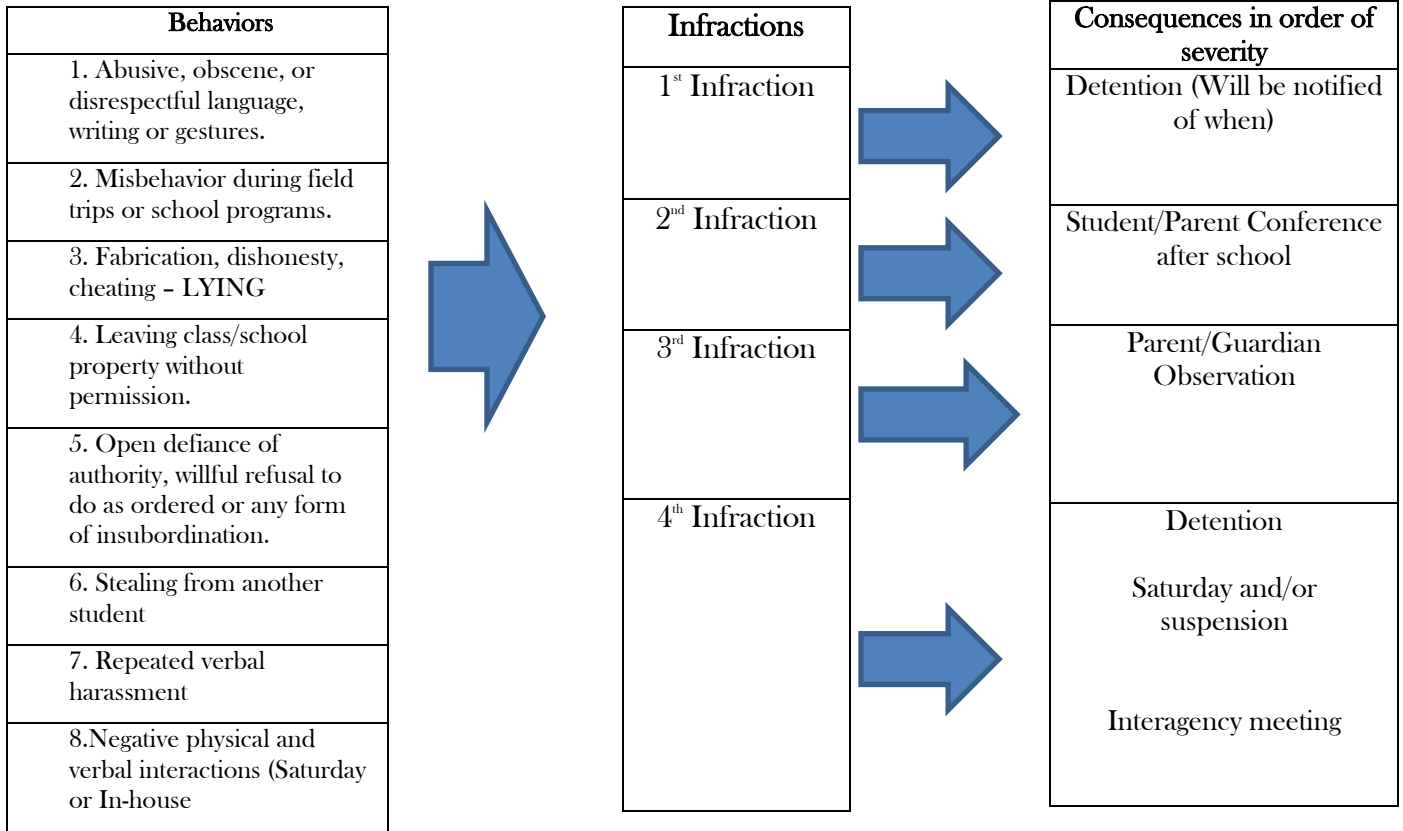
LEVEL 2 BEHAVIORS

Behaviors that frequently or severely disrupt the learning climate of the school.

These infractions require the intervention of personnel on the administrative level because the execution of LEVEL 1 disciplinary options have failed to correct the situation. Also included at this level are misbehaviors which do not represent a direct threat to the health and safety of others, but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.

The third repeat infraction in the same area of a level 2 behavior can receive a level 3 consequence.

A second time level 2 infractions must be referred to CST. You must use the procedure given in the level one referrals.

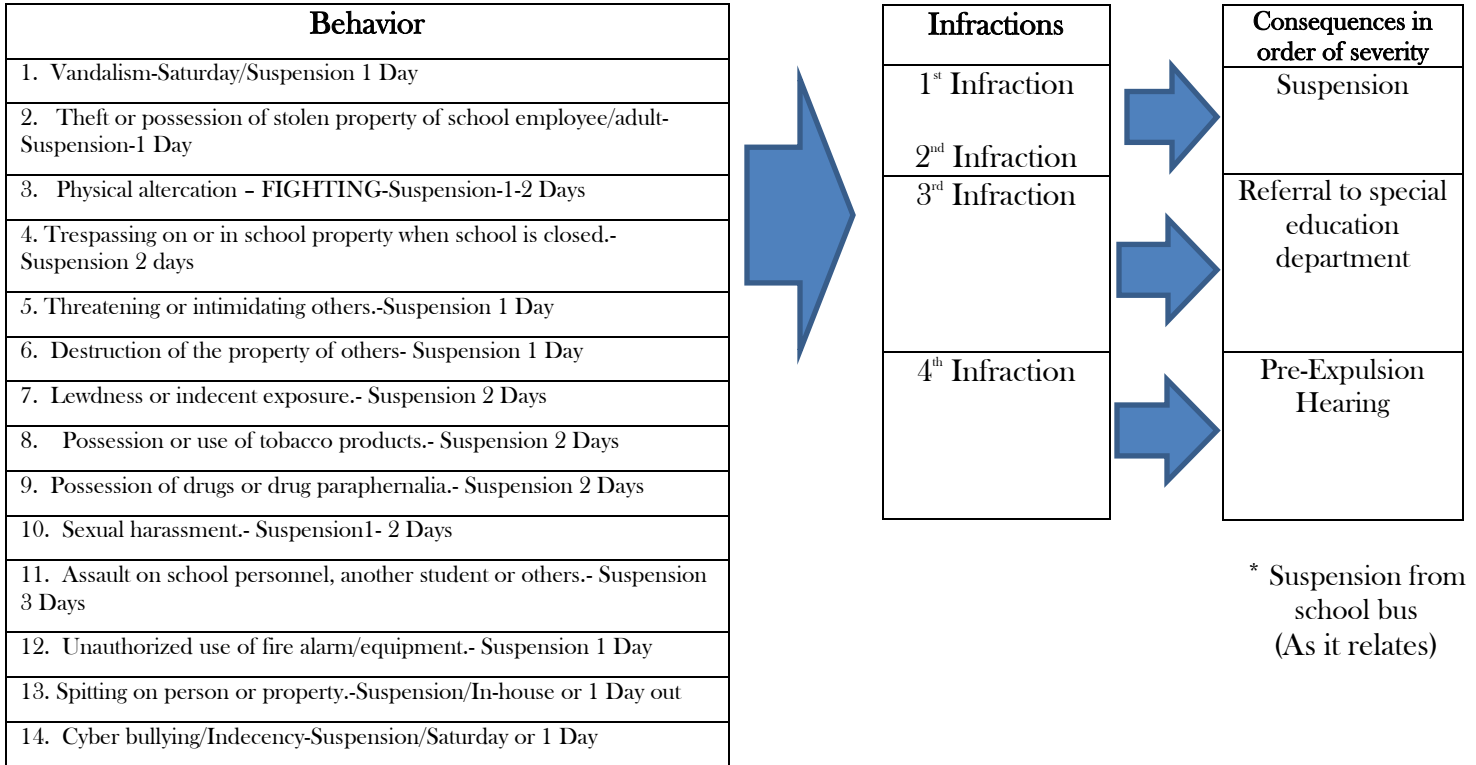


LEVEL 3 BEHAVIORS

Behaviors whose frequency or seriousness tends to disrupt the learning climate of the school and/or acts directed against persons or properties and whose consequences could endanger the health or safety of others in the school.

The fourth repeat infraction in the same area of a level 3 behavior can receive a recommendation for expulsion from the school.

A first time level 3 infraction must be referred to CST. You must use the procedures given in the level one referrals.



Level III misbehaviors whose frequency or severity seriously disrupt the learning climate of the school persons or property, which could or do pose a threat to the health, safety or welfare of others in the sc require administrative action, which could result in the immediate removal of the student from school intervention of law enforcement authorities.

Expulsion

The following misbehaviors will require a possible Board hearing and/or a recommendation for expulsion:

EXPULSIONS
1. Bomb threat or threatening phone calls.
2. Possession/use/transfer of dangerous weapons or dangerous objects.
3. Assault on school personnel, another student or others.
4. Possession of lighted or ignited objects.
5. Theft or possession/sale of stolen property.
6. Arson or attempted arson.
7. Transfer/sale/possession/purchase/procurement/distribution/use or under the influence of unauthorized substances, e.g. drugs, alcohol or drug paraphernalia.
8. Disorderly conduct.
9. Unauthorized use of fire alarm equipment.
10. Other violations of federal, state or local laws.

DUE PROCESS PROCEDURES FOR EXCLUSION OF STUDENTS FROM SCHOOL

A student who violates school rules may be suspended. The CEO may suspend a student for up to three days without a hearing. The student will be given an opportunity to respond to the charges and parents will be notified if the suspension is imposed.

The CEO may suspend a student for up to ten days. However, the student must have an informal hearing conducted by the CEO within the first five days of the suspension. Prior to the hearing, the student and parents must be informed of the hearing and the nature of the alleged charges along with all pertinent information to which they are entitled in order to prepare for the hearing.

Expulsion is exclusion from school for more than ten consecutive school days. A student may be expelled permanently from W.P.A.C.E.S. Expulsion proceedings require a formal hearing before members of the Board of Trustees. Appropriate notices and appropriate information to which students and parents are entitled will be provided. Students have the right to legal counsel at a formal hearing before the Board of Trustees. The formal hearing shall be held in private unless the parent requests a public hearing. If the Board rules in the student's favor, all references to the alleged incident shall be removed from the student's records.

Any weapons offense is automatically referred for expulsion for Act 26 violation.

§ 12.8. Hearings.

(a) *General.* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

(b) *Formal hearings.* A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

- (1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
- (2) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- (3) The hearing shall be held in private unless the student or parent requests a public hearing.
- (4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

(5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

(6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.

(7) The student has the right to testify and present witnesses on his own behalf.

(8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.

(9) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

(i) Laboratory reports are needed from law enforcement agencies.

(ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. § § 1400–1482).

(iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

(10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

(c) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

(1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

(2) The following due process requirements shall be observed in regard to the informal hearing:

(i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.

(ii) Sufficient notice of the time and place of the informal hearing shall be given.

(iii) A student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and produce witnesses on his own behalf.

(v) The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

Manifestation Determination

A Manifestation Determination is a process, required by the Individuals with Disabilities Education Act, which is conducted when considering the exclusion of a student with a disability that constitutes a change of placement.

A manifestation determination must be conducted when a disciplinary change of placement occurs. Disciplinary change of placement occurs when a student with a disability, because of a violation of the school code of conduct, is removed from his/her current educational setting for:

- More than 10 school days consecutively, or
- More than 15 school days cumulatively in a school year, or
- When school days 11-15 constitute a pattern of exclusion, or
- An exclusion of even one school day for a student with intellectual disabilities, or
- Under the following circumstances school personnel may unilaterally remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a local educational agency (LEA);
 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA; or
 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA. In these circumstances, the LEA must notify the parent.

Steps:

A team must convene a Manifestation Determination meeting within 10 school days, of the decision to change the student's placement, and will invite the parents/guardian. The team must:

Provide written notice to the parent/guardian of the recommended disciplinary action and the date of the proposed Individualized Education Program (IEP) team meeting.

- A. During the IEP/Manifestation Determination meeting, the IEP team will review the student’s most current evaluation, IEP and placement to determine if the referred misconduct is related to the student’s disability. Two questions are to be answered by the school team at the manifestation meeting: (1) is the conduct caused by, or did it have a direct and substantial relationship to, the student’s disability? Or (2) was the conduct in question a direct result of the school’s failure to implement the student’s IEP? If either (1) or (2) above was answered "Yes," the behavior must be considered a manifestation of the student's disability. If both (1) and (2) above were answered “No,” the behavior cannot be considered a manifestation of the student’s disability.
- B. If the school team determines that the student’s behavior is **NOT a Manifestation of the Disability**, school officials may apply the Code of Student Conduct. In no event, however, may the student be suspended without providing appropriate educational services for more than five consecutive or 15 cumulative school days in a school year.
- C. A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination and a copy of the Procedural Safeguard Notice (PSN) must be given to the parent/guardian.

*If parents or caregivers disagree with the decision, they can request an expedited Special Education Hearing and the Commonwealth-appointed hearing office will review the manifestation determination.

**School follows due process right codified in Chapter 12 of PA Public School Code.

- D. If the student’s behavior IS Manifestation of the Disability, the IEP team reviews and revises the existing behavior support plan or, as necessary, completes a functional behavior assessment and implements a behavior support plan to address the misconduct.
- E. The student returns to the placement from which the student was removed, unless the parent and school agree to a change of placement as part of the modification of the behavior support plan. The IEP team, includes in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and help prevent the problem behavior from recurring.

PROHIBITED BEHAVIORS AND THEIR DESCRIPTIONS

The West Philadelphia A.C.E.S. discipline code is in effect on school property at all times, on school buses, and during all school activities and/or events whether or not on school property.

Following is a list of prohibited behaviors and a definition or explanation of each behavior.

<u>Behavior</u>	<u>Definition or Explanation</u>
Assault	A physical attack which attempts to cause or causes personal injury to another student, staff member or other person.
Bomb Threat	Making a false report regarding the possession or location of explosive materials. This applies to threats made verbally, physically, in writing, or by any other method including 911 calls and electronic mail.
Bullying Behavior	Using physical or verbal aggression to take advantage of others. Engaging in intimidation, coercion, or extortion or threatening violence, injury or harm to another or others.
Cheating	Illicitly sharing or learning of specific questions on an exercise or test before it is given. Illicitly sharing or obtaining information during an exercise or test. Plagiarism, i.e., submitting another’s work or ideas as one’s own. This includes copying from another student’s work, from books, or from any electronic source including the Internet.
Chronic Disruption	Frequently disobeys school and classroom rules.
Defiance	Deliberately refusing to carry out a staff member’s request if that request is reasonable, has a legitimate purpose, and is within the authority of that staff person to make.

Disorderly Conduct	Includes but is not limited to running, pushing, shoving, or engaging in horseplay. Excessive verbal or physical interaction that results in disruption is also considered disorderly conduct.
Displaying inappropriate symbols of gangs	Clothing, jewelry, or other objects that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang. Must not be protected as religious expression or free speech. The term “gang” means an inappropriate grouping of students whose purposes or activities include the commission of illegal acts or violations of the school’s code of discipline.
Endangerment of self or others	Engaging in or causing behavior which can be demonstrated to affect negatively the educative process or which presents a danger to the safety or welfare of the school community. If the activity in question occurs off school grounds a direct link between the act and the school community must be demonstrated.
Extortion	Obtaining or attempting to obtain money, property or services by threats or forcing someone to do something against his/her will by force or threat of force.
False Alarms	Activating an emergency alarm or making a verbal false alert when no emergency exist.
Failure to comply with dress code requirements.	Student attire does not conform to school’s written description of appropriate school dress or uniform
Felony Act	Any act that constitutes a felony under applicable law.
Fighting	Physical contact or other acts of violence where all parties have physically contributed to conflict.
Gambling	The playing of games for money or possessions.
Incitement	Encouraging or coercing another to engage in activity which is prohibited.
Leaving setting without permission	Not being in assigned location. This includes being tardy to class without an excuse note.
Possessing, posting or distributing prohibited material	Prohibited material is material that is obscene, libelous, defamatory, or that contains a threat of violence, injury or harm. This includes written and electronic communications.
Possession of drug paraphernalia or other prescribed equipment.	Student possession of drug paraphernalia such as rolling paper, or other drug related equipment.
Possession of or use of controlled substances without authorization, or of illegal drugs or alcohol.	Use or possession of a prescription drug belonging to another, alcohol or illegal substances including but not limited to, marijuana,
Possession of a weapon.	Weapons are defined as items that can cause serious injury or death when used as a weapon. This list includes but is not limited to, knives, bb guns, pepper spray, or other items of no reasonable use to the students at school.
Sexual assault verbal and/physical	<p>Prohibition of Sexual Assault: Students shall not force or attempt to force another Member of the School Community to engage in any sexual act. For the purposes of this rule, sexual acts shall include but is not limited to: a. intercourse; b. oral sex; c. groping sexual parts; d. simulated sex e. verbal sexual assault or the intent</p> <p>Prohibition of Assault on School Personnel: Students shall not intentionally cause or attempt to cause physical injury or pain to any school employee.</p>

2018-2019 Student Learning Contract

The Student Learning Contract is a signed agreement between the students and the principal. Each student will take the pledge to follow all school wide positive behaviors and agree not to violate any behaviors listed in the Code of Conduct. If a student fails to meet this agreement they will receive varied consequences, ranging from a phone call home, afterschool detention, lunch detention, Saturday detention, parent conference, exclusion from activities, or finally exclusion from the 5th grade graduation. Our belief is that all students will follow the agreement. In the event that a student has four or more violations, parents/guardians will be notified prior to this final step.

School-Wide Behavior Plan

POSITIVE CONSEQUENCES

Social Skills Reinforcement:

- Students will have a skill of the month
- Teachers will introduce new skill at the beginning of each month during “class meetings”.
- Teachers will develop with students during this first class meeting of the month a “t” chart (what it looks like/what it sounds like) for the skill of the month.
- A home activity for kids to complete with parent will be given by teacher and graded.
- Every last Wednesday of the month, the school hosts a culminating assembly where each class will have a demonstration of how they displayed the social skill of the month.
- The social skill of the month must be posted around the school, discussed in morning announcements, and reinforced in class throughout the day.
- Each teacher must show this in their lesson plans.

School-wide Norms Reinforcement:

- The four school-wide norms are:
 - Always show kindness
 - Respect each other’s personal space (no hitting or fighting)
 - Use your walking feet at all times (no kicking)
 - Use your indoor voice at all times
- There will be a month’s end school-wide celebration for following the school norms
- It will change each month
- The party will be held on the last Friday of each month
- Students are recommended to attend during the final class meeting of the month held on the last full Monday of the month
 - The students are to be kept in their cooperative groups and are recommended to attend by groups not individuals
 - The groups will work with the teacher during the meeting to report on their progress and make a group decision of eligibility to attend the party or not. Other groups will be listening until their turn comes. They must show-n-tell of how they did as a group following the school-wide norms.

Annual Calendar of
School-wide Month End Celebrations
& Social Skill of the Month

Month	Character Trait/ Social Skills of the Month	Norm Reward	Character Trait
September	Use each other's names to greet & address community members	9/27/19 Certificate & Pencil	Courtesy
October	Always tell the truth!	10/25/19 Certificate & Pencil	Honesty
November	Random Acts of Kindness	11/22/19 Certificate & Pencil	Kindness
December	Encouraging one other	12/20/20 Certificate & Pencil	Caring
January	Taking responsibility for your actions	1/31/20 Certificate & Pencil	Responsible
February	Voice your opinion in an appropriate way	2/28/20 Certificate & Pencil	Respect
March	Work cooperatively with others	3/27/20 Certificate & Pencil	Cooperation
April	Compromise: All parties walk away getting some of what they want in a conflict	4/24/20 Certificate & Pencil	Fairness
May	Problem solving on your own	5/29/20 Certificate & Pencil	Problem Solving
June	Active listening: Be able to repeat & understand what others are saying	6/12/19 Certificate & Pencil	Citizenship

West Philadelphia Academic Charter Elementary School
6701 Callowhill Street
PHILADELPHIA, PA 19151

PHONE: 215-476-6471

FAX: 215-400-6470

Dear Parents/Guardians:

As of September 2018, West Philadelphia Academic Charter Elementary School has adopted and become part of Philadelphia's Campaign for Healthy Eating Schools; this is our first year in the program. The focus is on nutrition and physical activity to help promote wellness in children. One of WPACES goals is to remove unhealthy (junk) food from the school environment while at the same time increasing student consumption of fruits and vegetables. **(Therefore, birthday cake, cupcakes, cookies and sugary drinks, etc are not allowed at WPACES.** If these items are brought to school they will be returned to the parent immediately if not the same day. We would like to **thank you** for your cooperation with this program and for sending in **healthy foods/non-food items for birthday and other celebrations.**

If you are planning to send in any food for birthdays or other celebrations, the following are examples of healthy foods that would be appropriate:

- Trail mix (pretzels, dried fruit, etc)
- Raw vegetables served with a low-fat dip
- Graham crackers
- Fresh apple slices
- Raisins or dried fruit such as bananas, apples, peaches, apricots, etc
- Applesauce or other fruit cups
- Yogurt parfaits with non-fat or low-fat yogurt, low-fat granola and fruit

Examples of non-food items include:

- Markers, pens, pencils
- Rulers, erasers
- Bookmarks
- Key chains, stickers

We would like to **congratulate and thank you** again for your embracing this **NEW** initiative of student Wellness at WPACES.

Sincerely,

Dr. LaToya Johnson
Principal

TITLE: SCHOOL WELLNESS POLICY

ADOPTED: June 20, 2017

REVISED: June 27, 2017

<p>1. Purpose</p> <p>2. Authority SC 1422.1 42 U.S.C. Sec. 1758b 7 CFR Sec. 210.31</p> <p>3. Delegation of Responsibility 42 U.S.C. Sec. 1758b 7 CFR Sec. 210.31</p> <p>7 CFR Sec. 210.31</p>	<p style="text-align: center;"><u>SCHOOL WELLNESS POLICY</u></p> <p><u>West Philadelphia Achievement Charter Elementary School recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.</u></p> <p>The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.</p> <p>To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:</p> <ol style="list-style-type: none">1. A comprehensive nutrition program consistent with federal and state requirements.2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.4. Curriculum and programs for grades K-5 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards. <p>The CEO or designee shall be responsible for the implementation and oversight of this policy to ensure that the school's, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.</p> <p>The school's principal or designee shall annually report to the CEO or designee regarding compliance in his/her school.</p> <p>Staff members responsible for programs related to school wellness shall report to the CEO</p>
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<p>\32 XCBVNV1</p> <p>42 U.S.C. Sec. 1758b 7 CFR Sec. 210.31</p> <p>7 CFR Sec. 210.31</p> <p>42 U.S.C. Sec. 1758b 7 CFR Sec. 210.31</p> <p>4. Guidelines</p> <p>7 CFR Sec. 210.15, 210.31</p>	<p>or designee regarding the status of such programs.</p> <p>{ X } The CEO or designee shall annually report to the Board on the school’s compliance with law and policies related to school wellness. The report may include:</p> <p>{ X } Assessment of school environment regarding school wellness issues.</p> <p>{ X } Evaluation of food services program.</p> <p>{ X } Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.</p> <p>{ X } Recommendations for policy and/or program revisions.</p> <p>{ X1 } Suggestions for improvement in specific areas.</p> <p>{ X } Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.</p> <p>The CEO or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:</p> <ol style="list-style-type: none"> 1. The extent to which the school is in compliance with law and policies related to school wellness. 2. The extent to which this policy compares to model wellness policies. 3. A description of the progress made by the school in attaining the goals of this policy. <p>At least once every three (3) years, the school shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as the school and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.</p> <p>The school shall annually inform and update the public, including parents/guardians, students and others in the community, about the contents, updates and implementation of this policy via the school website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.</p> <p><u>Recordkeeping</u></p> <p>The school shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:</p>
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initiation/maintenance of school gardens, taste-testing of local products in the cafeteria and classroom, classroom education about local agriculture and nutrition, field trips to local farms and incorporation of local foods into school meal programs.

{ X } School staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

{ X } Food service personnel shall review and implement research-based, behavioral economics techniques in the cafeteria to encourage consumption of more whole grains, fruits, vegetables and legumes, and to decrease plate waste.

{ X } Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

{ X } Consistent nutrition messages shall be demonstrated by avoiding use of unhealthy food items in classroom lesson plans and school staff avoiding eating less healthy food items in front of students.

{ X } The school shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

Physical Activity

{ X } The school shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

{ X } The school shall contribute to the effort to provide students opportunities to accumulate at least sixty (60) minutes of age-appropriate physical activity daily, as recommended by the Centers for Disease Control and Prevention. Opportunities offered at school will augment physical activity outside the school environment, such as outdoor play at home, sports, etc.

{ X } Students shall participate daily in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.

{ X } Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

{ X } A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

{ X } Extended periods of student inactivity, two (2) hours or more, shall be discouraged.

{ X } Physical activity breaks shall be provided for students during classroom hours.

<p>SC 1512.1 Pol. 102, 105</p>	<p>{ X } Before and/or after-school programs shall provide developmentally appropriate physical activity for participating children.</p> <p>{ X } The school shall partner with parents/guardians and community members and organizations, such as YMCAs, Boys & Girls Clubs, local and state parks, hospitals, etc., to institute programs that support lifelong physical activity.</p> <p>{ X } Physical activity shall not be used or withheld as a form of punishment.</p> <p>{ X } The school shall promote physical activity through encouragement of walking and biking as a means of transportation to and from school.</p> <p>{ X } Students and their families shall be encouraged to utilize community owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established rules.</p> <p><u>Physical Education</u></p> <p>A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All students must participate in physical education.</p> <p>{ X } Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.</p> <p>{ X } Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.</p> <p>{ X } A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.</p> <p>{ X } A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.</p> <p>{ X } Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.</p> <p>{ X } A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.</p> <p>{ X } Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.</p> <p>{ X } Safe and adequate equipment, facilities and resources shall be provided for physical education courses.</p>
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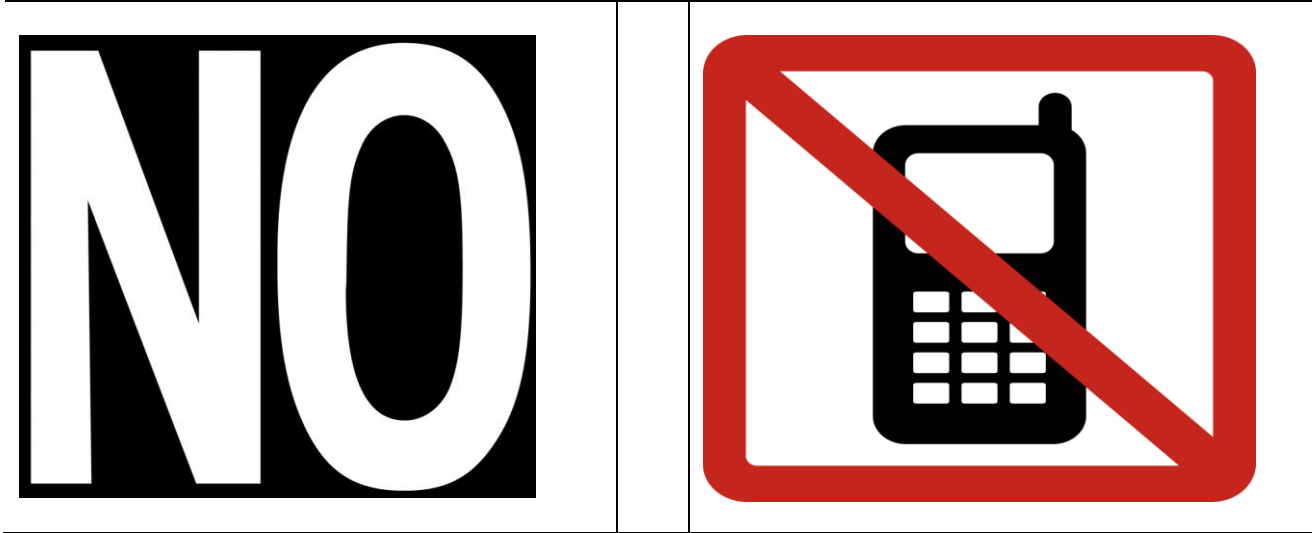
<p>7 CFR Sec. 210.10, 220.8</p> <p>42 U.S.C. Sec. 1751 et seq, 1773</p> <p>7 CFR Sec 210.30 Pol. 808</p> <p>7 CFR Sec. 210.10</p>	<p><input checked="" type="checkbox"/> Physical education shall be taught by certified health and physical education teachers.</p> <p><input checked="" type="checkbox"/> Appropriate professional development shall be provided for physical education staff.</p> <p><input checked="" type="checkbox"/> Physical education classes shall have a teacher-student ratio comparable to those of other courses for safe and effective instruction.</p> <p><input checked="" type="checkbox"/> Physical activity shall not be used or withheld solely as a form of punishment.</p> <p><u>Other School Based Activities</u></p> <p>Drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.</p> <p>Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.</p> <p><input checked="" type="checkbox"/> The school shall provide adequate space, as defined by the district, for eating and serving school meals.</p> <p><input checked="" type="checkbox"/> Students shall be provided a clean and safe meal environment.</p> <p><input checked="" type="checkbox"/> Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.</p> <p><input checked="" type="checkbox"/> The school shall implement alternative service models to increase school breakfast participation where possible, such as breakfast served in the classroom, “grab & go breakfast” and breakfast after first period to reinforce the positive educational, behavioral and health impacts of a healthy breakfast.</p> <p><input checked="" type="checkbox"/> Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.</p> <p><input checked="" type="checkbox"/> Students shall have access to hand washing or sanitizing before meals and snacks.</p> <p><input checked="" type="checkbox"/> Access to the food service operation shall be limited to authorized staff.</p> <p><input checked="" type="checkbox"/> Nutrition content of school meals shall be available to students and parents/guardians.</p> <p><input checked="" type="checkbox"/> Students and parents/guardians may be involved in menu selections through various means, such as taste testing and surveys.</p> <p><input checked="" type="checkbox"/> To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.</p> <p><input checked="" type="checkbox"/> The school shall provide appropriate training to all staff on the components of the School Wellness policy.</p>
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	<p>{ X } Goals of the School Wellness policy shall be considered in planning all school based activities.</p> <p>{ X } Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.</p> <p>{ X } Administrators, teachers, food service personnel, students, parents/guardians and community members shall be encouraged to serve as positive role models through district programs, communications and outreach efforts.</p> <p>{ X } The district shall support the efforts of parents/guardians to provide a healthy diet and daily physical activity for children by communicating relevant information through various methods.</p> <p>{ X } The district shall maintain a healthy school environment, including but not limited to indoor air quality, in accordance with the district’s healthy learning environment program and applicable laws and regulations.</p> <p><u>Nutrition Guidelines for All Foods/Beverages at School</u></p> <p>All foods and beverages available in school during the school day shall be offered to students with consideration for promoting student health and reducing obesity.</p> <p>Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.</p> <p>Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.</p> <p><i>Competitive Foods -</i></p> <p>Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.</p> <p>Competitive foods are defined as foods and beverages offered or sold to students on school campus during the school day, which are not part of the reimbursable school breakfast or lunch.</p> <p>For purposes of this policy, school campus means any area of property under the jurisdiction of the school that students may access during the school day.</p> <p>For purposes of this policy, school day means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.</p> <p>The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.</p>
<p>42 U.S.C. Sec. 1751 et seq, 1773 7 CFR Sec. 210.10, 220.8</p>	
<p>7 CFR Sec. 210.11, 220.12a, 210.31</p>	
<p>7 CFR Sec. 210.11, 210.31</p>	
<p>7 CFR Sec. 210.11, 210.31</p>	
<p>7 CFR Sec. 210.11</p>	

<p>Pol. 229</p> <p>7 CFR Sec. 210.11</p>	<p><i>Fundraiser Exemptions -</i></p> <p>Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.</p> <p>The school may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. Exempt fundraisers are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.</p> <p>The school shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.</p> <p><i>Non-Sold Competitive Foods -</i></p> <p>Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.</p> <p>If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:</p> <ol style="list-style-type: none"> 1. Rewards and Incentives: (CHOOSE ONE OF THE OPTIONS BELOW) <ol style="list-style-type: none"> a. <input type="checkbox"/> Foods and beverages shall not be used as a reward or incentive in the schools. b. <input type="checkbox"/> Foods and beverages shall not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (e.g., guest chef, field trip to a farm or farmers market, etc.). c. <input checked="" type="checkbox"/> The school may allow a limited number of (no more than 5) competitive foods that do not meet or exceed the Smart Snack in school nutrition standards, but must be approved by the CEO or designee before offered to students. 2. Classroom Parties and Celebrations: (CHOOSE ONE OR MORE OF THE OPTIONS BELOW) <ol style="list-style-type: none"> a. <input type="checkbox"/> Only non-food based parties and celebrations shall occur on the school campus during the school day. b. <input type="checkbox"/> Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom. c. <input checked="" type="checkbox"/> Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties. d. <input type="checkbox"/> Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies)
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<p>7 CFR Sec. 210.11, 210.31</p> <p>SC 504.1</p> <p>Pol. 209.1</p>	<p>and will provide the following:</p> <ul style="list-style-type: none"> • Fresh fruits/vegetables; and • Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk. <p>e. { } When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.</p> <p>f. { } Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.</p> <p>3. Shared Classroom Snacks:</p> <p>The school shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbook, newsletters, posted notices and/or other efficient communication methods.</p> <p><i>Marketing/Contracting -</i></p> <p>Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.</p> <p>Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.</p> <p><u>Management of Food Allergies in the school</u></p> <p>The school shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:</p> <ol style="list-style-type: none"> 1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions. 2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction. 3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities. <p><u>Safe Routes to School</u></p> <p>{ X } The school shall assess and, to the extent possible, implement improvements to make</p>
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	<p>walking and biking to school safer and easier for students.</p> <p>{ X } The school shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.</p> <p>{ X } School administrators shall seek and utilize available federal and state funding for safe routes to school, when appropriate.</p>
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The use of cell phones and other electronic devices is extremely disruptive to the educational environment. Cell phone use during school hours also reduces the safety of everyone in the school building. Cell phones are prohibited at School. There will be no exceptions to the Cell Phone Policy.

The Code of Conduct was adopted to support a safe learning environment for the entire school community. The School policy regarding the use of cell phones is as follows:

- **Cell Phones & Electronic Devices are prohibited**
Students are not permitted to have cell phones in their possession or use cell phones.
- **1st Offense**
If a student brings a cell phone/electronic device to school, it will be confiscated and returned only to the parent or legal guardian of the student
- **2nd Offense**
Upon a second violation, the cell phone/electronic device will be confiscated and will not be returned. The principal may donate the item to charity or sell confiscated items. The proceeds will be used for school.
- **Code of Conduct**
Students will be subject to detention, exclusion from school events, and/or suspension for possessing and/or using a cell phone or electronic device. Disciplinary measures will be given for 1st and 2nd offenses.
- **The Cell Phone policy prohibits possession and/or use of telephonic devices and electronic devices.**

Thank you for your cooperation and support regarding the Cell Phone Policy.

PLEDGE OF ALLEGIANCE

I pledge allegiance to the flag
of the United States of America
and to the republic for which it stands,
one nation, under God, indivisible with
liberty and justice for all.

AFROCENTRIC CREED

I have faith in myself
I have faith in my teachers
I will accept my duties and responsibilities
I respect others and seek their respect
I have respect
I have self-control
I can learn if I study hard
I will learn because I will study hard
I love myself
and loving myself,
I will be myself
and know myself,
I am the one who is talking!!!!

(Dr. Molefi Asante)

I AM HERE TO LEARN, I WILL DO NOTHING TO INTERFERE WITH MY LEARNING OR THE LEARNING OF MY PEERS. I WILL ABIDE BY THE 5 BEs OF CONDUCT TO ACHIEVE MY GOALS: BE RESPONSIBLE, BE RESPECTFUL, BE HELPFUL, BE SAFE, & BE KIND. AT WPACES WE ARE CREATING AN ENVIRONMENT WHERE TEACHERS ARE FREE TO TEACH AND STUDENTS ARE FREE TO LEARN!!!



ACKNOWLEDGMENT OF RECEIPT OF STUDENT & PARENT HANDBOOK

I/We certify that I/we have read the Parent/Student Handbook thoroughly and we understand the policies and procedures of West Philadelphia Achievement Charter Elementary School.

I/We understand that I/we are responsible for abiding by the following policies and procedures in the student and parent handbook, which can be found at www.wpaces.org If you would like a hard copy, please visit the main office.

Please check that I have read and agree to the following policies and information:

- Trip policy including clearance requirements (pg 11)
- Anti-Bullying, Cyber-Bullying Policy (pg 12)
- Uniform Policy (pg 12)
- Acceptable use policy for technology (pg14)
- PTO Membership form
- Transportation services/contact person form
- Student Learning Contract (pg 25)
- Healthy Eating Schools Campaign Letter (pg 28)
- Cell Phone Policy (pg 41)
- School-Parent Compact (pg 47)

Child's Name

Parent/Guardian name:

Date: