



Student and Family Handbook Receipt & Acknowledgement

Dear Families,

This handbook was produced as a resource for students and parents to explain the policies, rules, and regulations governing all students at the Pan American Academy Charter School. Please read and review this Family Handbook with your child.

It is important that parents and students understand the expectations and rules for the school. Your signature will indicate that you have reviewed and discussed the handbook together and that you join with the Pan American Academy Charter School faculty and staff in our efforts to keep our school safe and orderly.

I understand that these policies/procedures have been adopted by the Pan American Academy Board of Trustees and will comply with all rules and regulations.

Parent/Guardian Signature

Date

Student Signature

Grade



PAN AMERICAN ACADEMY
CHARTER SCHOOL

Student & Family Handbook

2020-2021

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A Letter from the Chief Executive Officer

September 2020

To Parents and Guardians,

It is with great joy that we welcome you to a new year at Pan American Academy Charter School. As always, this school year promises to be an exciting one for us all.

We are pleased to present our Student and Family Handbook. We hope this will be a useful guide as we begin a year of working and learning together. The purpose of this handbook is to provide you with helpful information about day-to-day procedures at our school as well as important school policies. As you will see our school is committed to providing a learning environment founded on research and exemplary teaching methods.

This handbook contains important information for you about our operational policies, procedures and school expectations. Please take some time to read and review the handbook with your child and sign the Family Handbook Receipt Form (found at the end of this booklet). Once you sign the form, please return to your child's teacher. In this unique school year, changes may be made to this Handbook from time to time. We will advise you of those changes.

Parents play an important role in making this school great. We cannot achieve our goals without you. Therefore, we greatly encourage parent participation in all programs and activities. Please refer to this handbook during the school year. Please feel free to call, email or visit with any questions or concerns.

We share the highest expectations for the upcoming year. We look forward to serving our students and families.

Sincerely,

Dr. Darcy Russotto

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About Pan American Academy Charter School

Pan American Academy Charter School is an independent, free, public K-8 charter school serving a little over 750 students in kindergarten through eighth grade.

We have the highest academic expectations for students. All Pan American teachers are dedicated, caring, skilled professionals. They help all students achieve by bringing culture and hands-on learning into the classroom every day. Through our focus on inquiry-based learning, Pan American is creating the next generation of strong, internationally-minded, bilingual leaders in our community.

A unique feature of Pan American Academy is our implementation of a dual language program. All students in kindergarten through eighth grade participate in the dual language program. Our students will learn to speak, read and write in English and Spanish. Our mission is to provide a biliterate, bicultural, academically enriched program in English and Spanish that enables students to make the most of their individual talents.

As an authorized IB World School, we have been authorized by the International Baccalaureate Organization (IBO) to implement the Primary Years Programme (PYP) curriculum in grades K through 5 and the Middle Years Programme (MYP) in grades 6 through 8. This curriculum aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. In addition to implementing the IBO curriculum, we will emphasize the attitudes that nurture active, thoughtful, and internationally-minded citizens of the world through a learner-centered and positive behavioral program. As an authorized IBO World School, we are part of a collection of schools offering a rigorous internationally minded curriculum. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Pan American Academy Charter School believes is important for our students.

Parents at Pan American Academy Charter School are encouraged and expected to be a part of their children's schooling. We want you to feel comfortable at the school, and help us to help your child learn, grow, and gain a global perspective that teaches them to interact and learn effectively throughout their lives.

Mission Statement

At Pan American Academy, we prepare bilingual, internationally minded inquirers.

Vision Statement

At Pan American Academy, our vision is to be a supportive community where everyone can learn and contribute through service and action.

Values And Beliefs

At Pan American Academy we believe in achieving our goals by being compassionate, accountable, respectful and engaged.

Our students will strive to be:

- | | | |
|---|---|--|
| <input type="checkbox"/> <i>Inquirers</i> | <input type="checkbox"/> <i>Principled</i> | <input type="checkbox"/> <i>Balanced</i> |
| <input type="checkbox"/> <i>Knowledgeable</i> | <input type="checkbox"/> <i>Open-minded</i> | <input type="checkbox"/> <i>Reflective</i> |
| <input type="checkbox"/> <i>Thinkers</i> | <input type="checkbox"/> <i>Caring</i> | |
| <input type="checkbox"/> <i>Communicators</i> | <input type="checkbox"/> <i>Risk-takers</i> | |

It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning. These positive attitudes contribute to the well-being of the individual and of the group. At Pan American Academy students should demonstrate appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

I. GENERAL POLICIES AND PROCEDURES

Policies

The Board of Trustees of the Pan American Academy Charter School (Pan American) is responsible for establishing policies under which the school operates. This Parent and Student Handbook includes the school's Code of Conduct adopted to apprise students, parents, and school personnel of the conduct and behavior required of all students to ensure a safe learning environment. These rules are intended to promote self-respect, respect for others and respect for property. It is therefore expected that all students enrolled herein abide by all school policies and procedures including the Code of Conduct and accept responsibility for their actions and behavior.

Admission Policy

In the admission of students, Pan American Academy Charter School will comply with § 17-1723-A of the Charter School Law (Act 22). Specifically, the charter school will be open to all resident children in the Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available, then students will be selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline. However, preference will be given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. First preference will be given to students who reside in the School District of Philadelphia. Furthermore, pursuant to the terms of our charter with the School District of Philadelphia, preference in admission is given to students residing in a catchment area defined in our charter.

In accordance with § 17-1723-A of the Charter School Law, Pan American Academy Charter School will not discriminate in its admissions policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district. Also, the school will not discriminate in its admissions policies on the basis of race, sex, color, national origin, ethnic origin, religious beliefs, or political affiliation.

Admission Process

Specifically, Pan American Academy Charter School will follow the following steps for admissions:

1. Each year, the school will establish a deadline for parents/guardians to submit applications for new student admission. The deadline will be posted in the school office, on all application materials and on our website.
2. Beginning in the fall each year, admissions applications may be submitted through Apply Philly Charter. Applications can be completed online at applyphillycharter.org.
3. The school will determine the number of available spaces in each grade, accounting for re-enrollment of current students. If the number of applications for new students (filled out completely and submitted by the stated deadline) is equal to or less than the number of slots available in each grade, all applicants will be accepted into the school. If the number of completed applications exceeds the slots available in each grade, a lottery will be conducted to determine who will be admitted to the school and, if they are not admitted, what spot they occupy on the waiting list. The lottery will be witnessed by an independent party. Preference will be given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. Also, preference will be given to students who reside in the School District of Philadelphia and the pre-determined catchment area (19133 and 19134).
4. Anyone who applies after the deadline has passed will be placed on the end of the lottery waiting list on a first come-first, first-serve basis.

5. Admissions notification will be sent to all parents/guardians who submitted applications for new students – Enrollment packets sent to those parents of children who have been accepted and waiting list notification sent to those parents of children not selected in lottery (if necessary).
6. If a space becomes available during the school year, students will be enrolled based on their spot on the waiting list.

Registration Requirements

All children residing in Pennsylvania are eligible for admission. However, children residing in the 19133 and 19134 catchment areas are given preference. An application for admission is required and must be submitted in a timely manner. An official copy of the student's Birth Certificate and Social Security card (if available) is required at time of registration. Proof of residency must be presented at the time of registration. The following documents are accepted as proof of residency: A valid PA State Driver's License, a utility bill bearing the parent or guardian's name and address. (i.e., Water, Gas, Electric Bill) A Photo ID of the parent or guardian containing their current name and address is also required at the time of registration.

Immunization Policy

A Parent or Guardian is required to provide the school with an up-to-date copy of the Certificate of Immunization and all other immunization records during the registration process. All students must be completely immunized or exempted prior to admission, as required by the PA Department of Health, and the Philadelphia County Board of Health. Any child, who has NOT received all the antigens described below, may be admitted provisionally, if evidence is provided at the time of registration that the child has received at least one dose in a series of each antigen. All subsequent required immunizations MUST be completed within 8 months of the provisional admission date. Failure to comply with this mandate will result in the dismissal of your child from school. Parents or Guardians may request a medical form from the office, if necessary.

Children in grades K-6 are required to have the following vaccines:

- 4 doses of tetanus, diphtheria and acellular pertussis (DTaP, DTP, DT or Td) *(1 dose on or after 4th birthday)*
- 4 doses of polio (4th dose not necessary if the 3rd was administered at age 4 or older)
- 2 doses of measles, mumps & rubella (MMR)
- 3 doses of Hepatitis B
- 2 doses of Varicella (chickenpox) or evidence of immunity

Children in grades 7-8 are required to have the following vaccines:

- 4 doses of Tetanus, diphtheria and acellular pertussis (DTaP, DTP, DT or Td) *(1 dose on or after 4th birthday)*
- 4 doses of polio (4th dose not necessary if the 3rd was administered at age 4 or older)
- 2 doses of measles, mumps & rubella (MMR)
- 3 doses of Hepatitis B
- 2 doses of Varicella (chickenpox) or evidence of immunity
- 1 dose of Tetanus, diphtheria, acellular pertussis
- 1 dose of Meningococcal Conjugate (MenACWY) *(1st dose is given at 11-15 years of age; a 2nd dose is required at age 16 or entry into 11th grade)*

II. DAY-TO-DAY OPERATIONS

School Hours

*******The 2020-21 SCHOOL YEAR WILL START WITH A REMOTE SCHEDULE*******

In-person	The official school day begins at 8:15 am and ends at 3:00 pm Monday through Friday. Breakfast will be offered from 7:50 am to 8:10 am.
Blended	The official school day begins at 8:00am and ends at 3:00pm Monday through Friday. Breakfast will be offered from 7:30 am to 8:00 am
Remote	The official school day begins at 8:00am and ends at 4:00pm Monday through Thursday and 8:00am and ends at 3:00pm on Fridays

Please Note: All students, parents, visitors, and employees will be required to follow PAACS's COVID-19 Health and Safety Plan. The Health and Safety Plan is available on the school's website, and may change from time to time as the school year progresses.

Office Hours

The main office will be open from 9:00 am until 2:00 pm Monday through Friday. Parents are encouraged to make appointments to avoid waiting outside due to physical distancing.

Arrival and Dismissal Procedures

In-person	Students are expected to attend school every day and to arrive on time. It is also expected that students will be picked up on time at dismissal
Blended	Students are expected to be on-time every school day they are scheduled for 'in-person' instruction and be on-time for all Zoom sessions. It is also expected that students will be picked up on-time at dismissal on 'in-person' instruction days.
Remote	Students are expected to log-in on-time to all Zoom sessions and stay for the entire duration of the Zoom session.

Arrival

In-person

- Kindergarten Entrance will be the gate on Third Street. (***Only kindergarten students and their siblings will be permitted to enter this gate***)
- Grades 1-8 will enter the gate on American Street and remain in the schoolyard. (***NO kindergarten students will be permitted to enter this gate***)
- Both gates will open at 7:50 for students wishing to eat breakfast. Parents may not enter the gate during arrival.
- Students arriving before 7:50 am must remain under the direct supervision of their parent(s), outside of the gates. Parents and escorts may not leave their child before 7:50 am.

Blended- (Please maintain Physical Distance of 6ft)

- Kindergarten Entrance will be the gate on Third Street. (***Only kindergarten students and their siblings will be permitted to enter this gate***)
- Grades 1-8 will enter the gate on American Street and remain in the schoolyard. (***NO kindergarten students will be permitted to enter this gate***)
- Both gates will open at 7:30 am for students wishing to eat breakfast. Parents may not enter the gate during arrival.
- Students arriving before 7:30 am must remain under the direct supervision of their parent(s), outside of the gates. Parents and escorts may not leave their child before 7:30 am.

Parents who are dropping students off by car must use the designated drop off area that is marked by orange cones on American Street. Please enter the drop-off line to ensure that your child is dropped off safely. Attempting to bypass this line will block traffic and will not be a safe drop-off point for your child. As another safety precaution, please have your child prepared to exit the vehicle on the passenger side, directly onto the sidewalk.

Please follow the “Kiss and Go” procedure – Kiss your child, drop him or her off and keep going. Be sure that your child has everything they need in hand before entering the drop-off line to ensure that the line moves quickly. The driver may not park and leave the car in the drop-off area.

Late Students

In-person	The Gates will remain open until 8:15 am. Students will be considered late after this time. They may enter the school building using the Main Entrance on American Street. They will be checked in by our staff upon their arrival, receive a late pass and go to their classroom. Excessive lateness may result in disciplinary action.
Blended	The Gates will remain open until 8:00 am. Students will be considered late after this time. They may enter the school building using the Main Entrance on American Street. They will be checked in by our staff upon their arrival, receive a late pass and go to their classroom. Excessive lateness may result in disciplinary action.

Dismissal

Students will be dismissed at 3:00 pm. All students will exit the building using the same gate that was used for admission:

Kindergarten	Third Street Gate
Grades 1 – 8	American Street Gate

At dismissal, parents must come into the schoolyard to pick their child up from their line. Teachers may not release a student unless the designated adult or sibling of current student has come to the line. Students will not be sent out from the schoolyard to parents waiting in cars. Once you approach your student’s class line, your student must shake hands with the teacher and indicate who is there to pick them up.

Contact information regarding the person or persons permitted to pick up your child on a daily basis must be provided to the school office. Only persons that have been identified on the contact information sheet will be permitted to pick up students. No student will be released to a person not listed on the Emergency Contact sheet. Photo identification of the person picking up your child is mandated and must be presented before the school releases the child to that person. Parents or Guardians are expected to inform the school office of any changes in status as to who may be permitted to pick up your child via a call to the main office no later than 2:00pm. Any changes must be updated on the Emergency Contact form. Parents must indicate in writing if a child is permitted to walk home or to travel home on their own via public transportation.

If for any reason your child is to be held after school, for example to serve a detention, the Parent or Guardian will receive advanced notification from the school. Students are not permitted to re-enter the building, for any reason, after dismissal. No child may remain in the building after 3:00 pm. Students are expected to be picked up at 3:00. To maintain their personal safety, children are not permitted to wait outside or in the main office.

Students are not permitted to leave in a taxi or uber unless accompanied by a parent or unless prior arrangements with school administration have been made.

Blended Dismissal –

Students will be dismissed at 3:00 pm using a staggered model. All students will exit the building using the same gate that was used for admission:

Kindergarten	Third Street Gate
Grades 1 – 8	American Street Gate

At dismissal, parents must come into the schoolyard to pick their child up from their line using the entrance closest to the 2800 Congresso building (gate used for athletic events). Parents will then go down the ramp and walk toward American Street where students will be lined up parallel to American Street. Teachers may not release a student unless the designated adult or sibling of current student has come to the line. Students will not be sent out from the schoolyard to parents waiting in cars. Once you approach your student’s class line, your student will be released by teachers once they have seen the designated person and called the student forward to be dismissed.

Contact information regarding the person or persons permitted to pick up your child on a daily basis must be provided to the school office. Only persons that have been identified on the contact information sheet will be permitted to pick up students. No student will be released to a person not listed on the Emergency Contact sheet. Photo identification of the person picking up your child is mandated and must be presented before the school releases the child to that person. Parents or Guardians are expected to inform the school office of any changes in status as to who may be permitted to pick up your child via a call to the main office no later than 2:00pm. Any changes must be updated on the Emergency Contact form. Parents must indicate in writing if a child is permitted to walk home or to travel home on their own via public transportation.

If for any reason your child is to be held after school, for example to serve a detention, the Parent or Guardian will receive advanced notification from the school. Students are not permitted to re-enter the building, for any reason, after dismissal. No child may remain in the building after 3:00 pm. Students are expected to be picked up at 3:00. To maintain their personal safety, children are not permitted to wait outside or in the main office.

Students are not permitted to leave in a taxi or uber unless accompanied by a parent or unless prior arrangements with school administration have been made.

Early Dismissal

Requests by parents for early dismissal of students during school hours may be made in cases of emergency. Emergencies include a crisis within the family that cannot be managed without the student’s presence.

Routine medical and dental appointments are to be made after school hours. When students must have an early dismissal for medical/dental appointments, and the student is out of school for only part of the session, a follow-up note is required from the physician or dentist indicating that the appointment was kept.

The school has the right to grant or deny early dismissal requests. Parents are required to call to notify the main office for any early dismissals before 2:15pm. Any early dismissal requests after 2:00pm will not be honored and parents must wait until regular dismissal time. Excessive early dismissal patterns will be treated the same as excessive absences. Parents must sign their child out at the front office. Due to safety and security concerns, students will not be permitted to leave the building on their own for any reason.

Bus Students

Pan American Academy Charter School in collaboration with The School District of Philadelphia offer students in 1st through 8th grade transportation services if they qualify based on their address. Students in 6th through 8th grade receive transportation passes from SEPTA. Students who choose to use transportation services will take the bus in the morning and are expected to also take the bus in the afternoon. As a general rule, students that are on the bus in the morning, will be placed on the bus in the afternoon. Students are expected to follow the same behavior expectations as they do while inside the school. In the case of an emergency, an adult must come or call the school before 12:00 pm to provide an explanation of the emergency and/or complete the bus absence request form. These emergency requests for changes in busing will be limited to 4 per year. Without this notification, your child will be placed on the bus. If a bus student is inconsistent with bus usage, or exhibiting difficulties in behaving appropriately, the student may be excluded from the privilege of using the school bus.

For more information related to COVID-19 and Transportation Guidelines please refer to the School District of Philadelphia Student Ridership Responsibilities (School Year 2020-2021) on our website.

Late Pick Up

Students who are not picked up on time will remain in the cafeteria with a staff member. Parents will enter through the front doors and proceed to the cafeteria. Parents will be required to sign the late pick up register when they pick up their child. Excessive lateness in dismissal pick up may result in disciplinary action.

Inclement Weather Dismissal Pick Up Areas		
Front Lobby↓ Grades 6-8	Cafeteria↓ Grades 1-5	Classrooms↓ Kindergarten

Blended Inclement Weather Dismissal Pick Up Areas		
Annex↓ Grades 6-8	Cafeteria↓ Grades 1-5	Classrooms↓ Kindergarten

Blended Model: Dismissal will be staggered

Grades 1-3	<ul style="list-style-type: none"> Pick up will be from 2:30-2:45 in the Cafeteria Any student who gets picked up by a parent/guardian or designated person will enter the schoolyard through the small gate on American Street (closest to the school) then through the double doors closest to American Street. Parent/guardian or designated person will exit through the other double doors in the cafeteria and exit the large main gate on American Street.
Grades 4-5	<ul style="list-style-type: none"> Pick up will be from 2:45-3:00 in the Cafeteria Any student who gets picked up by a parent/guardian or designated person will enter the schoolyard through the small gate on American Street (closest to the school) then through the double doors closest to American Street. Parent/guardian or designated person will exit through the other double doors in the cafeteria and exit the large main gate on American Street.
Grades 6-8	Middle school students who pick up younger siblings must pick them up through the cafeteria and exit using the American Street gate

Emergency Contact Information

In the event of an emergency or inclement weather, when students may have to be dismissed early from school, it is imperative the school office has the most current Emergency Contact Information for every student. This information must be kept up to-date. Whenever there is a change of address or telephone number, the Parent or Guardian must notify the school office when the change occurs.

In the event of an early dismissal due to inclement weather, the parent and/or designated emergency contact person will be notified (through the use of an automated message-the school messenger) and is expected to come and pick-up the student immediately upon notification. Please listen to the detailed message. If a student is permitted by the parent or guardian to go home alone, a written consent form (to be kept on file in the school office), is required to be submitted by the parent or guardian. Students will not be released to any individual that is not listed on the emergency contact list.

As a way to protect the health and safety of our school community, we are only allowing parents and emergency contacts into the school. We are also limiting the number of emergency contacts to 2 persons outside of the parents/guardians.

Visitor Policy

Visitors and guests must enter the building through the front entrance on American St. All visitors are required to sign in and sign out at the front security desk and then report to the main office. An escort and a visitor badge will be provided to accompany all visitors to their destination. Parents are strongly urged to schedule appointments to speak with any of the school staff. If there is an emergency situation and you need to speak with the Principal, please notify the Administrative Assistant. Smoking is not permitted anywhere on school grounds. It is requested that smokers remain at least five feet outside of the school entrance and school yard gates.

Our staff and students deserve a safe learning and work environment. In order to lower the amount of exposure to COVID-19 and to create a safe environment, we are implementing visitor protocols until further notice. These protocols may change as more data is received regarding COVID-19 and its effects on the PAACS community and Philadelphia community at large. For more information related to COVID-19 and Visitor Protocol please refer to COVID-19 Policies, Procedures and Protocols on our website.

Lunch and Recess

In-Person Lunch Schedule	
GRADES	Monday-Friday
Grades 1 & 5	10:45 – 11:30 am
Grades K & 4	11:30 – 12:15 pm
Grades 6 - 8	12:15 – 1:00 pm
Grades 2 & 3	1:00 – 1:45 pm

Blended Lunch Schedule		
GRADES	Monday-Thursday	Friday
K	12:00-12:30 pm	12:00-1:00 pm
1	10:50-11:20 am	
2	11:25-11:55 am	
3	1:10-1:40 pm	
4	1:45-2:15 pm	
5	12:35-1:05 pm	
6 - 8	12:00-12:30 pm	

Remote Lunch Schedule		
GRADES	Monday-Thursday	Friday
Grades K-4	11:15 – 12:15 pm	12:00-1:00 pm

Grades 5	12:35 – 1:35 pm	
Grades 6 - 8	Based on schedule	

Safety Monitors will instruct students as to the proper lunch and recess procedures. They will ensure that they are following the cafeteria lunch procedures. At the end of the lunch period, teachers will pick up their classes at the designated area on time.

Lunchtime Rules

- Students will enter the lunchroom quietly and form a single line at the lunch counter and await their lunch and utensils.
- Students will stay in their seats and eat lunch quietly.
- Students are not permitted to leave the cafeteria without permission.
- Lunch monitors will assign student helpers.
- Students will listen and follow directions.
- Students will stand and wait quietly in line for their teacher to pick them up.
- Any student who does not follow the lunchtime rules will receive a disciplinary report from the lunchroom monitor.
- Students are not allowed to accept a lunch brought in from a restaurant. Parents bringing lunch may not bring lunch from fast food restaurants.

Blended Model Lunchtime Rules

- Students will enter the lunchroom quietly and go directly to their lunch table seat. Lunches will be ready for students once they enter and students are not permitted to get up until instructed by staff.
- Students will stay in their seats and eat lunch quietly.
- Students are not permitted to leave the cafeteria without permission.
- Students will listen and follow directions.
- Any student who does not follow the lunchtime rules will receive a disciplinary report from the lunchroom monitor.
- Students are not allowed to accept a lunch brought in from a restaurant. Parents bringing lunch may not bring lunch from fast food restaurants.

Hallway Traffic

During the school day while class is in session, students are not allowed to be anywhere on the school premises without a hallway pass. Only two children will be excused at any given time. Students are not permitted to leave the classroom with pencils, pens, markers, crayons, or scissors or any other object.

Students are to follow the assigned route from the classroom to lunch, fire drills and other parts of the building. Teachers will monitor the students and provide students with short and precise directions advising them where to stop and when to continue walking. Teachers will walk in between the lines or remain at the end of the line to ensure effective monitoring of all children.

Physical distancing guiding principles for all spaces for students: Students are required to follow all signage or instructions regarding the use of common spaces, hallways, or pathways through the building. In the absence of signage, stay to the right of any hallway or stairs while others are passing.

Bathroom Break

In-Person	Students are permitted to use the restroom during class. No more than two students per class at a time will be permitted to use the restroom.
Blended	Students are permitted to use the restroom during class. No more than two students per

	class at a time will be permitted to use the restroom.
Remote	Students are permitted to use the restroom during break and lunch blocks.

School Trips, Special Events and Presentations

In-Person: School trips are decided upon based on current content lessons, the academic program and performance standards. Buses will be scheduled by the school or public transportation will be used when possible. Private vehicles may not be used to transport students. According to Pennsylvania law, all parents attending a class trip as a chaperone or working in the school as a volunteer must have both PA criminal and child abuse clearances (FBI clearance if parent has resided in PA for less than 10 years). Please see main office staff for information about obtaining these clearances.

No student will be permitted to attend any designated class trip unless an authorized parental permission form is on file with the classroom teacher and/or office. Information will be provided to parents regarding: the date of trip, location, exact cost per student, departure and arrival times, and signatures required to attend trip. Parents will be given sufficient notification for all trips in order to make any arrangements for payment. No student shall be excluded from a trip due to his or her inability to pay.

If any student exhibits behavior that would deem it unsafe to take her/him, a parent will be requested to accompany the student. If a parent or responsible adult cannot attend, the teacher will make alternative class arrangements for the student(s).

Blended & Remote: School trips are decided upon based on current content lessons, the academic program and performance standards. Teachers may organize virtual field trips for students during the school day hours by class, cohort or grade. Parents will be given sufficient notification for all trips in order to make any arrangements for morning or afternoon schedule adjustments.

Communication to Home

Education at Pan American Academy Charter School is based firmly on the belief in shared responsibility. Participants (children, parents, teachers, administration, and support staff) constitute our family. Every effort should be made to keep open lines of communication. Often times, the school sends communications and information that are important for families to read. We also make use of an automated system called The School Messenger. This system enables us to send messages and reminders to the whole school community through the telephone and email. Occasionally you will get messages from Pan American Academy to your phone. Please first listen to any voicemail messages before calling the school. We also host a website at panamcs.org. School calendars and other information are available on our website. This is a great place to check for information or to find an answer to a question you might have.

Some examples of these communications are:

- Monthly calendar
- Monthly Newsletter
- Interim reports (usually 3-5 weeks before the end of the marking period)
- Discipline reports
- Test papers
- Notes and school conference appointments from teachers.
- Letters about absences and lateness
- Weekly News from the classroom

- Phone calls
- School Website (panamcs.org) We do realize that hand-carrying information home is a big responsibility for children, and ask that families assist the school in the communication process by checking their child's school bag for the Pan American Academy Charter School communications each week. It is important that families read, sign, and return any forms to the school the following school day. We attempt to lessen the amount of paper we use each and have relied more heavily on paperless forms of communication. Please check the school website frequently for updates and information. We also use the email feature of the School Messenger phone system. Calendars and newsletters can be automatically sent to you if we have an email address for you on file.

Additionally, teachers are furnished with a cell phone to assist with communication to students' families. At the beginning of the school year, your child's teacher will give you their cell phone number. This is a work phone for teachers. **If you call before or after business hours or during instructional time, your call may not be answered. Your call will be returned the next business day. Teachers may also receive text messages on their cell phones. If you text before or after business hours or during instructional time, your text may not be read immediately.** If you are having an emergency, please call the main office. **Teachers are not permitted to answer phone calls or texts during instructional time.**

Remote – Communication will be important while we are in the remote and blended instructional models. Communication will be shared with families using the following:

- ClassDojo Class Story and/or Messenger
- Email
- Phone call
- School website
- Weekly newsletter

If you need to contact a teacher or staff member, please follow the guidelines outlined below.

- If you call before 8am or after 4pm or during instructional time, your call may not be answered. Your call will be returned the next business day.
- Teachers may also receive text messages on their cell phones. If you text before 8am or after 4pm or during instructional time, your text may not be read immediately. Your text will be returned the next business day.

Teachers will also hold office hours throughout the week when parents/guardians and students are able to meet with teachers to ask questions about expectations, assignments, upcoming events, etc.

Grievance Procedure

The grievance procedure is available to parents/guardians or students who are dissatisfied with an action of a PAACS employee or a PAACS school policy:

- Address the issue directly with the party concerned.
- If the matter is not resolved, address the concern to that employee's direct supervisor. For academic or disciplinary concerns, please contact the [Position] or the [Position]. For specialized services concerns, including special education and counseling services, please contact the Director of Specialized Services.
- If the matter is still not resolved, the concern can be addressed to the CEO. The CEO will respond within five (5) school days.

- Unresolved matters can also be addressed directly to the PAACS Board of Trustees by registering for public comment at a public board meeting.

The Board of Trustees recognizes the value to school governance of public comment on educational issues and the importance of involving members of the public in Board meetings.

In order to permit fair and orderly expression of such comment, the Board will provide a period for public participation at every public meeting of the Board. Public comment will be limited to a topic related to the operation of the Pan American Academy Charter School. Written requests to address the Board must be submitted to the Board Liaison 24 hours prior to the Board meeting. The request is to be submitted to the Board Liaison at Lkelly@panamcs.org or by U.S. mail or hand delivery to:

Lisandra Kelly
Pan American Academy Charter School
2830 North American Street Philadelphia, PA 19133
ATTN: Board of Trustees Public Comment Request

The request must include the topic which will be addressed, identify the person addressing the Board and complete copy of the comment.

The following rules govern the public participation process:

- Time allotted for public comment at any meeting shall be limited to a total of thirty minutes.
- Time allotted to an individual or party/representative of a group to address the Board of Trustees is limited to three minutes. However, written comments may be presented and considered by the board. Written comments shall be read into the record at the board meeting, but such reading shall be limited to three (3) minutes.
- An individual or party/representative of a group may address the Board one time per meeting on a particular topic. The individual or party/representative of a group may, at the discretion of a simple majority of the Board, address the Board a second time only after all individuals or parties/representatives have been heard and sufficient meeting time remains.
- Individuals making comment must state their name, place of residence and identify the topic they wish to address.
- All comments are to be directed to the Chair. Board members and administrators will not respond to public comment during the comment period.

III. STUDENT SERVICES

Academic Support Programs and Support Staff

Student achievement is of the utmost importance at Pan American Academy Charter School. Additional Professional Support Staff include a Speech Therapist, School Psychologist, Occupational Therapist, Counselor, Case Manager, Language Support Teachers, and Special Education Teachers.

Dual Language Program

Pan American Academy Charter School prides itself in its Dual Language Program. The intended outcome of the dual language program is to graduate bilingual students who can read, write and speak proficiently in English and Spanish. Parents enrolling their children at our school must complete a Home Language Survey and accept the dual language curriculum and the responsibilities that come with this unique school environment.

Proficiency in two languages is deemed the most important mission of the Pan American Academy Charter School, as this would provide our students with a decided advantage in today's highly competitive global workplace. More importantly, becoming multicultural allows our students to learn about and honor Latino cultural and historical roots and take pride in the contributions and traditions of Latino/Caribbean ancestry.

The dual language program is currently being implemented schoolwide. At present, the program consists of a 50/50 model. Children spend 50% of their day learning in Spanish and English equally.

Students will receive additional Spanish instruction from a language specialist teacher. This will help to support students' acquisition of the second language. Teachers will integrate Spanish and culture into every day classroom activities.

Homework

Homework is an essential part of a student's learning experience. It affords students the opportunity to practice newly acquired skills and review old ones. Homework, which includes reading and writing each night, as well as research projects, is intended to expand and reinforce learning skills presented in class. While it is our intention that our students complete homework, we understand that younger children will need close supervision and help from their parents. All students will need to set aside a regular homework time and place, free of distractions and interruptions, such as television, radio or telephone calls. Included in homework every night is a period of quiet reading. In kindergarten we ask that parents spend that time reading to their child, discussing the story and illustrations. This should be a calm, pleasant experience, since we want to help children learn to love books.

Generally, homework is assigned Monday through Thursday. However, students may be assigned homework on a Friday to be completed over the weekend. It is expected that students complete all homework whenever assigned. Parental interest in homework is also expected. Parents must take an integral part in ensuring that students complete their assignments in a timely and neat matter each night. Each time students do not complete a homework assignment, their overall grade suffers. Parents are able to check homework and other grades via the PowerSchool Parent Portal.

Parent Responsibilities

- Provide an appropriate time and place to complete homework.
- Encourage your child to complete homework on his/her own. Be available to help as needed.
- Be available to listen to your child read for 100 Book Challenge each night and sign the reading log.
- Please monitor and sign your child's daily assignments. (K-5)
- If your child is absent, please contact his/her teacher to obtain instructions for completing missed assignments.

Teacher Responsibilities

- Check homework for quality and completion.
- Share expectations for homework with parents and students early in the school year.
- Maintain communication between home and school through various forms of communication.
- Provide assignments that are related to classroom instruction that students can successfully complete independently.
- Clearly explain assignments and due dates to students.

Student Responsibilities

- Should maintain a homework assignment notebook or agenda listing subjects, assignment dates, due dates, and dates of submitted assignments
- Read each night for 30 minutes as part of the daily 100 Book Challenge homework
- Ask questions, if needed, before the due date. Seek help, as needed, from parents, teachers, and community resources
- Complete assignments accurately and thoroughly.
- Submit assignments by the given due date.

Accountability

If students do not meet their responsibilities for completing homework as directed by the teacher, the consequences will be immediate and meaningful. For example:

- Students may be asked to call home to let parents know about missed assignments.
- Students may be required to stay after school that day.
- Students may receive a grade of “I” until the work is completed because failure is not an option.
- Students will work with teachers to establish a plan for work completion.

Academic Honesty

Middle Years Program (MYP) students should consistently act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. The MYP strives to create principled learners who are respectful while learning and collaborating with peers. Students are expected to collaborate with their peers and encourage everyone to contribute. Each member is expected to participate and give credit to the source referenced within their work. We believe that in order to achieve this, it is important that we focus on educating our students to be principled, to recognize and celebrate authentic student work, and to take pride in promoting student learning through inquiry that includes responsible use of information and communication of original work.

Academic honesty is the academic standard for all IB students. Each student must develop and turn in his /her own original work for all assignments. Many times, it is necessary to mention—or reference—the work of someone else. In these cases, credit must always be given to the original source or author, as that information is their “intellectual property.” This includes all forms of student work including handwritten, typed, and other digitally created work. All students should take accurate notes, and keep drafts of papers, projects, assignments, etc., to ensure that one’s submitted work is academically honest. Acceptable forms of official documentation of sources include but are not limited to MLA style citations.

Media specialist will introduce and review academic honesty, citing, and research. Teachers will also review academic honesty and relevant research

Misconduct

Misconduct as it refers to Academic Honesty, may be defined as students becoming involved in the practices of collusion, duplication of work, plagiarism, and other behaviors that give an unfair advantage to a student (falsifying data, misconduct during an examination). Some examples of actions that may be in violation of the Academic Honesty Policy include:

- *Collusion* (unacceptable collaboration) - unacceptable collaboration is when a student works with another or others on a project and then submits written work which is represented explicitly or implicitly as the student’s own individual work. Using answers, solutions, or ideas that are the result of collaboration without citing the fact of collaboration is improper. Students also engage in unacceptable collaboration when they expressly have been instructed to do their own work and

have not been given prior approval by the instructor to collaborate. Another example of collusion is when a student helps someone else cheat, such as allowing their own work to be copied and be submitted by another.

- *Plagiarism* - using the ideas or work of another person as your own such as copying language from a book or website and not citing the source. Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher and web site must be identified.
- *Duplication of work* - act dishonestly or unfairly in order to gain an advantage, especially in a game or examination. Copying someone else's work and submitting as student's own work.

These examples are not an exhaustive list and the ultimate determination on whether collusion occurred will be made by Pan American Academy personnel.

Works Cited

In an effort to educate our school community and promote the proper ways to cite work, students will use MLA style. MLA (Modern Language Association) style is commonly used to write papers and cite sources. With the support of all MYP teachers the ELA teacher will introduce and continue to support students in using the appropriate format.

Consequences

If Academic Dishonesty is found or suspected, it will be investigated and if confirmed will be reported to the school climate coordinator immediately. Some examples of consequences may include but are not limited to receiving no credit for the work, a detention, parent meeting, or suspension. The student may also be required to resubmit the work in question.

Technology

One of the most important curricular objectives of Pan American Academy Charter School is to provide students with the technological expertise to assist them in the completion of projects and in gaining access to primary sources of information from around the world. Students are provided with a school issued iPad in order to grow 21st Century skills and reinforce concepts learned in the grades and across the curriculum. Teachers also use school approved programs and Apps to enhance their lesson plan preparation and teaching.

Mandatory compliance with all legal statutes which govern Internet use include: not downloading sexually explicit material or conducting personal business at school. Internet use must correspond to the current subject content, lesson, the academic program, and performance standards as clearly stated in lesson plans. Teachers and administration can and will monitor students' use of computers, iPads and the Internet and report any violations for disciplinary action.

Students in grades K through 8 will be assigned an iPad for use throughout the school day. Students will be responsible for the care and proper use of their iPad. Students are expected to bring their iPads to school daily fully charged.

Students that damage technology equipment will be responsible for the repair or replacement cost of the device. All Pan American devices (laptops and tablets) are for use in school and at home to complete school-based assignments. Families should have access to reliable internet for all students. Reliable internet is defined as: **1)** not a mobile phone, **2)** unlimited in the household without having to pay more each month, **3)** a speed that allows 2-3 people to watch videos at the same time on more than one computer, **4)** accessible to students five days a week even if they attend school from different locations.

If families do not have reliable internet, parents should contact the school for a Hot Spot device.

Special Education

Children with disabilities who need special education are entitled to receive a free appropriate public education (FAPE). Under Pennsylvania and federal law, eligible children have a right to special education and related services provided at public expense. Pan American Academy Charter School complies with all laws governing students with disabilities and offers a wide range of supports to eligible students.

You are permitted, at any time and up to once per academic year, to request that your student be evaluated to determine whether he/she has a disability and requires specialized services.

PAACS believes that all students can learn and should be supported to reach their potential. We take the necessary measures to meet the needs of individual students and to ensure that they receive a rigorous education regardless of disability. To this end, we have certified special education teachers who provide on-going support to students who have been identified as needing special education services. Our special education program complies with the Individuals with Disabilities in Education Act (IDEA), and other federal and state laws that impact student education.

→Step 1: Identification

PAACS identifies and refers students who might be eligible for special education services for evaluation using a Multi-Tiered System of Supports (MTSS). A multi-tiered system of support or MTSS is a framework with a tiered infrastructure that uses data to help match academic, social-emotional, and behavioral assessment and instructional resources to each and every student's needs. In this tiered, data-informed framework, educators work to ensure that the majority of students respond to core instruction. Students who need additional supports for enrichment or remediation are identified by data and provided that support with the right focus and intensity. MTSS helps educators to be thoughtful about using resources appropriately and impactfully, and use data to continually monitor and improve the effectiveness of their actions. Whenever a student is referred by the MTSS Team for a multi-disciplinary evaluation, PAACS must obtain written consent from a parent/guardian before the evaluation can be conducted. Please note that, if a parent/guardian consents to the evaluation of their student, they are agreeing to an evaluation of their student's eligibility for services, not to the implementation of special education services.

If parents/guardians think that their child might be eligible for special education services, they should contact the Principal to request a multi-disciplinary evaluation for their child. When they make a request for an evaluation, the school will provide them with an evaluation request form to complete within ten (10) calendar days. Upon receiving the evaluation request form, the school will issue a formal Permission to Evaluate. The multi-disciplinary evaluation will occur within sixty (60) calendar days of the School's receipt of the signed Permission to Evaluate form. Once the multi-disciplinary evaluation has been completed, the psychologist and team will meet with the parent/guardian to review the findings of the evaluation.

In order to qualify as a "student with a disability" under the IDEA, a Student must be found to: (1) have one or more of the following physical and/or mental disabilities: autism; deaf-blindness; deafness; emotional disturbance; a hearing impairment; an intellectual disability; multiple disabilities; an orthopedic impairment, other health impairments (e.g. ADD or ADHD); a speech or language impairment; a traumatic brain injury; a visual impairment; and/or a specific learning disability in the following areas: basic reading skills, reading comprehension, math calculations, math reasoning, listening comprehension, written expression, and/or oral expression; and (2) require specially designed

instruction and/or related services as a result of his/her disability(ies).

➔Step 2: Individualized Education Program (IEP) Process

If a child is identified as having a disability and in need of special education services, the next step in the process is to develop an Individualized Education Program (IEP). This document describes the child's needs and explains the specific services that PAACS will provide to assist them in achieving academic and/or social-emotional progress in school. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports the child needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to reflect the needs of the child, as may change from time to time. Either a parent/guardian or the school staff can initiate the process for reconvening the IEP team to amend the service plan.

The IEP is written by a team of qualified professionals, and parents/guardians are critical members of the team. Parents/guardians are invited to attend all IEP meetings. We value parent/guardian and student input during these meetings. This input allows the team to devise an IEP that will meet the student's individual academic and/or social-emotional needs. When the student turns fourteen (14) years of age within an IEP term, they will be invited to the IEP meeting to discuss post-secondary goals and transition needs.

After the IEP is written, parents/guardians will be asked to sign a Notice of Recommended Educational Placement (NOREP). By signing this document, the parent/guardian indicates his/her approval of the proposed program and services included in the IEP. Services will commence once the NOREP is signed by the parent/guardian. Please note that parents/guardians are not required to sign the NOREP at the IEP meeting. PAACS encourages families to think deeply about the proposed services before signing the NOREP. We request that families indicate their approval of services or present clarifying questions and/or changes to the IEP/NOREP within 48 hours of the IEP meeting.

➔Step 3: Start Services and Progress Monitoring

After the NOREP is signed, indicating approval of proposed services, the student will begin receiving the services outlined in the IEP. PAACS uses data to monitor the academic and social-emotional/behavioral growth of all students in order to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home quarterly, along with the report cards.

➔Step 4: Transition Services

PAACS wants to ensure that all students are able to transition to secondary and post-secondary opportunities. Consideration of transition needs is required annually for all students once they reach fourteen (14) years of age.

504 Plan

School age children who have a disability but do not meet the eligibility criteria for an IEP may be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities under Section 504 of the Rehabilitation Act.

Section 504 is an Act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. It assures that persons with disabilities have educational opportunities and benefits equal to those provided to nondisabled students. The act defines a person with a disability as anyone who: (1) has a mental or physical impairment which *substantially limits* one or more major life 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 impairment; or (3) is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, PAACS 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 at PAACS.

PAACS has specific responsibilities under Section 504, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under Section 504, to afford access to appropriate educational accommodations. Children who are eligible may receive a Section 504 Education Plan that details these accommodations.

School Wide Positive Behavior Supports (SWPBS)

PBS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

To motivate our students, Pan American's PBS team created a system of acknowledgements to support our four key areas of behavior: Compassionate, Accountable, Respectful and Engaged. This is why we say: at Pan American we C.A.R.E. Teachers use Classroom Dojo to give students points to acknowledge good behavior. Students are then able to "purchase" items from our PanAmazon school store based on their weekly Dojo point total. High Dojo scores are celebrated at the end of each week with an announcement of Dojo Masters. Middle school students are able to use their Dojo points to purchase items from a school store.

When our students are caught doing what is right and expected of them outside of their classroom, they receive a Super Cheetah Paw. On Fridays, there is a drawing of the super cheetah paws. Winners of the super cheetah drawing are able to select a space on a school-wide bingo board to receive a group reward.

Counseling Services

Students are encouraged to seek advice and/or discuss issues or concerns they may have with school staff. The School Counselor provides an outlet for our students to share positive outlooks and seek counseling with regard to their future school career. Our school counselor also provides support around peer conflict resolution and social emotional student needs. Families requiring school counseling support or assistance should contact the child's teacher, the School Principal, or the Director of Student Services.

Wellness Policy

The Wellness Policy refers to the physical activity and nutrition of students at Pan American Academy Charter School. The school is committed to promoting and protecting children's health, well-being, and ability to learn by promoting healthy eating habits, hygiene, and physical activity.

To the extent of practicability, all meals served at our school will meet or exceed the minimum nutrition requirements established by the local, state and federal laws. Also, these meals will, to the extent possible, meet the appropriate dietary guidelines. Nutrition education will be integrated into different areas of the curriculum.

Lunches and Snacks from Home

Parents are required to inform the school nurse and the classroom teacher of any food allergies and dietary recommendations for their children. In addition, all lunches and snacks sent from home need to include healthy foods only. No candy, chips, or sugary beverages are allowed in the school. Lunches

brought from home must be ready to eat. There are no facilities in the school kitchen to prepare individual meals for students. A snack of healthy fruits and vegetables will be provided to your child several days per week. Students will be discouraged from sharing food and/or beverages with others. Please note glass containers and sodas are not permitted on school grounds. Please note that breakfast(including drinks) or lunches from fast food restaurants will not be accepted.

Physical Activity

Physical activity will be offered to all students in Physical Education class and integrated across the curriculum with activities that are safe, enjoyable and developmentally appropriate for all students. In addition, when available, the school will offer the opportunity to join sports clubs or other activities through the after school program. These activities will be available to students who demonstrate interest, are team players, and follow the Pan American behavioral expectations.

Hygiene

Parents are expected to send their children well groomed every morning. Taking showers, wearing clean uniforms, and brushing teeth are not optional. Coming to school not properly groomed may result in a child being sent home to clean up. As every minute of the school day is important, please assist your child in their proper grooming for school.

Wellness Center

Pan American Academy Charter School opened a school-based Wellness Center in 2010. The Wellness Center will create enhanced medical support by providing Pan American students with continuous high quality care through school-based service and community care. The Wellness Center will also provide health and wellness education to students and teachers.

If your child has a specific medical problem, it should be made known to the staff at the Wellness Center. Physical and dental records are kept according to requirements of the State of Pennsylvania. Pan American Academy Charter School complies with all regulations concerning the dispensation of medicines and requires that all parents do the same. Students may not possess any prescription or non-prescription medication. Students found with prescription or non-prescription medication in their possession will face immediate disciplinary action. All prescription and non-prescription medication must be turned over to the Wellness Center staff with appropriate paperwork for dissemination.

Dispensing Medication

Medications should be dispensed at home as they were prescribed by your health care provider. We realize that sometimes this is not possible. For your child to receive a prescription or an over-the-counter medication at school, a Medical & Parental Consent Form must be completed. The form is available in the office and must be signed by the parent and by the student's physician. Medication must be provided in the original container with accurate content and dosage information on the label. All medication must be checked into the office. (Those students with inhalers must also leave the inhaler in the Wellness Center)

Home Health Care Responsibilities

Parents must provide periodic student health examinations as required by law. Routine medical and dental appointments should be scheduled after school hours. Personal or family matters should be conducted after school hours. In case of a medical emergency, a note from the physician or hospital is required.

Head Lice

If you discover your child has contracted head lice, please inform the school office. A note is sent to all students in the class indicating a case has been discovered and requesting parents check their children.

Your child will be sent home immediately if lice are discovered. Please check your child when this note comes home. Your child can return once treatment of lice is completed and your child is free from lice. The empty container of lice treatment must be presented to the school as proof that a treatment has been completed. If you would like assistance in checking your children, please contact the office.

Pink Eye

If it is discovered that your child has pink eye, the school will immediately send the child to the nurse for a confirmation and the school will call the parent. The child must be taken to the doctor and medication must be prescribed. Physician orders must be followed. The child may return to school once treatment has been given and the child is free from pink eye. When the child returns to school, an official doctor’s note must be presented.

Monitoring Health – COVID-19

For more information related to Monitoring Health - COVID-19 please refer to COVID-19 Policies, Procedures and Protocols on our website.

Food Service

Students may be eligible to participate in the Federal Breakfast and Lunch programs. Meals are served in the student cafeteria.

In Person	Breakfast is served from 7:50 a.m. to 8:10 a.m. daily. Lunch is scheduled according to the student schedule. Students may bring their own lunches.
Blended (In-Person)	Breakfast is served from 7:30 a.m. to 8:00 a.m. daily. Lunch is scheduled according to the student schedule. Students may bring their own lunches.

Transportation

Transportation will be provided by the School District of Philadelphia for students in grade 1 - 8. Any parent requesting transportation for their child must notify the main office immediately. The school will notify parents of eligibility. In order to receive transportation services students must meet the following criteria for eligibility:

- Reside in the City of Philadelphia.
- Be designated by the Division of Special Education as a student in a Special Education class, who requires transport to get to and from school.
- Live more than one and a half miles from his/her school and a participant in the voluntary School Desegregation Program of the School District of Philadelphia.
- Enrolled in grade one and above, and live one and a half miles, or further from the assigned school.
- Possess an exceptionality or severity of physical disability.

Parents of students using transportation services will be invited to attend a mandatory orientation detailing expectations and important information regarding transportation.

Bus Behavior Expectations

It is expected that students who take advantage of transportation services, display appropriate behavior at all times throughout the entire process. If a student fails to display appropriate behavior after several warnings, the student will be removed from the bus line. A parent will be contacted and required

to come to school to pick the student up. Because our students' safety is of utmost importance to us, we ask that you review with your child the expected behaviors of all students while riding the school bus. These expectations and the accompanying consequences will be strictly enforced.

Expectations

- Students are to remain seated and facing the front of the bus at all times
- Students are to be respectful of one another and the bus driver at all times
- Students are to keep their hands and all belongings inside the bus
- Students should refrain from arguing, cursing and using physical aggression
- Students may not eat or drink on the bus

Please be advised that failure to adhere to the above expectations will result in consequences. These consequences are 1 to 3 day suspensions from riding the bus as well serving after school detentions. **Repeated occurrences of not meeting expectations on the bus will result in expulsion from the bus.**

Parents must give permission for students to walk home or take public transportation. Students without written permission to travel home on either of these methods will remain at school until they are picked up by an authorized adult.

IV. BEHAVIOR MANAGEMENT

Philosophy of Self Discipline

Effective schools teach children how to manage their own behavior. Our school is committed to the philosophy of teaching children the value of living a self-disciplined life.

“Self-disciplined children come from being in relationship with self-disciplined adults.” These words exemplify the role teachers and parents play as models for children in our school. Teachers and parents are always modeling for children. How we behave when they misbehave teaches them about being disciplined. We want to help children learn how to express their feelings, improve their conduct and manage themselves to become successful in whatever they do. Small successes at the age of 5 and 6 translate into larger successes at age 10, 15 and 25.

Children misbehave. They test limits and push the boundaries we set for them. It is all part of growing up. The key is how we, as adults, respond to their misbehavior. Our school is committed to helping children LEARN from their mistakes and improve themselves.

One tool we use at our school to help children learn from their mistakes is the use of consequences. Consequences give the child the opportunity to see the results of the poor choice they made and hopefully become smarter in choosing better the next time. Often times, we mistakenly avoid using consequences with children because we don't want to cause them any discomfort or embarrassment. Consequences are important for a child. They teach common sense and responsibility. They help a child see that when they destroy property, it must be replaced. If they make a mess, they must clean it up. Consequences teach a child the value of wisdom. Our school uses consequences with children whenever possible. We do it from a place of good will and with an attitude of helping a child improve and learn. We do not use consequences from a place of hurt or shame. So rather than use detention or suspension as a first option for a child who misbehaves, we will search for a consequence that is directly connected to the behavior that caused the problem. We need the help of parents to understand and implement

consequences. Oftentimes when a child has to DO something to repair the damage their misbehavior created they begin to get smarter and more responsible and avoid making the same mistake twice. So if we ask for your support as a parent to have your child mop a floor that they messed up, or clean a bathroom that they dirtied, the purpose is to help him or her learn to improve their behavior through the powerful use of a direct and logical consequence.

Children who attend a school where parents and teachers are committed to the use of consequences tend to improve their behavior because actions (consequences) speak louder than words in helping them improve. Children learn to ignore the words of parents and teachers hollering at them, scolding them and correcting them if they never have to DO anything themselves to make amends for their own misbehavior. We want children learning from their mistakes and consequence is the best way to accomplish that goal

Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers

Inquirers develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

Knowledgeable students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

Thinkers exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

Communicators understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

Students who are Principled act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

Students who are Open-minded understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

Caring students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

Risk-takers approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

Students who are Balanced understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

Reflective students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

V.STUDENT CODE OF CONDUCT

Purpose of the Student Code of Conduct

Pan American Academy Charter School (PAACS) has high expectations for all students. In order for students to reach their potential, school should be a safe and orderly place where everyone is responsible for their conduct at all times. PAACS will not tolerate any actions from students that in any way interfere with the delivery of instruction or jeopardize the health, safety and well-being of any member of our school community. Our Student Code of Conduct applies to the educational program, school activities and functions, extra-curricular programs, travel to and from school (including our transportation) and any event in which the school participates or is represented. School is a place where students are expected to learn.

The Student Code of Conduct will explain:

1. The expectations of students, parents, the school, and school staff
2. Managing classroom behaviors to support a safe learning environment
3. Possible interventions that address student's disruptive behaviors

These rules shall apply to any misconduct that occurs:

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when a school group is using the school;
- Off school grounds and the immediate perimeter of the school building, including any school activity function or event;
- During travel to and from school, including actions on any school bus, van or any other public conveyance.
- Off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school.

School-wide Expectations

To motivate our students, Pan American's PBIS team created a system of acknowledgements to support our four key areas of behavioral expectations:

- **C**ompassionate
- **A**ccountable
- **R**espectful
- **E**ngaged

At Pan American we C.A.R.E. As an IB World School, we have adopted a school wide essential agreement built on the foundation of the IB learner profile. Our essential agreement defines the expectations for positive social interaction in our school. The elements of our essential agreement are as follows:

Compassionate

At Pan American we are compassionate by...

- Caring for others through our positive acts that make a difference in the lives of others
- Communicating with each other using appropriate language
- Being open minded and accepting the values and traditions of others
- Balancing different aspects of our lives to achieve well-being for ourselves and others

Accountable

At Pan American we are accountable by...

- Showing our knowledge of conceptual understandings through a range of disciplines
- Developing skills for inquiry independently and with others
- Communicating effectively with individuals and groups
- Reflecting on strengths and weaknesses to support learning and personal development
- Balancing our interdependence with other people and the world we live in
- Being principled and taking responsibility for our actions and their consequences

Respectful

At Pan American we are respectful by...

- Caring about others through service and positive acts that help to make a difference
- Communicating effectively and listening carefully to others perspectives
- Being principled in our approach to the dignity and rights of people everywhere
- Being open-minded as we critically appreciate our own cultures and the traditions of others
- Balancing the different aspects of our lives to achieve well-being for ourselves and others

Engaged

At Pan American we are engaged by...

- Displaying our knowledge of conceptual understandings and exploring a range of disciplines
- Thinking critically and creatively to analyze and take responsible action
- Nurturing curiosity, developing skills for inquiry and research
- Communicating with others confidently and creatively in more than one language
- Being risk-takers that work to explore new ideas and innovative strategies

The school-wide expectations are behaviors that every member of the school community is expected to display.

Dress Code Expectations

It is expected that all students will be dressed in full uniform at all times, starting on the first day of school, until the last day of classes. Full uniform must be worn for all school events unless otherwise indicated. No outside jackets, hoodies, accessories are permitted to be worn in school as part of the uniform. Students are expected to store any additional items of clothing on their classroom hooks or in their locker. Students should not be leaving uniform items in their lockers to change into once they arrive to school. It is important for parents to monitor children as they leave for school in the morning to ensure they are in full uniform.

***Remote/Blended:** All students are expected to dress appropriately when attending virtual classes. All students are expected to adhere to basic standards of cleanliness, modesty, and good grooming.

Students who fail to dress for school as required by this policy will be subject to disciplinary action, which may include a disciplinary write-up, parent notification and a detention. It is expected the parent will attempt to rectify the situation to the best of their ability.

Please be advised to the following consequences for failure to comply with uniform policy:

1. Parental contact
2. Conference with a school administrator
3. Detention
4. Exclusion from school activities
5. Loss of privileges

The following is a list of uniform items that must be worn on a daily basis:

ITEM	BOYS	GIRLS
Cardigan Sweater 6-8th	A solid navy with white piping pocket cardigan with school logo affixed on the left side. In an effort to prevent loss or theft of sweaters, it is recommended that each student write their name on the inside using a permanent marker. This is NOT an optional uniform item for boys.	A solid navy pocket cardigan with the school logo affixed on the left side. In an effort to prevent loss or theft of sweaters, it is recommended that each student write their name on the inside using a permanent marker. This is an optional item for girls.
Pants	Navy blue pants - school pants must be worn to full length with a plain black belt. (No jeans, slacks, cargo, shorts, etc.) Overly tight or skinny pants, jeans or leggings will not be permitted.	Navy blue pants - school pants must be worn to full length with a plain black belt. (No jeans, slacks, cargo, shorts, etc.) Overly tight or skinny pants, jeans or leggings will not be permitted.
Shirts	Oxford style short or long sleeve button down shirt (tucked in at all times). Polo shirts may be worn during the months of September, October, March, April, May, and June.	A short or long sleeve white shirt with round collar will be required.
Shoes	Plain black school shoes are to be worn every day. Sneakers, boots, or athletic shoes are NOT considered as permissible shoes. All-black sneakers are only permitted on days the students have physical education. No colorful sneakers or sneakers with designs or other colors are permitted.	Plain black school shoes are to be worn each day. Sneakers, boots, heels or athletic shoes are NOT considered as permissible shoes. All-black sneakers are only permitted on days the students have physical education. No colorful sneakers or sneakers with designs or other colors are permitted.
Skirt 6-8th		Girls are required to wear a specific, green and navy plaid skirt. The skirt should not be shorter than one

		inch above the knee. No jeans, sweat pants, leggings or pants may be worn under the skirts. In extremely cold weather, girls should wear thick wool tights
Skirt/ Jumper K-5th		Girls are required to wear a specific, green and navy plaid skirt jumper. The jumper should not be shorter than one inch above the knee. No jeans, sweat pants, leggings or pants may be worn under the jumper. In extremely cold weather, girls should wear thick wool tights
Socks	Plain navy blue socks are to be worn at all times, even with the physical education uniform.	Plain navy blue knee socks are to be worn. No designs, ruffles, or balls should be visible. Navy blue pantyhose or tights may be worn. Students may not wear pantyhose or tights with any visible designs or seams.
Sweater Vest	K-5th grades: A solid navy blue sweater vest with the Pan American emblem affixed on the left side must be worn over the oxford style shirt	6-8th grades: A solid navy blue sweater vest with the Pan American emblem affixed on the left side must be worn over the oxford style shirt. This is NOT an optional uniform item for girls.
Tie	K-5 grades: A solid navy blue tie must be worn along with the oxford style shirt every day. 6-8 grades: A navy blue and green tie/bowtie striped must be worn along with the oxford style shirt every day.	K-8 grades optional: A blue and green plaid cross tie can be worn with shirts.

All students are required to adhere to the following uniform rules:

Jewelry

Excessive jewelry or distracting jewelry is not permitted. Students may only wear one pair of earrings not to exceed one inch in diameter (approximately the size of a quarter). No gold overlays or ornamentation may be placed on teeth. Visible gold or silver chains are not permitted. No visible body piercing is permitted in school.

Hats, Scarves, Coats & Hoodies

No hats are permitted to be worn in the building. Once students enter the school building, all hats must be kept in student bookbags. Scarves may not be worn during the school day in any way. They must be kept in student bookbags during the day. No outdoor coats, jackets, or non-uniform sweaters are permitted to be worn in the school building. All students will be required to remove coats, jackets, or sweatshirts upon their arrival in the classroom. All coats and jackets must be kept on student hooks in classrooms or in lockers.

Hairstyles

Hair must be clean and show evidence of having been neatly groomed for school. Unnatural hair color is not permitted (blue, green, pink, etc.). Distracting haircuts such as Mohawks, faux hawks and shaved hair designs are prohibited.

Tattoos

No visible permanent or temporary tattoos¹ are permitted.

Make-up

Excessive make-up is NOT permitted. Students may wear chapstick, a light colored lip-gloss and eyeliner that is not excessive.

¹ This includes markings or drawings by students using markers or pens

Shoes and Sneakers

Students must wear the appropriate shoes or sneakers to school each day. Students should not change shoes during the day. Students may only wear sneakers to school if it is their designated day for physical education. Students will not be permitted to change shoes for lunch and recess.

Dress Down Expectations

Dress down days are the last Wednesday of each month. There will be a theme designated to each dress down day. However, students can also come dressed in their team colors (see below). Please keep in mind that this is a voluntary activity. Students that are participating in dress down day must adhere to the theme or wear the team colors and pay \$2.00 in order to participate, no exceptions. Students that are not participating must wear their full uniform, no exceptions. Those students that do not comply with dress down day expectations will no longer be able to participate in dress days.

NO shirts containing any inappropriate writing or characters.

NO hats.

NO ripped jeans.

NO shorts.

NO sleeveless shirts, skinny straps or tanks.

NO low cut shirts, see through/revealing.

NO short skirts.

NO jeggings or leggings.

NO tight jeans.

NO open toe shoes, wedges, heels, sandals.

TEAM COLORS FOR EACH GRADE								
K	1	2	3	4	5	6	7	8
Red	Yellow	Blue	Green	Black	Orange	Grey	Purple	White

End of Year Uniform Donation Drive

During the month of June the Home and School Association will be collecting clean and gently used school uniforms including jumpers, sweaters, blouses, shirts, vests and pants. If you wish to donate your student's outgrown uniforms, please send your donation to school with your student name and classroom. If you have questions, please contact the main office at (215) 425-1212. Thank you for your participation.

Attendance Expectations

In-person Attendance Expectations

Students enrolled at Pan American Academy Charter School are required to attend school daily in accordance with the compulsory attendance laws of the Commonwealth of Pennsylvania. Under this law, parents and guardians are required to make sure that their children attend school every day that school is in session and arrive at school on time.

Online Attendance Expectations (Remote and Blended)

Attendance is mandatory during remote and blended instructional models when students are not physically in the building. Attendance will be taken in two ways;

1. During each remote session
2. Through the submission of assignments and assessments

Students who do not attend their online sessions nor submit work will be considered absent. Students who only complete one of the two requirements above will receive credit for attending half day. Students who do not meet the attendance requirements may become truant. Truancy procedures are further explained below in the section titled 'Truancy'

Absences

An absence is the nonattendance of a student on those days and half days when school is in session.

Attendance need not always be within school facilities. A student will be considered in attendance if present at any place where school is in session; the student is receiving approved instruction, or health or therapeutic services; or the student is receiving approved homebound instruction.

What is an excused absence?

The school understands that there are some days when a student is prevented from attending school for medical or other urgent reasons. An absence will be considered excused if the absence was due to one or more of the following reasons:

- Illness and injury (if longer than two days, requires a note from a doctor)
- Death of a family member
- Medical or dental appointments that could not be scheduled outside of school hours
- Religious holidays observed by the student's immediate family – prior written notice to the school is required
- Religious instruction, not to exceed 36 hours per school year
- Required court attendance
- Other urgent reasons approved by CEO or Principal

What is an unexcused absence?

All absences are considered unexcused until the school receives a written note documenting a valid reason for the absence, as detailed above.

Some examples of unexcused absences are:

- Absence due to parental neglect
- Missing the bus
- Oversleeping
- Parent personal appointments
- Inclement weather when the school is open
- *Family vacation trips

**Family vacations during the school year will be coded as unexcused absences. Please schedule family vacations to occur outside of our regularly scheduled school year. Please do not schedule doctor's appointments during standardized testing periods. Excessive absences and tardies negatively impact your child's ability to get accepted to a special admission high school.*

Lateness

In-Person: Punctuality is directly linked to a student's success in school. Please be mindful that students must arrive on time to maximize their learning and avoid class disruptions. School officially begins at 8:15am. Students arriving after 8:15am will be marked late. Lateness may be excused with a note from a doctor if medical appointments or emergencies have occurred. Excessive lateness patterns will be treated the same as excessive absences.

Remote: Punctuality is directly linked to a student's success in school. Please be mindful that students must arrive on time to maximize their learning and avoid class disruptions. Students should be signed in to their zoom sessions and in the waiting room 2 minutes prior to the start of class. Students not in their zoom session at the start of the scheduled class time will be marked late.

Blended (In-Person): Punctuality is directly linked to a student's success in school. Please be mindful that students must arrive on time to maximize their learning and avoid class disruptions. School officially begins at 8:00am. Students arriving after 8:00am will be marked late.

Early Dismissal

Requests by parents for early dismissal of students during school hours may be made in cases of emergency. Emergencies include crisis within the family that cannot be managed without the student's presence.

Routine medical and dental appointments are to be made after school hours. When students must have an early dismissal for medical/dental appointments, and the student is out of school for only part of the session, a follow-up note is required from the physician or dentist indicating that the appointment was kept.

The school has the right to grant or deny early dismissal requests. Early dismissals are not granted within 45 minutes of dismissal. Excessive early dismissal patterns will be treated the same as excessive absences.

Written Notice

As soon as a parent knows that his or her child will not be able to attend school on a certain day, that parent must provide written notice to the school concerning the absence. Written notice must be submitted in the form of a letter with the student to his homeroom teacher or directly to the main office. There is no guarantee that Pan American Academy Charter School will accept the note. If the note is accepted, then the attendance log will be corrected in PowerSchool. **The written notice must contain:**

1. The student's name
2. The student's homeroom
3. The date the student was absent
4. The reason for the absence
5. Parent or Guardian name and signature

If a parent or guardian fails to provide written notice to the school within three (3) school days of an absence, the absence will be permanently counted as unexcused. After three (3) school days, only a note from a doctor or other official will be accepted. A maximum of ten (10) absences per year can be excused based on a parental note. Any absences beyond three (3) cumulative days requires a written note from a physician.

Missed Work

If a student is absent for any reason, the student is required to make up all course work missed. Upon returning to class, the student must obtain assignments from his or her teachers. The teacher will work with the student to make up any tests, homework, or other work that was missed due to absence.

Truancy

In Pennsylvania, truancy is defined as when a child of compulsory age has three (3) or more unexcused absences in the current school year. Pan American Academy Charter School will notify the person in parental relation with a child within ten (10) school days of the child's third unexcused absence that the student has been "truant". The notice may include the offer of a school attendance improvement conference, and shall be in the mode and language of communication preferred by the parent in parental relation to the child.

A school attendance improvement conference is where the child's absences and reasons for the absences are reviewed with the intent to improve attendance. At this meeting, the family and school personnel will work together to create an attendance improvement plan to eliminate the truancy. There is no legal requirement that the child or person in parental relation attend the conference, and the conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference after advance written notice and attempts to communicate by telephone.

Continued Truancy

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. If a child is habitually truant, the school must either:

- (1) refer the child to a school-based or community-based attendance improvement program, or the Philadelphia Department of Human Services for services or possible disposition as a dependent child, or
- (2) file a citation against parent in a magisterial district court.

Consequences and Interventions for Truancy

Excessive unexcused absences constitute misconduct and will be handled in the following ways:

# of total unexcused absences	# of total lateness and/or early dismissals	Consequences & Interventions <small>*Suspension from school is not a permissible consequence for truancy</small>
1	-	Automated phone call home. This will be repeated for each additional absence.
3	10	A letter will be sent home to notify parent of truancy. The school will schedule a school-family conference where an attendance improvement plan will be developed.
6	-	The student is considered 'habitually truant' by the state. The school will make a referral to Assistant District Attorney's office Project Go. Not applicable for lateness or early dismissal. School may file a citation against the parent in magisterial district court.

Students who are truant cannot be disciplined for exhibiting truant behavior.

However, if a student is considered absent-unexcused for ten (10) consecutive school days, the student will be dropped from the rolls at the school and the matter will be referred to the School District of Philadelphia. *(Note: in the event of a student with an IEP or Section 504 Service Plan who is absent-unexcused for ten (10) consecutive school days, the School will comply with all applicable procedures required by IDEA or Section 504 of the Rehabilitation Act.)*

Use of Social Media

The use of social networking or social media is not allowed during the school day or while on campus or at school sponsored functions. As such, social networking or use of social media is not permissible on school devices or personal devices while on school grounds or school sponsored events. Students using social networking or social media will receive consequences for their actions consistent with the Code of Conduct.

If you choose to participate on a social networking site or use social media, you must keep the following in mind:

- **Everything you post is public information** – any text or photo placed online is completely out of your control the moment it is placed online – even if you limit access to your site. Information (including pictures, videos, and comments) may be accessible even after you remove it. Once you post a photo or comment on a social networking site, that photo or comment becomes the property of the site and may be searchable even after you remove it.
- **Be careful of your friends** - Use caution when adding someone or inviting someone to be a friend. Many individuals are looking to take advantage of students, to get close to students to give themselves a sense of membership, or to gain information about you, your classmates, or your school for the purposes of negative publicity.

- **Be respectful online** - Pan American Academy Charter School will not tolerate disrespectful comments and behavior online, including but not limited to:
 - Harassing, obscene, discriminatory, defamatory or threatening language, remarks, or photos that may be considered harmful to other Pan American Academy Charter School students, teachers, and staff, as well as students, teachers and representatives of other schools.
 - Incriminating photos or statements depicting violence; hazing; sexual harassment; full or partial nudity; inappropriate gestures; vandalism; stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
 - Creating a sense of danger to the safety of another person or making threats of physical or emotional injury to another person.
 - Indicating knowledge of an unreported code of conduct violation, regardless if the violation was unintentional or intentional.
 - Students are not to “tag” photos of other students or staff without prior permission of the individuals being tagged.
 - Personal social media use, including non-school hours, has the potential to result in disruption at school, and is in violation of the Student Code of Conduct.
 - The posting or disclosure of personally identifiable student information or confidential information via personal social media sites is prohibited.
 - The adding of, ‘friending’, or ‘following’ school teachers and staff is strictly forbidden. You may follow school sponsored Facebook, Instagram and Twitter accounts.
 - Discussing, talking, or sharing information found online about students or staff will be considered gossiping and is prohibited

In short, do not have a false sense of security about your rights to freedom of speech. Understand that freedom of speech is not unlimited. The online social networking sites are NOT a place where you can say and do whatever you want without repercussions. The information you post on a social networking site is considered public information. Protect yourself by maintaining a self-image that meets the standards set forth in Pan American Academy Charter School’s Student Code of Conduct. Parents, please be an active participant in the monitoring of social media.

Behavioral Expectations & Responsibilities

Expectations for Teachers

- Respect all members of the school community
- Maintain a learning environment that provides for academic success.
- Use professional judgment to prevent minor incidents from becoming major problems

Expectations for Administration

- Respect all members of the school community.
- Implement and uphold the Code of Student Conduct and all disciplinary procedures in a fair and consistent manner.
- Inform all school personnel, parents, and students of discipline policies.
- Investigate allegations and requests from school personnel concerning violations and act upon them if/when appropriate.
- Positively reinforce school expectations.
- Maintain a learning environment that provides for academic success.
- Hold students accountable for disorderly conduct in school and on school grounds.
- Address rule violations with multiple strategies to keep students in school.

- Use professional judgment to prevent minor incidents from becoming major problems.

Expectations for Students

- Be principled by acting with integrity and honesty.
- Approach problems with reason, use ethical decision making strategies
- Care about others by showing empathy, compassion, and respect
- Reflect on choices and decisions
- Communicate with parents and staff in a respectful manner
- Comply with the Student Code of Conduct

Expectations for Parents

- Treat all members of the school community with dignity and respect. All school personnel have been carefully selected and directed to act in the best interest of all of our students at all times.
- Understand and uphold all policies and procedures at Pan American Academy, setting a good example for your child
- Use respectful and appropriate language when attending school meetings or events and communicating with Pan American staff
- Approach school staff in a positive manner if you are in need of assistance or have a concern.

Philosophy of Self Discipline

The primary mission of Pan American Academy Charter School (PAACS) is to prepare bilingual, internationally minded inquirers. To fulfill this mission, a high level of organization and discipline is required from all members of the school community. PAACS believes that in order to be an effective school, we need to teach children how to manage their own behavior. Our school is committed to the philosophy of teaching children the value of living a self-disciplined life. Discipline is the development of consistent, acceptable social behavior under all circumstances.

Self-discipline is the ability to control oneself, and to respect the rights, property, and feelings of others. Ideally, discipline should be self-imposed. PAACS students will have a responsibility to develop an understanding and maturity that guides them in knowing the difference between acceptable and unacceptable behavior, and between right and wrong. Since this will not always occur, it is necessary for PAACS to develop rules, regulations, and guidelines that describe the set of responsibilities governing each student. While PAACS will endeavor to assist students in developing self-discipline responses, the charter school will need to implement appropriate disciplinary responses in situations that are disruptive to the learning process and the school environment.

Children who attend a school where parents and teachers are committed to the use of consequences and self-evaluation tend to improve their behavior because actions (consequences) speak louder than words in helping them improve. Children learn to ignore the words of parents and teachers hollering at them, scolding them and correcting them if they never have to DO anything themselves to make amends for their own misbehavior.

Classroom Management Strategies

Dealing with Problem Behavior

The staff at Pan American Academy Charter School (PAACS) is dedicated to making interactions with students, regardless of setting, a positive one that acknowledges when students are engaged in desired behaviors. Despite

the many opportunities for staff to reinforce expected behaviors and the many acknowledgements to which students will have access, staff must always be prepared to address problem behavior. The most efficient way for staff to address problem behavior is to anticipate and plan for the behavior, stay calm, implement the intervention strategies, and evaluate the impact at a later time.

Corrective consequences for behavior are effective when:

1. *They are immediate.* Consequences are most meaningful when they occur as soon as possible after the behavior takes place.
2. *They are fair.* The consequence is fair and appropriate based on the information available and the misbehavior.
3. *They are consistent.* Consequences should be administered consistently the same way, regardless of student or location.

Praise Around

Praising around should always be staff's first step to correcting problem behaviors. Often times, the function of a problem behavior is to receive attention and can be managed most efficiently when the staff members ignore the behavior and use behavior-specific praise with other students who are following the expectations and directions. To effectively ignore a problem behavior, total attention must be focused on the other students. This means no eye contact, physical contact, or verbal contact with the target student. Students who are displaying desired behaviors can be acknowledged using behavior-specific praise tools such as ClassDojo, Super Cheetahs, PanAmazon School Store, and verbal praise.

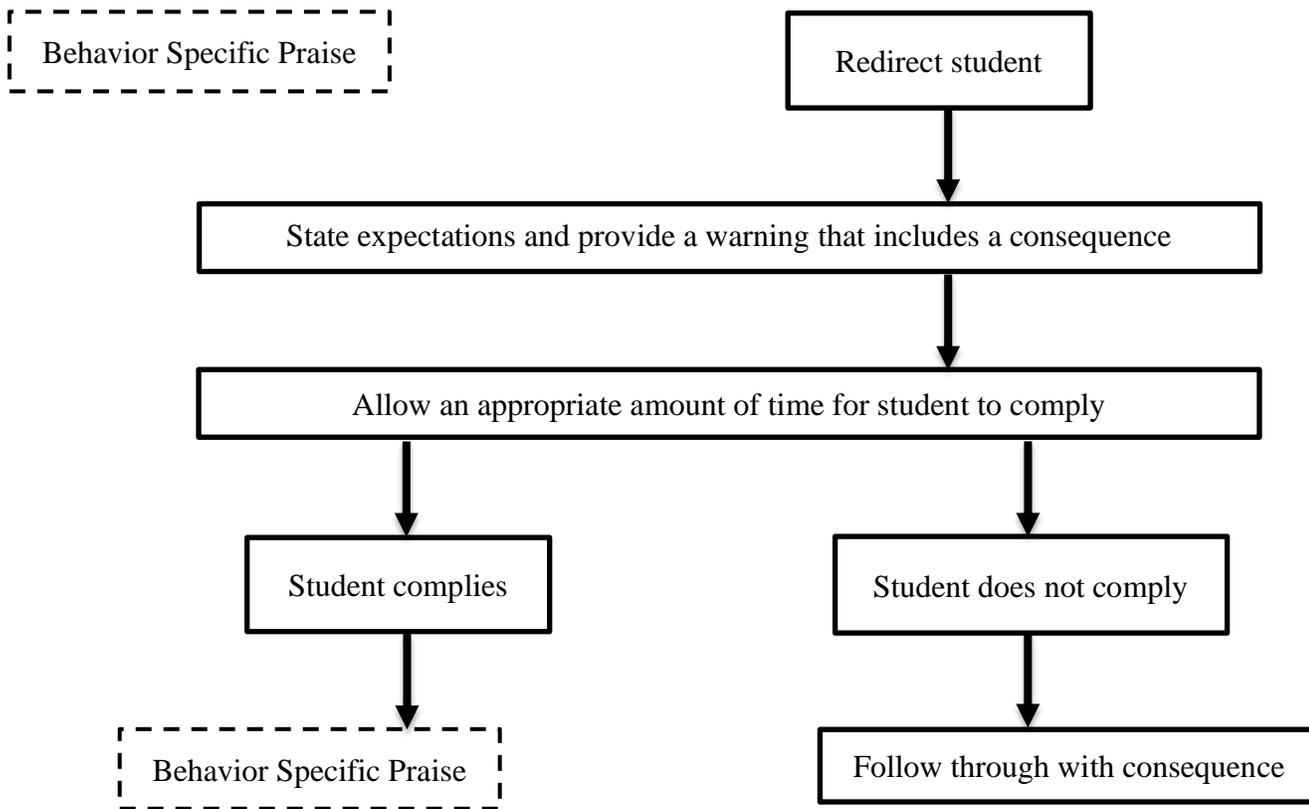
Using Effective Redirections and Warnings

When a staff member observes that a student is in violation of one of the expected behaviors (e.g., student is not demonstrating responsibility by following the staff directions), the staff member will issue one "effective" *redirection*. A redirection is used to encourage the student to stop a problem behavior and engage in a desired behavior. If the student does **NOT** comply with the redirection within an appropriate amount of time, the staff will provide one "effective" *warning*. A warning includes the redirection and a statement indicating that a consequence is imminent if the behavior continues.

Possible Steps for the Redirection and Warning of Minor Behaviors

1. Deposits – acknowledge students who are exhibiting expected/desired behavior.
2. Standardized Correction for student exhibiting problem behavior.
3. Give'em 5:
 - Support (a positive)
 - Expectation (what expectation is not being met)
 - Breakdown (how they aren't meeting the expectation)
 - Benefit (why they will benefit from meeting the expectation)
 - Closure (wrap up the conversation)
4. Phone call home/office discipline referral





Classroom management strategies may include the following:

- Acquire a student’s attention by calling his/her name in a calm voice.
- Address the student privately.
- Teacher Proximity; Teacher may walk near a student’s desk to stop undesired behavior
- State the problem behavior.
- State expected behavior and explain why the student needs to satisfy the expectation.
- Listen to the student’s response and help student to recognize appropriate behaviors for him/herself.
- Indicate the specific consequence of continuing to engage in the problem behavior--and the positive consequences of good behavior.
- Ask the student to demonstrate the expected behavior.
- Acknowledge the student (i.e., thanks, praise, reward, etc.) for listening to you and/or exhibiting the appropriate behavior.
- Document the infraction on an office discipline referral report

School interventions *may* include the following:

- Create a Student Behavior Contract
- After school detention
- Referral for individual and/or group counseling, and individual behavioral health assessment and resource linkage
- Lunch detention
- Peer mediation
- Student/teacher/parent conference
- Daily reports/self-charting
- Restorative practices
- Mentoring program
- Check in/Check Out

- Function-Based Behavioral Planning
- Evidenced-based Tier II programs

School consequences *may* include the following:

- Lunch detention
- After School Detention
- Community Based Project
- Restitution, where appropriate
- In-school suspension
- Parent Discipline Meeting
- Community Service
- Out-of school suspension
- Expulsion

School-wide Positive Behavior Inventions and Support (SWPBIS)

What is PBIS?

Positive Behavior Interventions and Support (PBIS) is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. **PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. PBIS IS a prevention-oriented way for school personnel to;**

- organize evidence-based practices
- improve their implementation of those practices
- maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

What does PBIS have to do with school discipline and classroom management?

Effective classroom management and preventive school discipline are essential for supporting teaching and learning. PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students.

For more information, visit <https://www.pbis.org> or <http://www.papbs.org>

Universal Supports

Universal supports are interventions that are given to students who display the school-wide expectations and are provided to each student throughout the day. The three main forms of universal supports are ClassDojo², Super Cheetahs, and the PanAmazon School Store.

ClassDojo is an online resource that helps track when students follow the school-wide expectations and

² www.classdojo.com

IB learner profiles. Teachers use ClassDojo to give students points to acknowledge when they have met behavior expectations. Some teachers may also use the ClassDojo points that student earn towards a whole class or individual reward. This system of acknowledging students who meet our school-wide expectations is very motivating for students.

Please note that at PAACS we use ClassDojo as a universal positive support, which means that student's behavior will always be 100%. PAACS encourages parents to look at the specific behaviors that students earned and that were tracked by the teacher for the most accurate data.

When students are doing what is right and expected of them outside of their classroom by staff, they receive a Super Cheetah Paw. On Fridays, there is a drawing of the super cheetah paws and winners of the super cheetah drawing are able to select a space on a school-wide bingo board to receive a group reward. In addition, based on ClassDojo point totals students are eligible to choose a prize from our PanAmazon School Store.

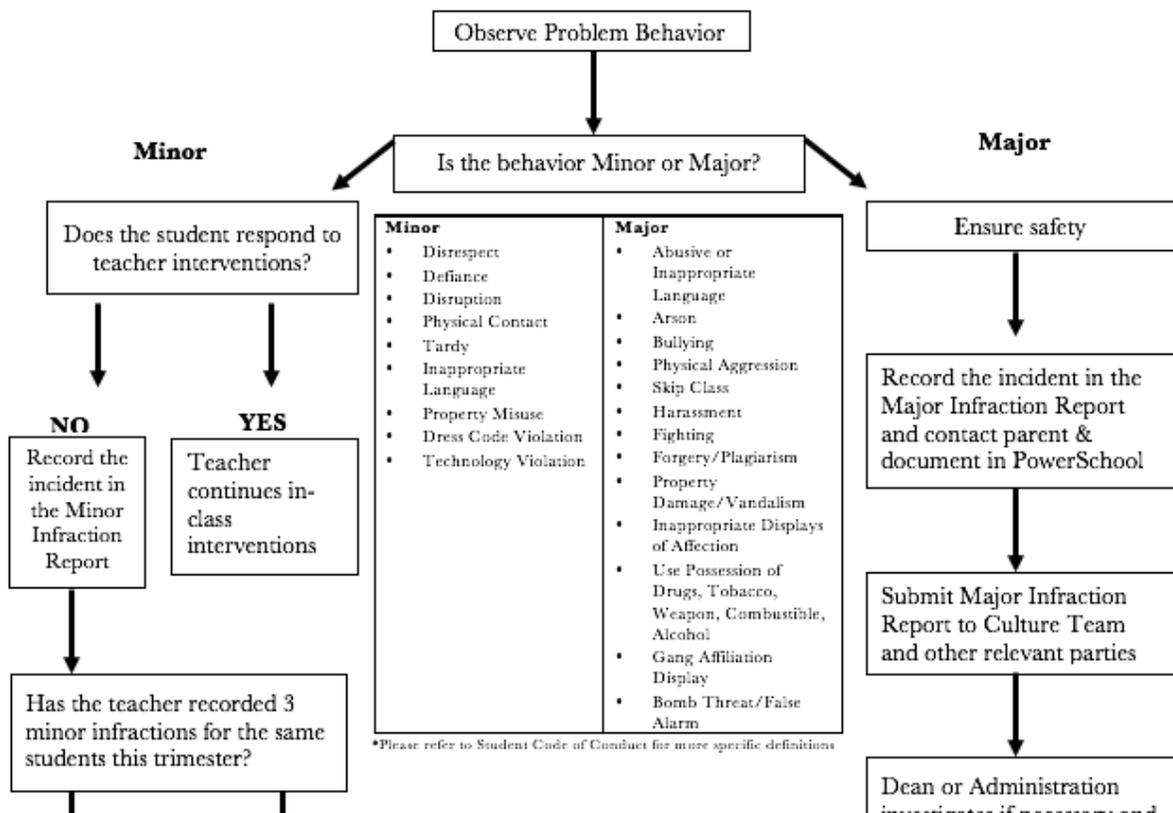
School Violations	Level of Offense	Possible Consequence		
		In-school interventions	Out-of-School Suspension	Possible Expulsion Hearing
Defiance	1	X		
Disrespect	1	X		
Disruption	1	X		
Dress Code Violation	1	X		
Inappropriate Language or Gesture	1	X		
Truancy	1	X		
Tardy	1	X		
Abusive and/or Threatening Language	2	X	X	
Physical Aggression – Property	2	X	X	
Physical Aggression-Person	2	X	X	
Plagiarism	2	X	X	
Property Misuse	2	X	X	
Forgery	2	X	X	
Inappropriate Displays of Affection	2	X	X	
Other Behavior	2	X	X	

Skip Class	2	X	X	
Technology Violation	2	X	X	
Arson	3	X	X	X
Assault	3	X	X	X
Bomb Threat/False Alarm	3	X	X	X
Bullying/Harassment	3	X	X	X
Gang Affiliation Display	3	X	X	X
Fighting	3	X	X	X
Other Behavior	3	X	X	X
Physical Aggression – Person	3	X	X	X
Property Damage/Vandalism	3	X	X	X
Theft	3	X	X	X
Use/Possession of Alcohol	3	X	X	X
Use/Possession of Combustible	3	X	X	X
Use/Possession of Drug	3	X	X	X
Use/Possession of Tobacco	3	X	X	X
Use/Possession of Weapon	3	X	X	X

**Consequence Levels are not mutually exclusive. If a student is referred for a possible expulsion hearing, that student may also be suspended out of school for some period between 1-10 days.*
**The possible consequences above are suggestions and school administration, at their discretion, has the right to escalate or deescalate the level of an offense based on circumstance.*
**Repeated school violations will result in an escalation to the next consequence level* Repeated level three School Violations will result in an Expulsion Committee Review*

Instances of Misconduct and/or Aggravated Offenses

A student may not behave in any manner that disrupts or disturbs educational or school-related programs. These may include, but are not limited to, the following:



*Please refer to Student Code of Conduct for more specific definitions

Consequences

To be effective, consequences need to be immediate, consistent, and fair. Some behaviors may result in receiving one consequence while others may result in getting more than one. It is mandatory that students comply with the expectations of consequences such as lunch detention or after-school detention. Students who cannot comply with expectations or fail to attend a given consequence will be subject to possible escalation at the discretion of administration.

Level I School Violations

Level one school violations often can often be remediated with simple re-direction to avoid the behavior becoming a level two offense and/or teacher submitting an office disciplinary referral. Below are the steps staff and teachers may take in an effort to stop misconduct and restore the learning environment.

It is expected that students respond to the remediation efforts of the adult and cease the inappropriate behavior. Disregarding these directions or becoming disrespectful will result in the escalation of the behavior to a higher level with more severe consequences.

Possible consequences: Teacher conference with student, teacher directed consequence, parent contacted by teacher, office discipline referral (ODR), after-school detention, lunch detention, and/or time outside of the classroom with administration.

Level II School Violations

Level two school violations are behaviors whose frequency or seriousness disrupts the learning climate or safety of the school. Students engaging in level two behaviors are typically beyond re-direction from teachers and/or staff and require an office disciplinary referral for possible investigation by the Safety team. **Repeated level two school violations will be escalated to a level three offense.**

Possible consequences: Consequences listed under Level 1, reinstatement parent meeting, in-school suspension, and/or out-of-school suspension.

Level III School Violations

Level three school violations are behaviors that may threaten the health, safety, or welfare of a member of the school community. Students engaging in level three behaviors are beyond re-direction from teachers and staff and require an office disciplinary referral and investigation by the Safety team. Repeated level three school violations **will trigger an expulsion committee review.**

Possible consequences: Consequences listed under Level 1 and/or Level 2 and/or expulsion hearing with Board of Trustees or designated hearing examiner.

Cell Phones, Electronic Devices and Toys

Use of cell phones or other electronic devices is not permitted at Pan American Academy Charter School. If a student must bring a cell phone or electronic device to school, they are required to turn it off PRIOR TO ENTERING SCHOOL GROUNDS and keep their cell phone or electronic device in their school bag.

In-person: Cell phones/electronic devices must be turned off and placed into schoolbags while in the school building. Sixth, seventh and eighth grade students will have lockers for storage. All schoolbags should be stored in lockers during the school day. If a cell phone/device is used during the school day or is visible or heard at any time in the school building, the phone will be confiscated from the student.

Blended: Cell phones/electronic devices must be turned off and placed into schoolbags while in the school building. If a cell phone/device is used during the school day or is visible or heard at any time in the school building, the phone will be confiscated from the student.

The following procedures must be followed:

First offense

Confiscated cell phone/device will be returned to a parent or guardian in person. Parent is to call the school to make an appointment.

Second offense

Cell phone/device will be returned to parent ONE MONTH from the date it was confiscated. Parent must schedule a meeting with an administrator or school climate coordinator to retrieve the confiscated device.

Third offense

Cell phone/device will be returned at the end of the trimester. Parent must schedule a meeting with an administrator or a member of the school climate team to retrieve the confiscated device.

The student will also face disciplinary action by school personnel. Continued violations of the cellphone/device policy may result in an extension of the confiscated phone/device. Pan American Academy Charter School will take all the necessary precautions to secure all confiscated phones/devices, however, is not responsible for lost or stolen cell phones/devices.

Students are not permitted to bring toys or games to school. This includes dolls or stuffed animals. If such items are to be brought for show-and-tell, arrangements should be made between the parent and teacher as to the appropriate time to bring the pet or toy. Fidget Spinners, Rubix Cubes or any other 'educational' gadgets may not be brought into the school. These items will not be permitted at recess either. Pan American Academy Charter School will take all the necessary precautions to secure all confiscated toys, however, is not responsible for lost or stolen items.

Bullying/Cyber-Bullying Policy

The Pan American Academy School Board and community is committed to making our school a safe and caring environment for all students and staff. It is expected that we will treat each other with respect and refuse to tolerate bullying of any kind. Bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate students in a safe environment. School administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate bullying. The Board prohibits all forms of bullying and expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors. The Board encourages students who have been bullied to promptly report such incidents to the teacher, Dean of School Culture, or any member of the Administration team.

Definitions

"Bullying" is defined by Pennsylvania Law as: An intentional electronic, written, verbal or physical act, or a series of acts:

- (1) directed at another student or students;
- (2) which occurs in a school setting;
- (3) that is severe, persistent or pervasive; and
- (4) that has the effect of doing any of the following:
 - (i) substantially interfering with a student's education;
 - (ii) creating a threatening environment; or
 - (iii) substantially disrupting the orderly operation of the school; and "school setting" shall mean

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

Bullying also includes retaliation against individuals who report or cooperate in an investigation.

Typically, Bullying includes:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

There are three types of bullying, VERBAL, SOCIAL & PHYSICAL.

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Cyber-Bullying means bullying that occurs by use of electronic devices through means of email, instant messaging, text messages, blogs, photo and video sharing, chat rooms, bash boards, websites, and/or social media.

School Setting is defined as being in the school, or school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school.

Teachers and staff at Pan American Academy Charter School will do the following to prevent bullying and help children feel safe at school:

- Closely supervise students in all areas of the school and playground
- Watch for signs of bullying behaviors and stop it when it happens
- Respond quickly and sensitively to bullying reports
- Report bullying immediately to the Dean of Student Culture and/or a member of school administration

Students at Pan American Academy Charter school will do the following to prevent bullying:

- Treat everyone with respect and kindness
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh or join in when someone is begin bullied
- Report any bullying behavior to an adult

Consequences for Bullying

Consequences for a student who commits an act of bullying will be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and will be consistent with the school's Code of Conduct.

Damage to School Property

Students who have damaged school property will receive the appropriate consequences but will also be responsible for the repair and/or replacement of what is damaged. Parents of students will be charged the amount charged to Pan American to repair and/or replace whatever is damaged. There will also be an additional and separate charge to parents of any student who pulls the fire alarm. Pan American Academy will determine the exact charge at the time of the incident.

Due Process

Education is a statutory right and the Board of Trustees shall establish fair and reasonable rules – including this Code of Conduct – regarding the conduct of all students at the charter school, and those offenses which may lead to exclusion from school (suspension and expulsion). The jurisdiction of these rules will extend to students at any time the students are on school property, while the students are present at school-sponsored activities, and while the students are traveling to or from school and school-sponsored activities. Students will be required to adhere to the Code of Conduct during these times.

If a student violates the Code of Conduct and such violation requires a disciplinary response that involves

exclusion from school (i.e. in-school suspension, out-of-school suspension, or expulsion), PAACS will comply with the due process requirements set forth in Chapter 12 of the State Board of Education regulations.

Additional protections and due process measures, including Manifestation Determination Meetings, will be implemented for students who are eligible or thought to be eligible for specialized services under the Individuals with Disabilities in Education Act. Discipline measures for such students will comply with the IDEA and its implementing regulations, Section 504 of the Rehabilitation Act of 1973 and its implementing regulations, and Chapter 711 of the Pennsylvania State Board of Education regulations.

Suspension

- Suspension is an exclusion from school for one (1) to ten (10) consecutive days.
- Suspensions may not be made to run consecutively beyond the 10 school day period.

The following constitutes PAACS's proposed policies for the out-of- school suspension of students:

- Once it has been determined that a student has violated the Code of Conduct, an investigation will occur. At the time of the investigation, it is the responsibility of any student who has been contacted to provide an accurate and truthful account, to the best of their ability, of what occurred. After the investigation, PAACS will notify parents of the consequence and schedule a reinstatement meeting.
- Suspensions may be given by the Principal, Assistant Principal, or other person in charge of the public school. PAACS will notify of a suspension and provide the student an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

Suspensions for 1 to 3 days

A student may be suspended for a maximum of three days without a hearing. After an incident occurs, the student will be given an opportunity to discuss the incident with School Administration.. A written notice of suspension will be prepared for the parents and given to the student. The notice will contain reasons for the suspension. A conference with the parent will be scheduled before the student's return to school.

Suspensions for 4 to 10 days

For suspensions of 4 to 10 days, the student and parent will have the right to an informal hearing with the School Administration. The following requirements will govern the informal hearing:

- The informal hearing is meant to encourage the student's parents/guardian to meet with school administration to discuss ways by which future offenses can be avoided.
- The steps below will be followed to ensure due process:
 1. The student and the parent/guardian will be notified in writing of the reasons for the suspension.
 2. They will be provided with sufficient notice of the time and place of the informal hearing.
 3. A student will have the right to question any witnesses present at the informal hearing, and has the right to speak and produce witnesses on his/her own behalf.
 4. An informal hearing will be held within the first 5 days of the suspension.

For all suspensions, students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the Code of Conduct.

Reinstatement Meeting

The reinstatement will serve as a warning that the student has seriously violated PAACS's Code of Conduct. It is our hope that the student and family will realize the impact his/her behavior has had on their learning and our school community and, therefore, make all necessary changes in his/her behavior while in school. A reinstatement meeting must occur after each incident of suspension. Date and time of meeting will be detailed in the suspension letter.

Expulsion

The following constitutes PAACS's proposed policies for the expulsion of students:

1. Only the Board of Trustees has the authority to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing in conformity with 22 Pa. Code § 12.8.
2. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless serving a suspension, shall be placed in his normal class unless it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety, morals or welfare of others.

The hearing process and Board decision will be governed by the requirements of 22 Pa. Code § 12.8, including the following:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with three days' notice of the time/place of the hearing. The hearing shall be held within fifteen (15) days of the incident giving rise to the hearing unless otherwise agreed to by the parties.
- The hearing notice shall advise the Parent/guardian of the following:
 - The hearing will be held in private unless the student or parent requests a public hearing.
 - The student will have the right to be represented by counsel.
 - The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
 - The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
 - The student will have the right to testify and present witnesses on his/her own behalf.
 - A record will be kept of the hearing, either by stenographer or by tape recorder.
 - In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of that Adjudication. Student and their parents/guardians will be apprised of these rights.

Disciplinary Guidelines for Students with Disabilities

As detailed above, PAACS does not as a first resort seek to exclude from school students who have violated the Code of Conduct, especially students with disabilities. In the rare event that a student receiving specialized services pursuant to an IEP or Section 504 Service Plan is to be excluded from school for a duration that constitutes a change of placement, a Manifestation Determination meeting will be held.

A change of placement occurs when a student who is receiving special education services is excluded from school:

1. For more than 10 school days in a row; OR
2. For more than 15 school days in any one school year; OR
3. When days 11-15 constitute a "pattern" of exclusion; OR
4. For even one school day, for a student with an intellectual disability.

PAACS complies with applicable laws governing students with disabilities and does not discipline students with disabilities for behaviors that are substantially related to or manifestations of their disabilities. During a Manifestation Determination meeting, a child's IEP team must answer the following questions:

1. Whether the student's behavior in question was caused by, or directly and substantially related to, his/her disability; and
2. Whether the behavior was the direct result of the LEA's failure to implement the IEP.

If the IEP team answers "yes" to either question, the IEP team has determined that the behavior is a

manifestation of the student's disability, and the proposed disciplinary action is voided and the team must immediately take steps to remedy any deficiencies in the IEP, if any. The LEA will conduct a functional behavioral assessment ("FBA") and develop and implement a positive behavior support plan ("PBSP"). In the event an FBA and PBSP have already been developed, the IEP team will review and modify them as necessary.

If the IEP team determines that the behavior is not a manifestation of the student's disability, the disciplinary action may be applied.

In addition to the above, PAACS personnel may 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 child's disability if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function; or
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; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Weapons

In accordance with Act 26 of 1995 and Article XIII-A of the Pennsylvania Public School Code, the school prohibits the possession of weapons and may be required to expel, for a minimum of one year, any student who is determined to have brought onto or is in possession of a weapon on any school property as required under Act 26.

The school will also report all incidents involving the possession of a weapon to local law enforcement officials and to the Pennsylvania Department of Education all incidents relating to expulsions for possession of a weapon on school grounds, etc.

Legal Recourse for School-related Offenses

If you believe that you or your child were victims of a crime by a school student, school staff member, or school visitor, you have the right to pursue criminal charges by contacting the Criminal Justice, or Juvenile Court systems. The principal, her designee or the parent, may contact the Philadelphia Police to respond to any type of allegation.

In cases where the offense is against a particular person, the Police will determine if they will bring criminal charges if the victim expresses a desire to prosecute. Such include assault, threats, sexual abuse and theft of personal property. Where it is agreed that criminal conduct has occurred, the principal or her designee will initiate an Internal School Investigation to determine appropriate disciplinary action, and notify the Philadelphia Police Department. The assistant principal or designee will provide information related to the investigation with the Philadelphia Police Department as necessary.

If there is disagreement between you and the school staff as to whether a crime has been committed, you may contact the Philadelphia Police directly through the 911 system. Depending upon the nature of the alleged criminal act, you may be referred to the private criminal complaint process.

If the alleged offender is an adult, a private criminal complaint is issued by the District Attorney's Office. The telephone numbers of that unit are 215-686-9863/9864/9865.

Where the accused is a juvenile (under 18 years of age), a private criminal complaint is issued by the Juvenile

Court. The telephone number for the Juvenile Unit is 215-686-7430. Where you have been the victim of an assault and are not satisfied with the school's response, or if you wish assistance in dealing with the school, contact the Office of Safe Schools Advocate from the Pennsylvania Department of Education. The Safe Schools Advocate telephone number is 215- 644-1277.

Note: Internal school disciplinary action shall not in any way deprive the school or an individual victim from pursuing any legal remedies available in the Criminal, Civil or Juvenile Courts of the Commonwealth of Pennsylvania, or the United States.

Glossary of Disruptive Behaviors

Abusive and/or Threatening Language – Student makes verbal, written, physical, or gestural threats that include swearing, name calling, or using words in an inappropriate way.

Arson – Attempting to start or starting a fire in or around school property.

Assault- An intentional attempt to cause bodily harm to another person

Bomb Threat/False Alarm – Student delivers a message of possible explosive materials being in school, near school, and/or pending explosion. Student pulls fire alarm.

Bullying – Legal definition as quoted above.

Cyber-bullying – Bullying that occurs through electronic communication devices messages, tweets, blogs, photo and video sharing, chat rooms, dash boards, or web sites.

Defiance – Student engages in hostile challenge.

Disrespect – Student acts in a manner that is rude, impolite, and/or offensive

Disruption – Student engages in a behavior that causes an interruption in a class or activity

Dress Code Violation – Student fails to comply with the established dress code policy as stated in the Parent and Student Handbook

Fighting – Two or more students engaged in a physical confrontation that may cause harm or injury

Forgery – Producing a copy of a document or signature

Gang Affiliation Display – Any verbal, nonverbal, written, physical, or gestural threats or insignia that could be associated with a gang or group from inside or outside of the school

Inappropriate Displays of Affection – Student engages in inappropriate, consensual verbal and/or physical gestures/contact, of a sexual nature to another student/adult

Inappropriate Language – Verbal or written statements intended to offend or insult someone or something

Other Behavior – Student engages in repeated and/or problem behavior that is not listed but may cause harm to self, students, or adults.

Physical Aggression – Student engages in physical contact using one's body or an object where physical, emotional, or psychological harm may occur

Physical Contact – Student uses inappropriate physical contact due to a negative reaction with or against property that does not cause damage

Plagiarism – Taking and/or using intellectual property and presenting it as your own.

Property Damage/Vandalism – Student engages or attempts to engage in destruction, disfigurement, or permanent damage to school, student, or staff property.

Property Misuse – Student uses an object inappropriately in a way that disrupts learning

Skip Class – Student arrives late (more than 5 minutes) to assigned area or activity or leaves class without permission

Tardy – Student arrives late (within 5 minutes) to assigned area or activity

Technology Violation – The use of technology in a manner that can cause damages or is not following the rules, expectations, or guidelines given by teachers and staff.

Theft – Student is in possession of or is responsible for removing someone else’s property without their consent.

Use/Possession of Alcohol – Student is in possession of or using any substance that is alcoholic on their person, among their belongings, or in any storage space.

Use/Possession of Combustible – Student is in possession of or using a substance that is able to catch fire and burn easily on their person, among their belongings, or in any storage space.

Use/Possession of Drugs – Student is in possession of or using any drug, drug paraphernalia, or imitation on their person, among their belongings, or in any storage space.

Drugs - Controlled substances and illegal substances, as well as “look-a-likes”, which are defined as any substance that, by appearance, representation, or manner of distribution, would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

Use/Possession of Tobacco – Student is in possession of or using any tobacco products on their person, among their belongings, or in any storage space.

Use/Possession of Weapon – Student is in possession of or using any tool, instrument, implement, ammunition, or weapon capable of causing injury or death to others on their person, among their belongings, or in any storage space. The use of a toy gun in a threatening manner may be considered a Level 3 Offense.

VI. LEGAL NOTICES/RIGHT TO KNOW

Please visit our website, www.panamcs.org, to see additional Annual Notice information for child find procedures, laws regarding child abuse and mandatory abuse reporting, provision of services to homeless students, student privacy and confidentiality, and other laws.

Child Abuse Reporting Policy

All PAACS employees, independent contractors and volunteers are mandated by the Commonwealth of Pennsylvania to report suspected child abuse. The responsibilities of PAACS in this regard are set forth in a Board-adopted policy that can be found at panamcs.org/parents.

Reporters are required to make a report when they have reasonable cause to suspect that a student is a victim of child abuse, which includes being physically abused, emotionally abused, neglected, or sexually abused. When reporters have reason to suspect child abuse has occurred, they are required to notify the Commonwealth's child abuse hotline, either via telephone or online. Following the report, staff members are required to notify the CEO, who is responsible for following up on child abuse reports.

Homeless Children

PAACS ensures that any child of a homeless individual has equal access to the same free, appropriate public education as provided to other children in accordance with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. More information can be found at panamcs.org/parents.

Family Education Rights and Privacy Act (FERPA)

Accessing Student Records Policy

In accordance with state and federal regulations, PAACS has established policies and procedures to ensure the confidentiality of student records.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents have the right to request that a school amend records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, "directory" information to third parties. "Directory" information as defined by PAACS includes records such as a student's name, address, telephone number, date and place of

birth, honors and awards, and dates of attendance. However, Parents may request that PAACS not disclose directory information to third parties by completing the opt-out provision below.

If you do not want PAACS to disclose directory information (PAACS designates name, address, email address, Parent name/email address, photograph, grade level, awards and accolades as directory information) from your child's education records without your prior written consent, please write and sign a letter to the school including the statement below within sixty (60) days of your students' enrollment:

I have read this statement of privacy rights to information in my student's education record and request that PAACS NOT disclose any personally-identifiable information from my student's records, including what is called "directory information," without my prior written consent, to any outside person or organization.

Annual Notices for Section 504 of the Rehabilitation Act, Title I, Title IX, and Individuals with Disabilities in Education Act -- Please find and review these notices at panamcs.org. If you have any questions, please contact the Principal.