

*The School District of Philadelphia*  
**H.A. BROWN ACADEMICS PLUS ELEMENTARY**

1946 E. Sergeant Street Philadelphia, PA 19125

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**Connie Carnivale, Principal**  
[cacarnivale@philasd.org](mailto:cacarnivale@philasd.org)

**Parent/Student Handbook**  
**2017-2018**



**BROWN SCHOOL PLEDGE**

I will respect others and myself by the way I speak and behave.

I will be on time and present every day unless I am ill.

I will not fight or be unkind.

I will act in such a way that I will be proud of myself and others will be proud of me too.

I come to school to learn, and I will learn.

I will have a good day.



## **VISION**

*Our vision at H.A. Brown Elementary School is that all students can **achieve academic growth**. At H. A. Brown, this will be an **on-going** process that is based upon collaboration and **feedback** from assessments. Student achievement will be sustained in the quality of **professional development** practice, which will be modified and monitored in order to provide the **best education possible** for every student. We will **communicate** and **collaborate** with all school **stakeholders** including students, **parents**, teachers, and **community partners**. The instructional program will support **creativity**, **problem-solving** abilities, and **technological awareness** so that we prepare students to be **competitive** in today's economy. It is our **goal** to develop their 21<sup>st</sup> century skills in order to enhance the abilities of our students to be **successful in society**. We prepare our students with the skills necessary to be successful in high school while providing the necessary foundation to be college-bound and **career-ready**.*

## **MISSION**

At H.A. Brown Elementary School our Mission is to provide a safe environment where children can become technologically creative life long learners developing the needed academic and social skills to think critically and independently. School-wide instructional strategies that will be implemented to support these skills are cooperative learning, higher-order thinking, and focused small group instruction. There is an emphasis on staff development and learning, student participation in authentic and meaningful work, as well as opportunities to share and collaborate among staff, students, parents, and community partners. Our mission also promotes multicultural and cultural awareness. All of these systems collaboratively, will support and sustain the achievement of all students.

## **EXPECTATIONS**

Our Positive Behavior System at H.A. Brown has the following expectations that are addressed daily throughout our building:

***Be Responsible**  
**Be Respectful**  
**Be Peaceful**  
**Be Positive Leaders**  
**Be Problem Solvers***

## **NON-NEGOTIABLES**

- 1. RESPECT is given to all members of our school community.**
- 2. Hallway and stairwell ETIQUETTE is used at all times.**
- 3. HOODLESS uniform sweaters or sweatshirts are used (no hoodies, hats, vests, or head scarves).**
- 4. Eating and drinking is ONLY in the cafeteria during your scheduled lunch period.**

**H.A. Brown Academics Plus Elementary School**

1946 E. Sergeant Street  
Philadelphia, PA 19125  
215-400-7490  
Fax: 215-400-7491

Dear Parents, Guardians, and Students,

Hello and welcome back to the 2017-2018 academic school year at H.A. Brown Elementary School. We are looking forward to working with you and your child. The school is providing you with a handbook to help facilitate communication between the school and home. This handbook can be used as a reference. Please read it carefully and refer to it frequently. We hope you find the information enclosed useful and informative.

The School District of Philadelphia has many programs, policies and procedures by which schools are governed. This handbook contains useful information, which will be important to you and your family.

Please feel free to contact our school if you have any concerns. We look forward to meeting you at Back to School Night on Wednesday, September 27, 2017 from 5:00-7:00 PM.

Sincerely,

*Connie Carnivale*

Connie Carnivale, Principal

[cacarnivale@philasd.org](mailto:cacarnivale@philasd.org)

Twitter: @habrown1946

Website is <http://webgui.phila.k12.pa.us/schools/b/brown>

## ***SCHOOL PROFILE***

H.A. Brown Elementary School is a Kindergarten through 8<sup>th</sup> grade school. There are currently 510 enrolled students. The student population consists of 46.9% Hispanic, 19.9% Asian, 17.5% African American, 11.6% Caucasian, and 4.9% other ethnic origins. The School provides a breakfast and lunch program for all students. Programs offered to students include a comprehensive curriculum based on Pennsylvania State Common Core Standards with Special Education, Mentally Gifted, and ESOL services. These services include supports at different levels of learning in the classroom, as well as supports through program teachers. Multi-Cultural education is addressed throughout all aspects of the curriculum. We serve a mobile population whose needs are addressed through a standards driven curriculum by utilizing the following researched based learning series in Math and Literacy. Programs for students with special needs are provided from itinerant to full-time services. The school also includes a wireless network computer lab where students receive instruction in computer technology that includes research and presentation models. The school averages a 93% student attendance rate.

The teaching staff consists of 23 teachers; 9 special education teachers; 2 ESOL teachers; a guidance counselor; a nurse; a Music teacher; an Art teacher; a Physical Education teacher; and a Computer teacher. The school has a Leadership Team that helps develop interventions in Reading, Writing, and Mathematics through the monitoring of classes and by working with students individually and in small groups. The school is also supported by an after school program through Philadelphia OIC for students in Grades 5-8; WHYY Media Lab program for Gr. 5-8; PAEP Steam program for students Grades 5-8; and after-school enrichment clubs to support reading and math in various grades. All programs also encourage team building and other social issues.

H.A. Brown Academics Plus School provides a safe, caring environment that will empower students to become productive and contributing citizens in our society.

### ***CONTACTS***

<b><i>Principal</i></b>	<i>Connie Carnivale</i>	<i>215-400-7490</i>
<b><i>Secretary</i></b>	<i>Liz Vazquez</i>	<i>215-400-7490</i>
<b><i>Teacher Leader Math</i></b>		<i>215-400-7490</i>
<b><i>Teacher Leader Literacy</i></b>	<i>Keren Tal</i>	<i>215-400-7490</i>
<b><i>Special Education Liaison</i></b>	<i>Kathy Shiels</i>	<i>215-400-7490</i>
<b><i>Special Education Liaison</i></b>	<i>Niki Vazquez</i>	<i>215-400-7490</i>
<b><i>School Nurse</i></b>	<i>Christopher Wiseman</i>	<i>215-400-7490</i>
<b><i>Guidance Counselor</i></b>	<i>Marketa Graham</i>	<i>215-400-7490</i>
<b><i>Home &amp; School/SAC President</i></b>	<i>Cathy Le</i>	<i>215-400-7490</i>

**ACADEMIC CALENDAR**

**2017 – 2018**

<b>September 5, 2017</b>	First Day for Grades 1-12 - <i>Student Attendance</i>
<b>September 5-8, 2017</b>	Kindergarten Parent/Teacher Interviews
<b>September 12, 2017</b>	First Day of Kindergarten - <i>Student Attendance</i>
<b>September 21-22, 2017</b>	Rosh Hashanah - <i>Administrative Offices and Schools Closed</i>
<b>October 10, 2017</b>	Interim Reports
<b>October 27, 2017</b>	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
<b>November 7, 2017</b>	Election Day - <i>Schools Closed</i>
<b>November 10, 2017</b>	Veterans' Day Observed - <i>Administrative Offices and Schools Closed</i>
<b>November 20-22, 2017</b>	Report card Conferences Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
<b>November 23 - 24, 2017</b>	Thanksgiving Holiday - <i>Administrative Offices and Schools Closed</i>
<b>December 8, 2017</b>	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
<b>December 25 - 31, 2017</b>	Winter Recess - <i>Schools Closed</i>
<b>January 1, 2018</b>	New Year's Day - <i>Schools Closed and Administrative Offices Closed</i>
<b>January 2, 2018</b>	Staff Only - <i>Professional Development</i>
<b>January 4, 2018</b>	Interim Reports
<b>January 15, 2018</b>	Dr. Martin Luther King Day - <i>Administrative Offices and Schools Closed</i>
<b>February 14-16, 2018</b>	Report card Conferences Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
<b>February 19, 2018</b>	President's Day - <i>Administrative Offices and Schools Closed</i>
<b>March 15, 2018</b>	Interim Reports
<b>March 16, 2018</b>	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
<b>March 29-30, 2018</b>	Spring Recess - <i>Schools Closed</i>
<b>April 2, 2018</b>	Spring Recess - <i>Schools Closed</i>
<b>April 27, 2018</b>	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
<b>May 2-4, 2018</b>	Report card Conferences Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
<b>May 8, 2018</b>	Pennsylvania Primary Election Day ( <b>TENTATIVE</b> ) - <i>Schools Closed</i>
<b>May 18, 2018</b>	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
<b>May 28, 2018</b>	Memorial Day - <i>Administrative Offices and Schools Closed</i>

<b>June 11, 2018</b>	Move-Up Day <b>Kindergarten at 9:00 AM</b> in H.A. Brown Cafeteria Move-Up Day <b>8<sup>th</sup> Grade at 12:00 PM</b> in Kensington CAPA Auditorium
<b>June 12, 2018</b>	<b>Last Day for ALL Students K-8:</b> Students <b>MUST</b> be present in order to receive final report card; Summer Bridge Workbook; supply list & room assignment for September 2017

## ***SCHOOL DAY***

**The school day begins promptly at 8:21 AM.** K-6 students line up in the schoolyard. Grade 7&8 students line up on Sergeant St. Students are to line up quietly and wait for their classroom teacher to pick them up and escort them to the classroom. **Students are NOT to come to school before 8:10 AM.**

### **Attendance and Lateness**

Students need to be at school, and in class on time. If absent, they need to bring a written excuse note from their parent/guardian the next day they attend school. **Any students arriving after 8:30 AM are considered late.** Late students must report to the late desk and must have a slip to be admitted to class. Lateness is entered on the student's permanent school records.

## ***SCHOOL HOURS***

School begins at **8:21 AM** for grades K-8. Dismissal time is the same for all students, **3:00 PM.** Students are not allowed to enter school before 8:10 AM because there is no staff to supervise them. At dismissal, students are NOT allowed to loiter anywhere around the school. The policy at H.A. Brown is for all students to go straight home once dismissed.

## ***BELL SCHEDULE (full days)***

8:11 AM Start time for Teachers and designated staff

8:21 AM Start time for Students

3:00 PM Dismissal

<u><b>Period</b></u>	<u><b>Time</b></u>
0	8:21-9:00
1	9:00-9:45
2	9:45-10:30
3	10:30-11:15
4	11:15-12:00
5	12:00-12:45
6	12:45-1:30
7	1:30-2:15
8	2:15-3:00

## ***BREAKFAST PROGRAM***

Breakfast will be served daily to **ALL grades in the classroom from 8:21-8:45 AM.**

## ***LUNCH PROGRAM***

Noontime aides supervise our lunch program. There are 4 lunch periods, 45 minutes each. If you would like to provide a personal lunch for your child, kindly send it with your child in the morning to avoid

classroom interruption. The Main Office will not accept lunches to be delivered to the classroom nor the lunchroom. All students receive a free lunch and breakfast so your child will eat. Parents or guardians are NOT permitted in the cafeteria to have lunch with their child. **CANS, GLASS, or BOTTLES OF SODA ARE NOT PERMITTED!**

LUNCH PERIODS		GRADE
First	10:30-11:15	Gr. 3, 4, & AS
Second	11:15-12:00	Gr. K, 1, 2
Third	12:00-12:45	Gr. 7 & 8
Fourth	12:45-1:30	Gr. 5 & 6

\*Lunch periods are subject to change depending on student enrollment numbers. Students are expected to follow rules and demonstrate respect for each other and for the adults in charge. This is encouraged while eating lunch and during socialized recess in the yard.

### ***LUNCHROOM RULES***

1. Stay in your seat
2. Use inside voices
3. Raise your hand to use the bathroom or to throw out trash
4. Adult says, **“Who are we?”**  
Students say **“Brown’s Best”**  
Then **SILENCE**

Food or drinks may not leave the lunchroom. Students should use the restroom while at lunch.

### ***DAILY ATTENDANCE***

Students are encouraged to attend school daily from 8:21-3:00 PM. In the event of an absence, a note explaining the absence must be submitted to a teacher within three days of the student returning to school. Any absence without an appropriate note will remain unexcused. After 8 unexcused absences the school district policy mandates that appropriate forms be completed and submitted to the Truancy Office. Your child is expected to attend school before or after doctor and dental appointments. Doctor or dental notes must indicate that a student was directed to stay home for the entire day or the note cannot be used to excuse a student absence. Please try to make doctor’s appointments for after-school hours. Also, **there will be NO early dismissals after 2:30 PM.** For questions regarding absences and lateness please contact the Main Office.

### ***INCLEMENT WEATHER***

**Listen to KYW for the announcements on the closings of “ALL Philadelphia Public Schools” due to snow or excessive heat.**

During inclement weather: **(Doors open at 8:10 AM)-use the JASPER STREET DOORS**

- Students in Kindergarten through 4<sup>th</sup> grade report to the gymnasium.
- Grades 5-8 report to the cafeteria and must remain seated.

Students will NOT enter our building before 8:10 AM. The teachers will pick up students at 8:21 AM from their designated areas and escort them to their classrooms. Parents are advised not to send their children to school until a few minutes before 8:21 AM on rainy or very cold days.



## ***PARENT VOLUNTEER'S CHILDREN IN SCHOOL***

Any child who is not regularly enrolled as an H.A. Brown student may not be permitted in the school without approval from the Principal. Approval will not be granted to non-H.A. Brown children, including relatives of parent volunteers. Any "emergency" situation must be discussed directly with the Principal. **All volunteers must have current Criminal Background and Child Abuse clearances** in order to volunteer or chaperone a field trip. The clearances cannot be older than one year from the date of the event.

## ***PARENT VISITATION***

Parents are encouraged to visit H.A. Brown School at anytime. In order to expedite and enhance your visit, please follow these guidelines before visiting:

1. Send a note to your child's teacher requesting a time for your appointment.
2. Report directly to the Main Office to receive a visitor's pass. No parent or guest is permitted to go directly to the classroom.

**EARLY DISMISSALS MUST BE BEFORE 2:30 PM DAILY.**

## ***STUDENT BIRTHDAY PARTIES***

The parent must get approval in advance from the classroom teacher. Only one item can be brought to school. The parent or guardian will drop the item to the Main Office and staff will deliver the one item to the classroom.

## ***SCHOOL UNIFORM***

All students are required to dress in the manner adopted by their schools. Students must wear sneakers on the days of physical education along with the gym uniform (blue shirt/sweatshirt and blue knee length shorts/sweatpants).

<b>Grades: Kindergarten to 5<sup>th</sup>:</b>	<b>Grades: 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>:</b>
<b><u>TOPS:</u></b> Light blue collar uniform tops. Long-sleeve shirts are to be worn UNDER the uniform shirt.	<b><u>TOPS:</u></b> Dark blue collar uniform tops. Long-sleeve shirts are to be worn UNDER the uniform shirt. <b>NO HOODED SWEATSHIRTS OF ANY FASHION ARE ALLOWED.</b>
<b><u>BOTTOMS:</u></b> Navy blue pants or uniform skirts. Navy blue sweatpants are only allowed on scheduled gym days. <b>Oversized pants, skinny jeans, jeans, or stretch pants are NOT ACCEPTABLE.</b>	<b><u>BOTTOMS:</u></b> Khaki pants or uniform skirts. Khaki sweatpants are only allowed on scheduled gym days. <b>Oversized pants, skinny jeans, jeans, or stretch pants are NOT ACCEPTABLE.</b>

### **All Grades:**

**SHOES:** Closed shoes or sneakers are ACCEPTABLE. The following footwear is not permitted: slip-on shoes, slipper-shoes, slippers, clogs, crocks, sandals, flip-flops, platform shoes, shoes that do not have a back on them, any shoes that expose the toes, or shoes with more than a one-inch heel. Again, these types of shoes are a safety hazard.

## **NO HOODED SWEATSHIRTS OF ANY FASHION ARE ALLOWED.**

**HEADWEAR:** Hoods, hats, head-scarves, bonnets, bandanas, chopstick hair accessories, etc. are **NOT** permitted.

### **Dress Code: What's In?**

- Uniform shirts and bottoms approved by the school
- Pants worn correctly at waist
- Belts worn with trousers
- Clothing that fits – not too tight, too big, too small, too short, or too long
- **ONLY** Uniform sweaters or cardigans

### **Dress Code: What's OUT?**

- Oversized T-shirts
- Exposure of undergarments
- Stocking caps, “doo rags,” bandanas, or hats
- Muscle shirts or halter tops
- Spaghetti straps or see-through clothing
- **NO JEANS can be worn under uniform pants or skirts, NO ripped jeans**
- **Big earrings, larger than a quarter, are NOT permitted**
- **Skirts, skorts, or shorts that are above the knee.**
- **Ear buds and cell phones or any type of electronic devise**

## ***CELL PHONES/ELECTRONIC DEVICES***

Cell phones and electronic devices are not allowed to be used in schools. Students with cell phones, beepers, and text-messaging devices must leave them inside their book bag and off during school hours (8:21-3:00 PM).

Cell phones and electronic devices that are brought to school will be confiscated, and returned only to a parent or guardian who comes to school.

In addition, please follow School District policy and procedures concerning student personal electronic use.

If a student is seen with an electronic device during instructional hours (8:21-3:00 PM), the following procedures will be followed:

### **First Confiscation**

If a staff member sees any electronic device in the building, the device will be confiscated and given to the main office. A student will be returned the device at 3:00 PM on that same day.

### **Second Confiscation**

If a staff member sees any electronic device in the building, the device will be confiscated and given to the main office. A caregiver will be required to pick up the device from the office.

### **Third Confiscation**

If a student has the same electronic device or another device confiscated, it will not be returned until June.

## ***HALL PASS***

Students are expected to have a hallway pass at all times. Using students to run errands during the instructional day should be kept to a minimum. However, if the need presents itself, the student must have a hallway pass. Indicating the time on the hallway pass will encourage the student to return to the classroom as soon as possible. While students are encouraged to go to the restroom during their lunch period, some students will need to use the restroom more often. Students with permission to use the restroom must have a hallway pass at all times.

## ***HOMEWORK***

Homework is given to reinforce or strengthen skills taught, as an extension of classroom learning. Projects are never given the night before they are due. Students are expected to read and write a minimum of 20 minutes each night. Students are expected to complete all homework assignments. Parents or guardians should review each assignment to ensure completion. Homework is assigned 5 nights a week. Please call the Main Office if your child is not assigned homework.

## ***REPORT CARD CONFERENCES***

Report cards are distributed four times a year. Three conferences are held during the school year. The conference schedule is as follows:

<i>First Quarter</i>	<i>November 20-22, 2017</i>
<i>Second Quarter</i>	<i>February 14-16, 2018</i>
<i>Third Quarter</i>	<i>May 2-4, 2018</i>

As partners in the success of your child, it is essential that you attend report card conferences. This time is provided to discuss the academic success and needs of your child.

## ***SECURITY SCANNING***

The School District Police Officers will conduct random Administrative scanings throughout the school year in Grades 5-8. The School District Police Officers conduct wand scanning, as well as desk and book bag searches. After a scan is conducted a letter will be sent home to the parents from the principal. Please remind your children of the importance of safety and following school district rules and policies.

## ***TESTING***

The School District of Philadelphia has a Core Curriculum aligned to the state Common Core Standards. Throughout the year, various assessments will be administered in all content areas. Teachers use these results to guide instruction aimed at student success and achievement. Students in Grades 3-8 participate in the PSSA's, a state standardized test, which assesses their independent abilities in reading, math, and science. Below are the PSSA testing dates for the 2017-2018 school year:

<i>April 9-13 &amp; 16-20, 2018</i>	<i>Grades 3-8</i>	<i>Reading and Math</i>
<i>April 23-27, 2018</i>	<i>Grades 4 &amp; 8</i>	<i>Science</i>

Student attendance is essential during these testing periods. Please also ensure that students get a good night's sleep, eat a healthy breakfast, and practice their reading and math skills DAILY.

## ***SCHOOL TRIPS***

The teacher arranges class trips. Prior to going on any trip, the parent/guardian must sign a consent form allowing his/her child to participate. Telephone calls to the teacher are NOT acceptable consent. **No child will be permitted to attend a class trip without a signed permission slip.** Chaperones are NOT permitted to transport their child or any other child in their own vehicle. Chaperones **MUST** have a current Child Abuse and Criminal Background check on file in the Main Office in order to chaperone any field trip. The clearances cannot be older than one year from the date of the event.

Any child who is not regularly enrolled as an H.A. Brown student may not be permitted to participate in the field trip. Approval will not be granted to non-H.A. Brown children, including relatives of parent volunteers. Please send all money for the trip in a sealed envelop with your child's name, room number, and teacher's name on it. Parents are encouraged to participate as chaperones. If child does not attend trip and the trip location has already been paid, then the trip money will not be refunded.

## ***SCHOOL EVENTS***

For a student to participate in an after-school hours event, the following criteria is considered:

1. Student Attendance Record (especially attending school on the day of the event)
2. Uniform Compliance
3. Homework Completion
4. Classwork Completion
5. Behavior (compliance with the school district code of conduct)

Parents can contact the Main Office at 215-400-7490 on the day of an event to confirm their child's eligibility.

## ***VOLUNTEERS***

We strongly encourage community members to volunteer throughout the school year. We always need parent volunteers to assist with class trips, supervision of hallways, yard, and cafeteria. If you would like to volunteer please speak to our School Improvement Support Liaison. All volunteers must have required clearances and the principal designates the volunteer assignments. Volunteers **MUST have a current Child Abuse and Criminal Background check** on file in the Main Office in order to volunteer in any area of the school. The clearances cannot be older than one year from the first date that the parent begins to volunteer.

## ***SCHOOL SUPPLIES***

A Welcome Letter will be sent to each parent via the classroom teacher describing the supplies requested for his/her grade. Copies of grade appropriate supplies are available in the Main Office. Please do your best to acquire school supplies as soon as possible.

## ***TEXTBOOK/LIBRARY BOOKS***

It is the policy of the School District of Philadelphia to distribute a textbook compact to all parents and students. This compact will be sent home during the month of September. Please be sure to review this compact with your child(ren) as both parties will be responsible for the maintenance and return of all books issued during the school year. Return the signed compact to your child's teacher.

The school library is open to all students on a regularly scheduled basis. Students are responsible for all books they borrow. **Any books that are lost or damaged must be paid for by the parent or legal guardian.** Students who have not paid to replace a lost or damaged book, will not be allowed to continue to borrow books.

## ***HOME & SCHOOL ASSOCIATION/SCHOOL COMMUNITY ADVISORY COUNCIL (SAC)***

We value and appreciate the time committed to the academic progress of your child. Parents can show support through our Home & School Association. Our association contributes to various student functions throughout the school year, as well as helping needy families. All parents and guardians are asked to be members through the simple act of becoming a dues paying member. Meetings will be listed in the Brown monthly newsletter. The yearly membership drive is initiated every year during Back to School Night.

### ***Fund Raising***

The Home and School Association organizes various fundraisers throughout the school year to support our children. Participation in these fundraiser events is greatly appreciated. The approval of the Principal is required prior to any fund raising activity.

### ***CAUSE FOR SUSPENSION***

Under most circumstances when students fail to observe basic and essential courtesies and school regulations, parents of the student are notified to attend a parent-school conference to discuss the behavior and mutually seek a positive solution. However, when the situation is of a very serious nature (i.e. fighting, damage to property, insubordination, use of profanity, possession of a weapon) suspension from school for a brief time may be necessary as outlined in the Student Code of Conduct. All students are expected to follow the Student Code of Conduct. When making decisions about student behavior or discipline, the H.A. Brown School will also use the Student Code of Conduct as mandated by the School District of Philadelphia.

### ***BULLYING/CYBER-BULLYING***

Bullying is a serious matter affecting all schools. In order to help our students feel safe, bullying incidents and/or behavior must be addressed. Bullying happens when someone hurts or scares another person on purpose. The child bullied has a hard time defending himself or herself.

What is bullying?

- Hitting, kicking, shoving, and other physical kinds of bullying
- Taunting, teasing, name-calling
- Spreading rumors about others
- Excluding or ignoring others in a mean way
- Taking money or other belongings
- Cyber-bullying includes sending mean e-mails, text-messages, Facebook, Twitter or notes

### ***PROHIBITION OF HARASSMENT***

Students shall not violate the Anti-Harassment Policy of the District, which can be found at [www.philasd.org](http://www.philasd.org). A student is considered in violation of this policy if he/she demands sexual favors, threatens, intimidates, or otherwise creates a hostile environment because of someone's age, gender, race, color, sexual orientation, national origin, religion, disability, socioeconomic status, and/or political beliefs.

## ***OFFENSIVE LANGUAGE***

Everyone in school (students, staff, and visitors) should use polite and courteous language with each other. Everyone should listen to each other's ideas and beliefs, and respond politely. Threatening or intimidating language is not permitted in school. **Cursing, foul, and offensive language is never appropriate on school grounds, or while traveling to and from school.** Students who use foul language may face punishment under the Code of Conduct. Obscene or offensive writing or images are not permitted in schools.

## **SCHOOL DISTRICT OF PHILADELPHIA BULLYING POLICY**

### ***WHAT IS BULLYING?***

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or **intentional** harm doing.
2. It is carried out **repeatedly** over time.
3. It occurs within an interpersonal relationship where there is an **imbalance of power** (e.g. one (1) person is physically larger, stronger, mentally quicker or socially more powerful).

Bullying, may be **direct or indirect action**, which may include (but is not limited to):

- **Physical:** hitting, kicking, pushing, shoving, getting another person to hurt someone;
- **Verbal:** racial slurs, name-calling, teasing, taunting, verbal or sexual harassment, gossiping, spreading rumor; or
- **Non-Verbal:** threatening, obscene gestures, isolation, exclusion, stalking, cyber-bullying (bullying that occurs by use of electronic or communication devices through means of email, instant messaging, text messages, blogs, photo and video sharing, chat rooms, bash boards, websites, etc.).

### ***THE DISTRICT PROHIBITS ALL FORMS OF BULLYING BY DISTRICT STUDENTS***

### ***WHAT SHOULD YOU DO WHEN YOU OR SOMEONE YOU KNOW IS BEING BULLIED?***

#### **Reporting Bullying Incidents:**

Students or parents/guardians of students who have been bullied or witness bullying should immediately report such incidents to the school principal or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. Any staff member who receives such a report shall immediately notify the principal or designee. If the behavior continues or if the school does not take action, students or parents/guardians should report the incident to the district's hotline at 215-400-SAFE.

### ***WHAT WILL HAPPEN WHEN AN INCIDENT OF BULLYING IS REPORTED?***

There will be a quick and thorough investigation of all reports. If the allegations are found true, the Principal or designee will do the following:

1. Inform the student who bullies the results of the investigation;
2. Review the definition of bullying and the District's policy on bullying;
3. Punish the behavior relative to the number of offenses and the severity of the behavior; and
4. Notify the parents of the student(s) who bullies, including the actions of the student and the consequences.

### ***WHAT HAPPENS TO STUDENTS WHO BULLY?***

#### **Consequences for Violations:**

Students who violate the bullying policy will be subject to the following disciplinary procedures:

- **First Offense:** Documented warning and parent notification;
- **Second Offense:** Parent conference, loss of school privileges, exclusion from school-sponsored activities, detention, and/or counseling within the school;
- **Third Offense:** Suspension or transfer to another classroom, school building, or school bus

If the first offense is notably severe, a student may immediately be disciplined in accordance to the Code of Student Conduct. This could result in a long-term suspension (4-10 days); a referral for placement in an alternative education program; or expulsion.

## LET'S DEFINE WHAT WE ARE TALKING ABOUT.

**WHAT IS BULLYING?** Every conflict isn't bullying. Bullying is severe, pervasive or persistent behavior that substantially interferes with a student's education or the school environment. Bullying is a person repeatedly abusing their power against another person.

**WHAT IS HARASSMENT?** Harassment is unwelcome verbal, written, graphic or physical conduct relating to an individual's gender, age, race, color, sexual orientation, gender identity expression, national origin, religion, disability, English language proficiency, socioeconomic status or political beliefs.

### ➤ **WHAT SHOULD PARENTS AND GUARDIANS DO?**

**TELL YOUR KIDS** that bullying and harassment are prohibited. It's wrong, they shouldn't do it, and if it happens to them, they should tell you and their teacher.

**EXAMPLES** are the best way to show kids what we mean. For example, mocking or threatening to hurt someone because of their race, or their native language, or their sexual orientation is not ok – it's harassment! Threatening someone over the internet is cyberbullying!

### ➤ **IF YOU SUSPECT YOUR CHILD IS BEING BULLIED OR HARASSED,** you should:

**REPORT** the situation to your child's teacher and/or school administrator. Ask your child: who is involved, what did they do, when and where did it happen. Complete the District's Bullying and Harassment Reporting and Investigation Form (available at the school and on the District's website, click [here](#)) and give it to the teacher or principal. If you need interpretation services to make the report, ask the school. If there is no response, call the District's bullying hotline (215) 400-SAFE.

**OFFER** your child positive strategies, such as asking the teacher for help, requesting a meeting with a counselor, and avoiding the bully.

What **DOESN'T** work? Encouraging your child to fight back. Encouraging your child to ignore it. Approaching the child who is bullying.

### ➤ **WHAT SHOULD YOU EXPECT?**

The school must conduct an investigation to find out if the conflict is bullying, harassment or other some conduct that must be addressed. You should be informed of the outcome of the investigation, and what steps the school will take next. However, federal privacy laws prohibit the sharing of information related to another student's discipline or interventions.

### ➤ **QUESTIONS?**

Talk to your child's teacher and principal. Attend parent meetings throughout the year to discuss these issues. Call or email the District Compliance Officer for Bullying and Harassment: Diane Bernoff Sher, Esquire at 215-

*For more information, contact the Office of Student Rights and Responsibilities at  
(215) 400-4230*

#### **204. STUDENT ATTENDANCE POLICY**

The School Reform Commission requires that school age students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in district schools during the days and hours that school is in session, except that a principal may excuse a student for temporary absences upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and does not permit irregular attendance.

The SRC considers the following conditions to constitute reasonable cause for absence from school:

1. Illness.
2. Quarantine.
3. Recovery from accident.
4. Required court attendance.
5. Death in family.
6. Educational tours and trips, with prior approval.

All absences shall be treated as unlawful/unexcused until the district receives a written excuse explaining the reason(s) for the absence, to be submitted within three (3) calendar days of the absence. Failure to provide a written excuse within three (3) days will result in the absence being counted permanently as unlawful/unexcused.

All absences of three (3) or more consecutive school days shall be supported by a physician's statement verifying the illness.

All absences of nine (9) or more cumulative school days shall be supported by a physician's statement verifying the illness

The SRC shall report to appropriate authorities infractions of the law regarding the attendance of students below the age of seventeen (17). The SRC shall issue notice to those parents/guardians who fail to comply with the requirements of compulsory attendance that such infractions will be prosecuted according to law.

Attendance need not always be within school buildings. A student shall be considered in attendance if present at any place where school is in session by authority of the SRC; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction.

The absence and/or early dismissal of students shall not be granted for private instruction in activities such as music, dancing, etc.



**The SRC shall permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.**

The SRC will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments, court appearances, family emergencies, authorized school activities, and other legitimate reasons determined by the building principal.

The SRC shall excuse the following students from the requirements of attendance at district schools, upon request and with the required approval:

1. Students enrolled in special schools conducted by the Philadelphia Intermediate Unit No. 26 or the Department of Education.

#### Religious Holidays And Religious Instruction

Upon written request by a parent/guardian, an absence for observance of a student's religion on a day approved by the SRC as a religious holiday shall be excused.

The SRC shall, upon written request of the parents/guardians, release from attendance a student participating in a religious instruction program acknowledged by the SRC. Such instruction shall not require the child's absence from school for more than thirty-six (36) hours per school year, and its organizers must inform the SRC of the child's attendance record. The SRC shall not provide transportation to religious instruction.

No student so excused shall be deprived of an award, eligibility to compete for an award, the opportunity to make up a test or work missed, or penalized in any way due to an absence for a religious holiday or religious instruction.

#### Educational Tours/Trips

The SRC may excuse a student from school attendance to participate in an educational tour or trip not sponsored by the district if the following conditions are met:

1. The parent/guardian submits a written request for excusal prior to the absence.
2. The student's participation has been approved by the Superintendent or designee.
3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.

The SRC may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's attendance policy by publishing such policy in student/parent handbooks, district web site and other efficient methods.

The Superintendent or designee shall develop administrative procedures necessary for the implementation of this policy which:

1. Ensure a school session that conforms with requirements of state law and regulations.
2. Govern the keeping of attendance records in accordance with law.
3. Distribute annually to staff, students, and parents/guardians SRC policies and school rules and regulations governing student attendance, absences and excusals.

4. Impose on truant students appropriate incremental disciplinary measures for infractions of school rules, but no penalty may have an irredeemably negative effect on the student's record beyond that which naturally follows absence from classroom learning experiences.
5. Identify the habitual truant, investigate the causes of truant behavior, and consider modification of the student's educational program to meet particular needs and interests. Habitually truant refers to absences for more than three (3) school days or their equivalent following the first notice of truancy given after a student has been absent three (3) days without lawful excuse.
6. Ensure that students legally absent have an opportunity to make up work.
7. Issue written notice to any parent/guardian who fails to comply with the compulsory attendance law, within three (3) days of any proceeding brought under that law. Such notice shall inform the parent/guardian of the date(s) the absence occurred; that the absence was unexcused and in violation of law; that the parent/guardian is being notified and informed of his/her liability under law for the absence of the student; and that further violations during the school term will be prosecuted without notice.

Repeated infractions of SRC policy requiring the attendance of enrolled students may constitute misconduct and disobedience that warrant the student's referral to the student assistance program, suspension or expulsion from the regular school program, or provision of alternative education services. However, students may not be removed from district enrollment solely because of excessive absences.

## 916. VOLUNTEERS

1. Purpose The SRC supports and encourages the participation of parents/guardians and community residents to enhance the educational, co-curricular and extracurricular programs of the district.

### 2. Authority SC 510

The SRC may adopt and enforce reasonable rules and regulations governing volunteers and their participation in the activities of the district.

SC 510 The SRC directs that all volunteers shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of SRC policies, administrative regulations, rules and procedures.

Pol. 824 All volunteers shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment.

3. Definitions The following words and phrases, when used in this policy, shall have the meaning given to them in this section: 23 Pa. C.S.A.Sec. 6303; 23 Pa. C.S.A.Sec. 6344, 6344.2

Adult - an individual eighteen (18) years of age or older.

Certifications - refers to the child abuse history clearance statement; the state criminal history background check; and where applicable, the federal criminal history background check, required by the Child Protective Services Law.

Direct volunteer contact - the care, supervision, guidance or control of children and routine interaction with children.

Person responsible for the child's welfare - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control.

Routine interaction - regular and repeated contact that is integral to a person's volunteer responsibilities.

Visitor - a parent/guardian, adult resident, educator, official or other individual who is not a school employee or independent contractor, and who visits a school or attends or participates in an event or activity at a school, but whose role is less substantial than would be sufficient to meet the definition of volunteer for purposes of this policy.

Volunteer – is an adult, whose role is more than that of a visitor, who voluntarily offers a service to the district without receiving compensation from the district. A volunteer is not a school employee.

The two (2) classifications of volunteers are:

1. Position Volunteer - an adult applying for or holding an unpaid position with a school or a program, activity or service, as a person responsible for the child's welfare or having direct volunteer contact with children. Examples include, but are not limited to, field trip chaperones, tutors, coaches, activity advisor, recess or library aides, etc.

2. Guest Volunteer - an adult who voluntarily provides a service to the district, without compensation, who: (1) works directly under the supervision and direction of a school administrator, a teacher or other member of the school staff; and (2) does not have direct volunteer contact. Examples include, but are not limited to, volunteering to assist in classroom celebrations, school assemblies, or school concerts; reading to students; collecting tickets at sporting events; working concession stands; participating in "Career Day," etc.

### 4. Delegation of Responsibility

The Principal shall be responsible for the selection and management of volunteers and for ensuring compliance with SRC policies, administrative regulations, rules and procedures. At the discretion of the Principal, a volunteer's service may be discontinued at any time.

The Superintendent or designee shall develop administrative regulations to implement this policy and manage the selection, use and supervision of volunteers.

5. Guidelines Each prospective position volunteer shall complete and submit a volunteer application. The names of all guest and position volunteers shall be submitted for approval by the building principal or designee. Upon approval, volunteers shall be placed on the list of approved volunteers. Approval shall be required prior to beginning service as a volunteer.

## Certifications

Prior to approval, all position volunteers shall submit the following information:

1. **PA Child Abuse History Certification** - which must be less than sixty (60) months old.
2. **PA State Police Criminal History Record Information** - which must be less than sixty (60) months old.
3. **Disclosure Statement for Volunteers** - which is a statement swearing or affirming the applicant has not been disqualified from service by reason of conviction of designated criminal offenses or being listed as the perpetrator in a founded report of child abuse. If a position volunteer has not been a resident of Pennsylvania during the entirety of the previous ten (10) year period, the position volunteer must also submit the following information:

1. Federal Criminal History Report - issued at any time since the volunteer established residency.

The Principal shall review the information and determine if information is disclosed that precludes service as a volunteer. 23 Pa. C.S.A. Sec. 6344.4

Position volunteers shall obtain and submit new certifications every sixty (60) months. A student, eighteen (18) years of age or older, who is volunteering for an event or activity sponsored by the school in which the student is enrolled and occurring on the school's grounds, shall not be required to submit certifications except when the event or activity is for children in the care of a child-care service or the student will otherwise be responsible for the welfare of a child. SC 1418 Title 28 Sec. 23.44

### **Tuberculosis Test**

Prior to participating in student activities, volunteers shall undergo a test for tuberculosis, when required by and in accordance with the regulations and guidance of the Pennsylvania Department of Health.

Arrest Or Conviction Reporting Requirements 23 Pa. C.S.A. Sec. 6344.3

Position volunteers shall report to the Principal, in writing, within seventy-two (72) hours, an arrest or conviction required to be reported by law or notification that the volunteer has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law. 23 Pa. C.S.A. Sec. 6344.3

The Principal shall immediately require a position volunteer to submit new certifications if the Principal has a reasonable belief that the volunteer was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence. Failure to accurately report such occurrences may subject the position volunteer to disciplinary action up to and including denial of volunteer service and criminal prosecution. 23 Pa. C.S.A. Sec. 6311 Pol. 806

Child Abuse Reporting

All volunteers who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with applicable law, SRC policy and administrative regulations. Supervision Each volunteer shall be under the supervision of a designated school administrator, teacher or other member of the school staff. Pol. 123, 123.1, 123.2, 806

Training Volunteers shall attend orientation and training sessions, as appropriate to the nature of their volunteer service. When training is provided for school employees relating to the legal obligations of employers and educational institutions, consideration shall be given to which volunteers should also receive that training.

### **Confidentiality**

No volunteer shall be permitted access to confidential student information unless the supervisor has determined that such access is necessary for the volunteer to fulfill his/her responsibilities. Volunteers with access to confidential student information shall maintain the confidentiality of that information in accordance with district policies and procedures and applicable law. If a volunteer has questions about the confidentiality of student information, the volunteer should consult with the building principal. Appeals Any volunteer who is barred from volunteering in a school as a result of a clearance may appeal that school based decision to [parentappeals@philasd.org](mailto:parentappeals@philasd.org).

### **Acknowledgement**

Each volunteer shall affirm in writing that s/he has been provided with a copy of, has read, understands and agrees to comply with this policy.

**SECTION: 900 COMMUNITY TITLE: District-wide Parent and Family**

**Engagement Policy** ADOPTED: August 24, 2011 REVISED: December 15, 2016

**918. DISTRICT-WIDE PARENT & FAMILY ENGAGEMENT POLICY Purpose**

The School District of Philadelphia (the District) recognizes that a child's education is a responsibility shared by parents, families, schools, and the community during the entire period the child is enrolled in school. Creating positive, home, school, and community partnerships is essential to carrying out the shared responsibility necessary to improve schools and reinforce the importance of academic achievement. The Parent and Family Engagement Policy is being adopted in order to:

1. Support and secure strong effective partnerships among parents, families, schools and the community that serves to improve academic quality and student performance;
2. Provide the coordination, technical assistance and other support necessary to assist schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance; and
3. Comply with Title I, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA). This policy shall serve as written documentation of the District's commitment to ensure parents and families are welcomed, engaged, and valued as stakeholders in the education of their children.

**Definitions**

**District**– refers to the School District of Philadelphia.

**Caregiver**– these terms are used interchangeably and shall include parent, family, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker).

**Parent and Family Engagement**- shall mean the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—**a)** that caregivers play an integral role in assisting their child's learning; **b)** that caregivers are encouraged to be actively involved in their child's education at school; **c)** that caregivers are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and **d)** the carrying out of other activities, such as those described in section 1116 of the ESSA.

**Title I**- Title I, Part A of the Every Student Succeeds Act, provides financial assistance to local educational agencies (LEAs) and schools to improve the academic achievement of disadvantaged students. This grant is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

**Guidelines PART I. GENERAL EXPECTATIONS THE SCHOOL DISTRICT OF PHILADELPHIA** is committed to fostering and promoting family engagement, and strives to maximize engagement by implementing programs, activities and procedures that emphasize effective family-school-community partnership and shared responsibility for high academic achievement and student success. To accomplish this goal, these initiatives will be planned and implemented by:

- Fostering a welcoming and responsive environment for all families regardless of race, color, national origin, religion, gender identity or expression, sexual orientation, disability, age, socio-economic status, political beliefs, or any other protected affiliations;
- Promoting family and community engagement participation in school district, learning network and school level decisions;
- Increasing access to information to assist caregivers in navigating the school district so their children can obtain the resources required to help them achieve their maximum academic potential;
- Responding to caregiver concerns and/or complaints to ensure children's educational

needs are met;

- Providing caregivers opportunities to acquire necessary information, knowledge, and skills to build capacity for leadership and advocacy to support their children's education at home and at school;
- Ensuring accountability of staff at all levels throughout the District in working with caregivers as partners; and
- Setting high expectations for excellent customer (caregiver/family) service.

District-wide programs and initiatives include:

- Offering multiple entry points that caregivers and community can use to access information and get support in resolving their concerns through:

- o The School District Call Center 215-400-4000, which provides front-end information about District services, initiatives and programs, facilitates links between customers and appropriate District offices and works directly with schools and learning networks to address parental questions and concerns through one-on-one case management support;

- o Parent and Family Resource Center which offers caregivers in person support in resolving concerns and exploring ways to better support their child's education, helps caregivers navigate the School District of Philadelphia, offers information about District's policies, procedures, programs and services, shares information about community based programs and resources and hosts a variety of caregiver workshops and events; and

- o Family and Community Engagement Coordinators and Family Engagement Liaisons, whose many functions include assisting schools in expanding family engagement opportunities and building stronger school-family partnerships, supporting caregivers in resolving their concerns through one-on-one case management support, acting as a liaison between central office/school staff and families, collecting and disseminating information about services and resources, organizing and facilitating caregiver workshops and information fairs, helping schools form a School Advisory Council, and providing other services and resources to meet the diverse needs of all families.

- Improving Access to Information

- o Making information about District programs, services, processes and procedures available on the School District of Philadelphia website [www.philasd.org](http://www.philasd.org);

- o Using Facebook and Twitter and working with traditional media partners to share information with families and community;

- o Implementing AskPhilaSD (<http://ask.philasd.org>) – a web-based knowledge management system which leverages technology to offer instant answers to most frequently asked questions; Launching Parent and Family Portal which offers caregivers a new way to stay abreast of everything happening at the District and their child's school through a web based account which allows them to update their contact information as it changes, select the means of communication that work best for them (texting, phone calls or e-mails), sign up for specific types of updates they are interested in, as well as get online access to their child's attendance and grades.

- Securing Input and Feedback

- o Provide updates on the latest happenings in the School District by inviting all stakeholder groups, including caregivers, students, staff and community members, to participate in the Superintendent's Listening Tours, meetings with Assistant Superintendents, and other school-based meetings to receive input, get new ideas and solicit feedback to inform District policies and priorities.

- o Strengthening family and community involvement in school-based decision making through the District-wide implementation of the School Advisory Councils (SAC) – an advisory body that ensures school-wide representation when discussing matters that

affect the whole school. Bringing together peer-elected representatives from all stakeholder groups: caregivers (who have a majority voice on the SAC), school leadership and staff, community partners and students (in high schools). SACs provide a platform for discussion and collaboration to ensure success of all students.

- o To provide more opportunities for caregivers to participate in dialogue to inform and influence policy and decision-making related to district-wide issues, the District will initiate activities to establish a District-wide Family Advisory Council.

- o Working closely with interested caregivers and community stakeholders to raise awareness about the importance of their involvement at the school and district level and encourage them to invest in building relationships with teachers, principals and schoolbased staff, attend Back to School Nights and parent-teacher conferences, stay in constant communication with the schools, visit their child's classroom, come to school meetings and events, volunteer, join parent groups and assume leadership roles.

- Supporting Linguistically and Culturally Diverse Families—ensuring that multilingual families have access to information, support and family involvement opportunities through the:

- o School District Translation and Interpretation Center, which provides an array of services and tools to facilitate communication with multilingual families, including access to telephonic interpretation service in over 170 different languages and dialects, translation of district-wide and school-specific documents, maintaining an online database of translated documents and managing web pages for caregivers and community in eight most used District languages (Spanish, Chinese, Arabic, Vietnamese, French, Khmer, Russian, and Albanian).

- o Multilingual Family Support Services, which helps multilingual families establish ongoing communication with the school and access District information and resources in their native language through the services of Bilingual Counseling Assistants, provides access to live interpretation at meetings, conferences, district and schoolwide events, builds partnerships with immigrant and refugee serving organizations and supports families through workshops and trainings for immigrant and refugee families called Welcome Wagons. Welcome wagons are delivered in the community at the times convenient for the caregivers and in their native language. They address a variety of topics of importance to immigrant community, including literacy, college application process and financial aid resources, employment safety, access to health benefits, asthma management, HIV prevention, transition to life in the United States, acculturation and parent/child conflicts, child rearing practices and discipline, recognizing and seeking treatment for depression, recognizing domestic violence, and child abuse prevention.

- Improving Customer Service

- o Through a partnership between the Office of Technology Services and the Office of Family and Community Engagement, the District will improve the call ticketing system and publicize and further develop [ask.philasd.org](http://ask.philasd.org), the one-stop-shop for District information, to better respond to caregivers and stakeholders.

- o Actively solicit and respond to feedback on the effectiveness of our schools and our key departments through surveys, focus groups, and town halls. The District will utilize and seek to increase participation in the Office of Research and Evaluation's annual student survey and parent and guardian survey; support the operations division's surveys and focus groups; invite students, caregivers, and community stakeholders to participate in focus groups to solicit ideas for improving the educational experiences of students; expand best practices for incorporating student voice; and schedule town hall meetings in all of the District's learning networks.

- o The School District will provide customer service training to administrators, teachers, secretaries, central office staff, and support staff designed to improve interactions

between families and schools.

o Implement a customer service approach that moves toward family-friendly schools and offices that focuses on the following principles when engaging with families:

- Recognize. Accept caregivers as partners in children’s care and education.
- Respect. Value caregivers as people and actively listen to what they say.
- Respond. Act promptly and sincerely to answer their questions and resolve problems.
- Research. Study child and family issues in the community and support professional development.
- Resolve. Work together with caregivers to resolve any concerns and problems.
- Re-establish trust. If trust falters, communicate often, keep promises, and demonstrate integrity.

## PART II. STATUTORY REQUIREMENTS

THE SCHOOL DISTRICT OF PHILADELPHIA agrees to implement the following statutory requirements:

- The School District will put into operation programs, activities, and procedures for the engagement of caregivers in all of its schools, consistent with section 1116 of the Every Student Succeeds Act (ESSA), Title I, Part A programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with caregivers of participating children.
- Consistent with section 1116, the School District will work with its schools to ensure that the required school-level family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the School District and its schools will provide full opportunities for the participation of caregivers with limited English proficiency, caregivers with disabilities, and caregivers of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language caregivers understand.
- The School District will involve the caregivers of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools for caregiver-related activities as agreed upon between the parents and the school administration with approval of the School Advisory Council (SAC) or similar organized parent/family groups and the school administration.
- The School District will ensure that all District schools host at least one parent meeting a year to involve all interested caregivers in the discussion of eligible family engagement programs and activities should be implemented at the school with the use of Title I funds set aside for family engagement, and reach an agreement with the caregivers on the expenditures and further collaboration in the implementation of these programs and activities.
- The School District will communicate to the schools that failure to comply with the requirements outlined in this section and in the rest of this policy may jeopardize their Title I funding.
- The School District central office will host a series of caregiver meetings prior to the start of the annual District-wide budget process to solicit input on the allocation of federal dollars as contained in the District’s Consolidated Federal Application with the Pennsylvania Department of Education.

## PART III. DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS



THE SCHOOL DISTRICT OF PHILADELPHIA will take the following actions to involve caregivers in the joint development of its district-wide parent and family engagement plan under section 1112 of the ESSA:

- Annually, the District will conduct an evaluation of the content and effectiveness of the district-wide parent and family engagement policy, activities and programs.
- In the spring, caregivers and community stakeholders are invited to participate in multiple focus groups to provide valuable feedback regarding the district-wide parent and family engagement policy. Caregivers are notified of the focus groups in multiple ways, email, flyers, robo calls, social media, and website announcements posted on the District's website. During the focus groups, participants hear the latest updates and provide input on the new/revised policy. Additions/deletions/revisions are discussed and agreed upon during the meetings. Formatting and revisions are made after the meeting and then sent back to participants for comment. Families and community stakeholders unable to attend the focus groups in person have an opportunity to participate via online format, allowing them time to review the document and submit input and feedback electronically.
- Caregivers will be welcomed to submit feedback at any time throughout the year via the District's website or by submitting comments to their child's school. All feedback and input received will be used in consideration when updating the proceeding year's policy.
- Once the district-wide parent and family engagement policy is finalized, the final document will be placed on the District's website, hard copies will be available at Annual Title I meetings held at each school, and will also be distributed and sent home with all students.
- The School District will send a directive (signed by the Superintendent) to Assistant Superintendents and Principals regarding the distribution of the District's policy to caregivers and staff.

THE SCHOOL DISTRICT OF PHILADELPHIA will take the following actions to involve caregivers in the process of school review and improvement under section 1114 of the ESSA:

- All District schools shall have an active and engaged School Advisory Council (SAC) composed of majority family members, the school principal, teachers or other school based staff, students and community members, which champions the work for improved student achievement, effective teaching in the classroom, caregiver and community engagement in the educational process, and facilitates communication and support.
- Appropriate District representatives will be available to work collaboratively with caregiver leaders and the Office of Family and Community Engagement staff to provide District, learning network, and school level trainings on various aspects of Title I, including understanding school data, comprehensive school plans and budgeting process.
- Schools will develop means to obtain caregiver input and signatures of non-school district personnel on the Comprehensive Plan, Title I budget and School Improvement Plan (SIP).
- Provide adequate advance notice to caregivers of meetings and cancellation of meetings through newsletters, robo calls, bulletin boards, organized parent/family groups and notices sent home.
- Professional development will be provided to School Advisory Councils (school-based staff, students, families and community partners) or other organized parent/family groups to help understand the roles and responsibilities of all parties in this process.
- The District's Translation and Interpretation Center and Multilingual Family Support will provide caregivers with limited English proficiency with full access to translation and interpretation services.

THE SCHOOL DISTRICT OF PHILADELPHIA will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective family engagement activities to improve student academic achievement and

school performance:

- In collaboration with parent and family groups, provide workshops to schools on family engagement.
- Provide professional development facilitated by caregivers for new and existing principals and other administrators on how to involve and engage caregivers effectively.
- Train new and existing staff with family engagement job duties (e.g., School Advisory Councils, Family Engagement Liaisons, Community Relations Liaisons, School Improvement Support Liaisons, and Bilingual Counseling Assistants) to assist school sites in implementing family engagement best practices and programs.
- The Title I Office and the Office of Family and Community Engagement will provide workshops and technical assistance to schools and parent and community organizations.
- Provide trainings for caregivers to include, but not be limited to, reading, math, sciences, PSSA and Keystone testing preparation.
- Provide workshops to caregivers on school safety, cultural diversity, conflict resolution, how to engage in schools, improve family involvement, and other topics, as requested.
- Train caregivers to serve as liaisons to principals and SACs on District and Network level initiatives.
- In compliance with the District's Action Plan 3.0, encourage caregiver access to teachers and principals.

THE SCHOOL DISTRICT OF PHILADELPHIA will coordinate and integrate family engagement strategies in Title I, Part A with family engagement strategies under the following other programs: Head Start, Bright Futures, and Education Leading to Employment and Career Training (ELECT), by:

- Holding quarterly meetings between Pre-K and ELECT program staff responsible for family engagement and the Office of Family and Community Engagement. Minutes from these meetings will be available upon request.
- Inviting caregivers of Pre-K students and teen parent students to participate in District meetings, events, and activities.

THE SCHOOL DISTRICT OF PHILADELPHIA will conduct an annual District-wide Parent/Guardian survey to collect data on school level and District-wide family engagement outcomes, and will reach out to caregivers to get their input and feedback during the survey design and review process.

Survey results will be used to identify barriers to greater participation by caregivers in family engagement activities (with particular attention to caregivers who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The School District will use the findings of the evaluation to design strategies for more effective family engagement, and to revise, if necessary (and with the involvement of caregivers) its family engagement policies. The primary goal of the Parent and Family Engagement Policy is to increase family engagement within The School District of Philadelphia.

Within this primary goal, three subgoals have been identified:

- a) inviting caregivers' input into District policies and procedures;
- b) making the schools and its educational and physical resources more accessible for caregivers and;
- c) providing opportunities for caregivers to gain as much information as possible about their children's academic achievement and how to access resources to support their children's education.

Depending upon available resources, the Office of Research and Evaluation (ORE) or an external evaluator, functioning under the direction of ORE, will employ the following methods to evaluate the status of the goal and subgoal attainment: electronic and paper

(including the District Wide Survey of administrators, teachers, caregivers, and students), caregiver focus groups, record analysis, as well as observation of meetings and training workshops.

THE SCHOOL DISTRICT OF PHILADELPHIA will implement the following activities to build the schools' and caregivers' capacity for strong family engagement in order to ensure effective involvement of caregivers and to support a partnership among the school involved, caregivers, and the community to improve student academic achievement:

A. The School District, with the assistance of its administrative offices (Family and Community Engagement, Grant Compliance and Fiscal Services, Management and Budget, Specialized Instructional Services, Curriculum, Instruction and Assessment), will undertake the following actions to provide assistance to caregivers of children served by the School District or school in understanding topics such as the following:

- the State's academic content standards;
  - the State's student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A;
  - how to monitor their child's progress; and
  - how to work with educators.
- The Office of Grant Compliance and Fiscal Services will be available to collaborate with various offices and parent groups to provide presentations and workshops about Title I requirements and parents' right-to-know under the Every Student Succeeds Act.
  - Recommend that principals include caregivers during staff development days at school sites when appropriate.
  - Recommend that principals add a caregiver's component to staff development days at school sites.
  - Sponsor and encourage schools to support caregiver attendance at conferences and workshops such as the annual State Parent Advisory Council conference, Annual Family Involvement Conference (PA Coalition for Parent Involvement), and others.
    - o Require caregivers who wish to attend conferences to verify that turnaround trainings are completed either at the school and/or District level. Verification will be: 1) sign-in sheet(s); 2) agenda; and 3) copies of documents distributed.
    - o Ensure that any caregiver who is selected to participate on a state or national level regularly attends the District's family engagement meetings and submits a report (verbal or written).
  - Provide information to caregivers in clear and simple language.
  - To the extent practicable, provide workshops in the native language to families whose first language is not English.
  - Disseminate to caregivers materials from the Office of Curriculum and Instruction and other offices that will be useful references at home, including, to the extent feasible, translations.
- B. The School District, with the assistance of its schools, will provide materials and training to help caregivers work with their children to improve their children's academic achievement, such as literacy and technology workshops, as appropriate, to foster family engagement by:
- Implementing caregiver workshops throughout the city to provide a range of educational offerings by School District personnel and other providers, including on how to support one's child in school and computer literacy.
  - Providing computer literacy training and other trainings for caregivers,

including on how to use Parent and Family portal as a tool to monitor their children's achievement.

- Supporting schools in planning and implementing school based activities such as family literacy and family math nights and other workshops to help caregivers understand how to support their child's academic achievement with the assistance of appropriate District offices.
- Making available District personnel to do trainings and presentations for caregiver and community organizations.
- Providing the above workshops at community locations besides schools, such as libraries, community organizations, and faith-based organizations, where families may feel more comfortable.
- Providing the above workshops and materials, where appropriate, in languages other than English.

C. The Office of Family and Community Engagement with the assistance of caregivers will be available to conduct professional development sessions at schools to educate teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with caregivers as equal partners, in the value and utility of contributions of caregivers, and in how to implement and coordinate programs and build ties between caregivers and schools, by:

- With the help of caregiver facilitators providing professional development opportunities for principals and other administrators on how to develop promising partnerships with caregivers.
- Plan regular meetings between the Office of Family and Community Engagement SAC representatives or other caregivers to participate in a review of the schools' Title I Parent and Family Engagement Policy and Parent-School Compact (as needed).

D. The School District will, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with Head Start, Bright Futures, ELECT and other programs, and conduct other activities, such as parent resource centers, that encourage and support caregivers in more fully participating in the education of their children by:

- Increasing collaboration between Pre-K and ELECT program staff responsible for family engagement and Office of Family and Community Engagement.
- Recruiting caregivers of Pre-K students to participate in District-based meetings, events and activities.

E. The School District will take the following actions to ensure that information related to the school and caregiver-programs, meetings, and other activities, is sent to the caregivers of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the caregivers can understand:

- To the extent practicable, provide communications in clear and simple language.
- Post caregiver communications on the District's website and Facebook page.
- Ensure that the District's communications include a telephone number that caregivers can call for clarification.
- Share important information with the School District of Philadelphia's Call Center and Main Information Center 215-400-4000, Family and Community Engagement Coordinators, Family Engagement Liaisons and Bilingual Counseling Assistants, so they can share information with families and provide clarifications of important District communications.
- Host caregiver and community meetings and workshops to address the most

important topics.

- Ask community partners, including libraries, recreation centers, community-based organizations, and faith-based organizations, to assist in disseminating information.

- Provide language access services to families whose first language is other than English through on-site or telephonic interpretation services, as appropriate.

#### PART IV. OTHER DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

- Involving caregivers in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- Paying reasonable and necessary expenses associated with family engagement activities, including transportation and child care costs, to enable caregivers to participate in school-related meetings and training sessions, as budgets allow;

- Training caregivers to enhance the involvement of other caregivers;

- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with caregivers who are unable to attend those conferences at school; in order to maximize family engagement and participation in their children's education;

- Researching, adopting and implementing model approaches to improving family engagement;

- Establishing a representative and inclusive district-wide parent advisory council to provide input on all matters related to family engagement in Title I, Part A programs;

- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities; and

- Providing other reasonable support for family engagement activities under section 1116 as caregivers may request.

#### PART V. ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with caregivers of children participating in Title I, Part A programs, as evidenced by agendas, sign-in sheets, and feedback provided online and during meetings. This policy was adopted by THE SCHOOL DISTRICT OF PHILADELPHIA on November 17, 2016 and will be in effect until further revision. The School District will distribute information about this policy to all caregivers on or before November 30, 2016.



**H.A. Brown Academics Plus Elementary School, #521**  
1946 E. Sergeant Street, Philadelphia, PA 19125  
School: 215-400-7490 ♦ Fax: 215-400-7490  
*Connie Carnivale, Principal, [cacarnivale@philasd.org](mailto:cacarnivale@philasd.org)*

## Grade 8 Move-Up Day Criteria Contract

1. All students must attain an academic achievement grade of C or better as certified by the homeroom teacher. This includes all major subjects: literacy, math, social studies, and science as well as specialist classes which include art, physical education, music, and computers.
2. No student shall participate who has a chronic record of being absent without satisfactory reason. A doctor must verify any lengthy absence due to illness. If a student's total number of days of absence exceeds 5 illegal absences of the total school days and no verification of illness is forthcoming, that student will be declared ineligible to participate in graduation ceremonies. Also less than 5 latenesses for the school year.
3. Any student who anticipates participating must maintain a respectable level of conduct with no more than three (3) referrals and no suspensions. It will be up to the discretion of the Principal if there is a single occasion of severe behavior that warrants a student to be denied the privilege of participating in graduation ceremonies.
4. Any student who anticipates participating cannot have more than five (5) dress code violations. This does not include designated dress-down days that have been approved by the principal. Move-Up Day dress code: Appropriate clothing must be worn for the ceremony. Clothing that is too revealing will NOT be permitted. No shorts, sunglasses, inappropriate clothing, or accessories will be allowed unless approved by administration prior to the ceremony.
5. Any 8th grade student who enrolls during the last five weeks of his/her last year will not be included in the Move-Up Day ceremonies unless acceptable documentation is received by the district that the student has achieved an academic level commensurate with the district standards.
6. Students must meet the Social Promotion requirements of the district. A student's certificate and report card will not be released if there are any outstanding charges for library, instruments, textbooks or etc. for the parent or student.
7. Any misconduct during Trip, Assemblies, School Dances, or school gatherings may result in being ineligible to participate in the Move-Up Day ceremony.
8. The Move-Up Day ceremony is meant to be a dignified event with proper decorum. Students not exhibiting proper decorum during the ceremony may be removed from the ceremony.
9. Any student with any of the above violations will have their report card and certificate mailed to them. The students will not be able to participate in any of the Move-Up Day activities or in the Move-Up Day ceremony.
10. Any student found to be extremely disrespectful to school personnel shall be refused permission to participate in the ceremony.

## **8<sup>th</sup> Grade Trip Criteria**

1. No student shall attend the 8<sup>th</sup> Grade trip that has a chronic record of absence or lateness without satisfactory reason. A doctor must verify any lengthy absence due to illness. If a student's total number of days of absence exceeds 5 illegal absences of the total school days and no verification of illness is forthcoming, that student will be declared ineligible to participate.
2. No student shall attend the 8<sup>th</sup> grade trip if he/she receives more than three (3) referrals and no suspension during the school year.
3. Any student who anticipates going on the trip must maintain a respectable level of conduct. It will be up to the discretion of the Principal and homeroom teacher if a student's public behavior warrants a dismissal from the trip.
4. Any student found to be extremely disrespectful to school personnel shall be refused permission to take the trip.

**I have read, understand and will comply with the Guidelines provided by my school and my teachers. This criteria is effective on November 2017 until the Move-Up Day ceremony.**

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent or guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_

Homeroom teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

Counselor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_



## H.A. Brown Academics Plus Elementary School, #521

1946 E. Sergeant Street, Philadelphia, PA 19125

School: 215-400-7490 ♦ Fax: 215-400-7491

Connie Carnivale, Principal [cacarnivale@philasd.org](mailto:cacarnivale@philasd.org)

September 2017

### Enrichment Club Contract

Dear Parent or Guardian,

Your child would like to participate in an Enrichment Club offered during the school day. In order to participate, the student, must maintain a 'C' average or better in all subject areas including specials. The student must also have fewer than three student code of conduct violations. This applies to all four marking periods. There will be a three level warning system if a student violates either of the requirements.

First Offense: Student and parent conference with teachers and/or Administrator.

Second Offense: Student is suspended from participation for 30 days.

Student will need a log from all teachers that grades and/or behavior have improved.

Third Offense: Student is removed from the Enrichment Club.

#### **Types of Enrichment Clubs:**

1. Choir for Grades 1-8
2. Girls Athletic Club Grades 5-8
3. Boys Athletic Club Grades 5-8
4. Art Enrichment Club Grades 3-8
5. Yearbook Grades 7-8
6. Recorders 2-3
7. Broadcast News Gr. 5-8

Students must return the permission slip to the Enrichment Club teacher with signatures from parent or guardian, homerooms teacher, the enrichment club teacher, the student, and the principal.

Clubs will begin the week of September 19, 2016. Again clubs take place during the school day. There are a limited number of spaces available for the Enrichment Clubs. Therefore, your child may have to go onto a "Wait List".

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#### **Contrato Enriquecimiento del Club**

Estimado padre o tutor,

Su hijo le gustaría participar en un club de enriquecimiento que ofrece durante el día escolar. Para participar, el estudiante, deben mantener un promedio de "C" o mejor en todas las materias, incluyendo ofertas especiales. El estudiante también debe tener un mínimo de tres violaciones código estudiantil de conducta. Esto se aplica a los cuatro períodos de calificaciones. Habrá un sistema de advertencia de tres niveles si un estudiante viola cualquiera de los requisitos.

*Primera Ofensa:* El estudiante y reunión de padres con los maestros y / o Administrador.

*Segunda ofensa:* El estudiante está suspendido de participar durante 30 días. Estudiante tendrá un registro de todos los maestros que las calificaciones y / o conducta han mejorado.

*Tercera Ofensa:* El estudiante se retira del Club de enriquecimiento.

#### **Tipos de enriquecimiento Clubes:**

1. Coro para los grados 1-8
2. Chicas del Club Atlético Grados 5-8
3. Niños del Club Atlético Grados 5-8



4. Arte enriquecimiento del Club Grados 3-8

5. Las calificaciones Anuario 7-8

6. Equipos de grabación 2-3

7. filo de la noticia Gr. 5-8

Los estudiantes deben devolver el permiso a la maestra de enriquecimiento del club con las firmas de los padres o tutor, profesor de salones de clases, el maestro club de enriquecimiento, el estudiante y el director.

Clubs comenzarán la semana del 19 de septiembre de 2016. Una vez más clubes se llevan a cabo durante el día escolar. Hay un número limitado de plazas disponibles para los clubes de enriquecimiento. Por lo tanto, su hijo podría tener que ir a una "lista de espera".

### **Làm giàu hợp đờng Club**

Thưa quý phụ huynh hoặc người giám hộ,

Con quý vị muốn tham gia vào một câu lạc bộ giàu được cung cấp trong ngày học. Để tham gia, các sinh viên, phải duy trì một "C" trung bình hoặc tốt hơn trong tất cả các môn học bao gồm đặc biệt. Học sinh cũng phải có ít hơn ba đang sinh viên vi phạm đạo đức. Điều này áp dụng cho tất cả bốn học kỳ. Sẽ có một hệ thống cảnh báo ba cấp nếu một học sinh vi phạm một trong các yêu cầu.

Hành vi phạm tội đầu tiên: Sinh viên và hợp phụ huynh với giáo viên và / hoặc Quản trị viên.

Hành vi phạm tội thứ hai: Sinh viên bị đình chỉ tham gia trong 30 ngày.

Sinh viên sẽ cần một bản ghi từ tất cả các giáo viên mà lớp và / hoặc hành vi đã được cải thiện.

Hành vi phạm tội thứ ba: Sinh viên được lấy ra từ các câu lạc bộ giàu.

Các loại câu lạc bộ giàu:

1. Dàn hợp xưởng cho các lớp 1-8

2. Cô gái Athletic Club các lớp 5-8

3. Chàng trai Athletic Club các lớp 5-8

4. Nghệ thuật làm giàu Câu lạc bộ các lớp 3-8

5. Niên giám các lớp 7-8

6. Máy ghi 2-3

7. Phát sóng Tin tức Gr. 5-8

Học sinh phải trả lại phiếu phép giáo viên Câu lạc bộ giàu có chữ ký của cha mẹ hoặc người giám hộ, homerooms giáo viên, giáo viên câu lạc bộ làm giàu, học sinh, và hiệu trưởng.

Câu lạc bộ sẽ bắt đầu từ 19 tháng 9 năm 2016. Một lần nữa câu lạc bộ diễn ra trong ngày học. Có một số hạn chế về không gian có sẵn cho các câu lạc bộ giàu. Vì vậy, con bạn có thể phải đi vào một "danh sách chờ đợi".

Student Name: \_\_\_\_\_ Grd: \_\_\_\_\_ Room: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Homeroom Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Enrichment Club Teacher 1: \_\_\_\_\_ Date: \_\_\_\_\_

Enrichment Club Teacher 2: \_\_\_\_\_ Date: \_\_\_\_\_

Club(s) you are applyinf for: 1. \_\_\_\_\_

2. \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SCHOOL DISTRICT OF PHILADELPHIA

### H.A. Brown Elementary School

#### PARENT INVOLVEMENT POLICY

##### **PART I. GENERAL EXPECTATIONS**

Each school in its School-wide Parental Involvement Policy must establish the school's expectations for parental involvement. [Section 1118(a)(2), ESEA.]

The H.A. Brown Elementary School agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its School District of Philadelphia plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the School District of Philadelphia plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

*(A) that parents play an integral role in assisting their child's learning;*

*(B) that parents are encouraged to be actively involved in their child's education at school;*

*(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

*(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

[NOTE: The School- wide Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. *[Section 1118(a)(2), ESEA.]* Regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.]

1. The H.A. Brown School will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:
  - Annually the parents will complete a school district on-line survey consisting of questions pertaining to:
    - Safety and Climate
    - Academic Program
    - Parent Workshops
  - Parents will be invited to attend parent workshops
  - Parents will be invited to Leadership meetings when the agenda involves parent input approximately three times a year
  - Parents will be invited to have their input included in this document prior to its Completion
2. The H.A. Brown School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Invite parent representatives to sit on the Comprehensive Plan writing team and assist in completing the parent involvement component. Parents are informed of this opportunity during Back to School night, during monthly Home & School meetings, and monthly School Advisory Council meetings.
  - Parent/Student Handbook
  - Parental Update Flyers
  - Parent Link
  - Back to School Night – Meeting with the principal to discuss PSSA data, Title I, and the School Improvement Plan
  - A Title I Parent Involvement Meeting will be held during Back to School Night
  - High School Assemblies for 7<sup>th</sup> and 8<sup>th</sup> Grade students/parents to assist with the high school selection process
  - Leadership team meetings- parents will be invited to meetings based on the agenda items (i.e. Comprehensive planning, parent workshops)
3. The **School District of Philadelphia** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - \* In collaboration with the Philadelphia Home and School Council, provide workshops to schools on parent involvement
  - \* Provide professional development by parents/caregivers for new and existing Principals and other administrators on how to involve parents/caregivers effectively
  - \* Train and deploy staff with parental involvement duties (e.g., Community Builders and Bilingual Counselor Assistants) to assist school sites in implementing parent involvement
  - \* Make available the staff of the Office of Educational Equity, Office of School Support, and Office of Language Access Services and Community Outreach and district staff for technical assistance
  - \* Coordinate through regional NCLB District Liaisons technical assistance to schools and parent organizations, including Home and School Associations
  - \* Provide coordination of professional development efforts through the Office of Professional Development
4. The H.A. Brown School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies at the monthly Home & School meetings, monthly School Advisory Council meetings, and annual Family Night events.
5. The H.A. Brown School will take the following actions to conduct, with the involvement of parents, an annual

evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A programs. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- H.A. Brown parents are informed of all activities and events at school. Because of Brown's "Open Door" policy we always provide opportunities for informal conversations with parents. Parents are encouraged to give input to the administration whether by appointment, by dropping in, or even as they monitor admissions and dismissal outside surrounding the school.
- The staff is committed to the implementation and continuation of a viable Home and School Association to help ensure more parental involvement and outreach to include all parents and reduce the barriers for parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy skills, or are of any racial or ethnic minority background.
- Annual on-line parent surveys will be conducted by the school district. Parents will be given the opportunity to complete these surveys in the Home & School Office and the Counselor's Suite.

6. The H.A. Brown School will build the school's and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The H.A. Brown School will, with the assistance of the School District, provide assistance to parents, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Title I-Part A,
  - how to monitor their child's progress, and
  - how to work with educators.
- Activities

Annual Meetings will be held on Back to School Night to inform parents of the school's participation in the Title I Program, and explain the requirements of the program and their rights to be involved.

Workshops will be offered to provide parents with information to assist them in the use of technology, interpreting assessment data and preparing their children for the PSSA assessment, understanding the State's academic content and achievement standards, understanding monitoring student progress and working with their child's teacher's.

During Report Card Conferences and Back to School Night the teachers will assist the parents in becoming familiar with the Core Curriculum, charting their child's progress by interpreting curriculum assessments and report card marks, and monitoring homework and projects.

B. The H.A. Brown School will, with the assistance of the School District, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Inviting parents to back to School night, Comprehensive Plan and Title I meetings, and awards assemblies.
- Parents are invited to Response to Intervention meetings to review their child's files. At these meeting, supports are suggested and given to help their children with academic, attendance, and behavior concerns.
- Parents are encouraged to meet with their child's teacher during report card conferences when teachers may provide materials for home use to assist progress in math and/or reading.

- C. The H.A. Brown School will, with the assistance of the School District, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Strengthening the Home and School Association
  - Continuing to build partnerships with community and faith partners
  - Continuing to foster partnerships through the tutorial programs with OIC support for first through eighth grade students.
  - Invite parents to attend evening events and to join classes as chaperones on class trips.
  - Staff training by the counselor by Sept. 30, 2017 on parent communication, using parent friendly language, and increasing parent engagement.
- D. The H.A. Brown School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities during our Family Night events, monthly Home & School meetings, and School Advisory Council meetings.
- Kindergarten Open House events in February and May 2018 to meet incoming Pre-K students and their families
- E. The H.A. Brown School will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Information related to the school, programs, meeting and activities will be distributed via:
    1. Monthly Calendar Monthly
    2. Principal Newsletter Monthly
    3. Interim/Progress report cards October, January, and March
  - Title I Documents
    1. Parents Involvement Policy Annually
    2. The School-Parent Compact Annually
    3. The School District's Family Involvement Policy Annually
    4. Parents Right to Know Annually
    5. Notice regarding Non-Certified Teachers Annually
    6. Letter regarding the school's improvement status Annually

Interpreters will be utilized at meetings, workshops and conferences. All notices are sent home in easy to understand English and, in many cases, other languages spoken by our families. If parents come to school and are in need of translation, there are designated staff members to provide assistance. We do our best to accommodate parents in their native languages. In case of last minute announcements or events, (i.e. school closing for snow or other emergencies) we phone as many parents as possible and send Parent Link.

### **PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

**NOTE:** The School's Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request, and opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as is practicably possible.

A School-Parent Compact has been developed which outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.

**PART IV. ADOPTION**

This H.A. Brown Elementary School Parental Involvement Policy has been developed jointly with, and agreed on with, parents.

The school will distribute this policy to all parents on or before September 19, 2016.

\_\_\_\_\_  
 (Signature of Principal)  
March 30, 2017

\_\_\_\_\_  
 (Home & School/SAC President)  
March 30, 2017

**THE SCHOOL DISTRICT OF PHILADELPHIA**

**SCHOOL-PARENT COMPACT**

*The H.A. Brown Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.*

*This school-parent compact is in effect during school year 2017-2018.*

**REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

**School Responsibilities**

The H.A. Brown Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**

*H.A. Brown Elementary School will implement the School District of Philadelphia’s Core Curriculum and Planning and Scheduling Timeline with fidelity. Professional Development will be provided to ensure that teachers are able to provide a high quality instructional program aligned to the Core Curriculum and driven by student data. As teachers meet in grade group meetings, they will analyze student data in order to differentiate instruction, and collaborate and share ideas for enrichment and research-based instructional strategies to enhance the learning environment. We utilize the following intervention programs: Lexia (Gr. K-5) and*

*Achieve 3000 (Gr. 6-8) Reading and an on-line math intervention program.*

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:  
*Conferences: November 20-22, 2017; February 14-16, 2018; and May 2-4, 2018.*  
*Back to School Night: September 27, 2018*
3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:  
*Interim Reports: October 9, 2017; January 3, 2018; March 14, 2018; and May 10, 2018*  
*Report Cards: November 20-22, 2017; February 14-16, 2018; May 2-4, 2018.; and June 12, 2018.*  
*IEP Meetings: Held annually for every student and additional amendment meetings as needed.*  
*RTII Meetings: Held as needed for students demonstrating needs in behavior, attendance, or academics.*
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:  
*Parents are welcome to meet with the staff and administrators. It is recommended that parents make appointments to meet with a staff member as we do not want to interrupt the instructional program. By sending a note or calling for an appointment time, meetings can be arranged.*
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:  
*Parents may arrange to volunteer for a specific school event or observe in a classroom by making arrangements with the classroom teacher. Parents are asked to participate on class trips as chaperones as well. In addition, parents will receive invitations to participate/attend assemblies, school shows, and evening activities.*

**Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

**Ways in which parents will support their children's learning, such as:**

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.)*

**Student Responsibilities**

**We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:**

**Ways in which students will support their academic achievement, such as:**

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*
- *Participate in the CHANGE extended day program*
- *Follow the Student Code of Conduct and Non-negotiable rules so that the instructional program is not disrupted*
- *Attend school daily*

The H.A. Brown Elementary School will:

**Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**

- 1. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.**
- 2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.**
- 3. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- 4. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- 5. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
- 6. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**
- 7. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the H.A. Brown Elementary School will:

- 1. Recommend to the Regional No Child Left Behind District Liaison, the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.**
- 2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.**
- 3. Work with the School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.**
- 4. Work with the School District of Philadelphia to ensure that a copy of the State Education Agency's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.**



## **Permission Form for Use of Student Picture, Voice, Video, Work and/or Full Name on a School District of Philadelphia Website**

This letter is to both inform you and request permission for your child's picture, voice, video, work and/or full name to be published on the School District and/or an individual school's website.

Student images are used on the Internet to promote student activities and celebrate student work. However, there are potential dangers associated with posting personally identifiable information on a website because global access to the Internet means that the School District cannot control who may view the website.

Accordingly, the School District will not release any information without prior written consent from you as the parent or legal guardian. Please return this form to your child's teacher or the representative of the sponsoring School District department to indicate if your child's image, voice, video, work and/or full name maybe used on the Internet. This permission will be applicable to any use of full name, picture, voice, work or video taken in the school year in which permission is given and will remain in effect until the full name, picture, video, work or voice is removed from the website or until consent is withdrawn. As parent, legal guardian, you may withdrawal your consent at any time by sending a written letter, along with a new form, the the principal of your child's school. Thank you for your cooperation.

In addition, I agree to release and hold harmless the School District, its School Reform Commission member and Board of Education, agents, officers, contractors, volunteers, and employees from and against any and all claims, demands, actions, complaints, suits or other forms of liability that shall arise out of or by reason of, or be caused by the use of my child's picture, voice, video and/or full name on the Internet.

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### **H.A. Brown Academics Plus School** **2017-2018**

Student Name: \_\_\_\_\_ Room Number: \_\_\_\_\_

**Check one of the following options:**

YES, I/We GRANT permission for any photo/image, voice, video, work and/or full name of this student to be published on the school and/or School District's public Internet site.

NO, I/We DO NOT GRANT permission for any photo/image, voice, video, work and/or full name of this student to be published on the school and/or School District's public Internet site.

Parent/Legal Guardian: \_\_\_\_\_ Telephone: \_\_\_\_\_  
(print)

Parent/Legal Guardian: \_\_\_\_\_ Date Signed: \_\_\_\_\_  
(sign)



<b>Sex (Sexo)</b>		<b>Grade/Room</b>	
<b>Student ID</b> ( <i>identificación. del estudiante</i> )		<b>Student's Name</b> ( <i>Nombre del Estudiante</i> )	
<b>ADDRESS</b> ( <i>DIRECCIÓN</i> )		<b>Apt. No./numero de apartamento</b>	
		<b>PARENT/GUARDIAN NAME</b> ( <i>nombre del padre/encargado</i> )	
		<b>PHONE</b> ( <i>teléfono</i> )	
<b>Name of child's doctor/clinic</b> ( <i>nombre del médico del estudiante/clínica</i> )		<b>Phone No. (Teléfono)</b>	
<b>Name of child's doctor/clinic</b> ( <i>nombre del médico del estudiante/clínica</i> )		<b>Phone No. (Teléfono)</b>	
<b>Does this child have health insurance?</b> ( <i>¿Tiene seguro de salud el estudiante?</i> ) <b>Check one</b> ( <i>Marque uno</i> ) <b>Yes (sí)</b> _____ <b>No (no)</b> _____		<b>If yes, check the appropriate health insurance provider to the right.</b> ( <i>Si tiene seguro, marque una de las casillas a la derecha.</i> )	
<b>PARENT/GUARDIAN (Full name)</b> <i>Padre/Encargado (Nombre Completo)</i>		<b>Relationship to child</b> ( <i>Parentesco</i> )	
		<b>Phone</b> ( <i>teléfono</i> )	
<b>#1 Emergency Contact (Full name)</b> <i>1ro. contacto (nombre completo)</i>		<b>Relationship to child</b> ( <i>Parentesco</i> )	
		<b>Phone</b> ( <i>teléfono</i> )	
<b>#2 Emergency Contact (Full name)</b> <i>2do. contacto (nombre completo)</i>		<b>Relationship to child</b> ( <i>Parentesco</i> )	
		<b>Phone</b> ( <i>teléfono</i> )	

- Atena/US Health Car
- Health Partners
- Keystone Mercy
- Blue Cross
- AMERICHOICE
- Keystone Health Plan East
- Otro

- Please Do NOT add in additional names or boxes, (only 1 name per box).
- We can only enter four names into the school system; mother and father would be the first TWO spots

## H.A. Brown Academics Plus Parent/Student Handbook 2017-2018

Please complete this portion and return to your child's teacher verifying that you and your child have read the Parent/Student Handbook as well as reviewed the Summer Bridge workbook my child will receive on June 21, 2017 in order to support their academic achievement. We will ensure that our child returns the completed Summer Bridge workbook to their new teacher for September 2018.

**Student Name** \_\_\_\_\_  
(please print)

**Student Grade/Room:** \_\_\_\_\_

**Student Name** \_\_\_\_\_  
(please sign)

**Date:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_  
(please print)

**Parent/Guardian:** \_\_\_\_\_  
(please sign)

**Date:** \_\_\_\_\_

# FERPA Release of Directory Information Opt-Out Form

The School District of Philadelphia may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures.

Directory information includes the following: name, address, phone number, date and place of birth; field of study; participation in recognized activities and sports; height/weight, if member of athletic team; dates of attendance; degrees, awards, photographs, rosters; previous school(s) attended; and primary language.

The primary purpose of directory information is to allow The School District of Philadelphia to include this type of information from your child’s education records in certain school publications, including: a playbill, showing your student’s role in a drama production; school newsletters, the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for basketball, showing weight and height of team members.

This information may also be made available to qualified outside organizations upon request. Qualified outside organizations include, but are not limited to, scholarship providers, trade/technical schools, and potential employers. In recognition of a family’s right to privacy, it is the policy of The School District of Philadelphia that directory information will not be provided to commercial enterprises.

Parents or eligible students (18 years old or above) have the right to have directory information withheld upon written request. If you prefer to deny release of directory information without prior written consent, please complete and return the entire form to your child’s school by **November 1, 2017**. Once this form is completed and returned to the school, your choice will not change until you complete and submit a new form. Use a separate form for each child. **Only return this form if you do NOT want directory information released.**

I DO NOT want directory information to be released and request ONE of the following:

- Do not release my student’s directory information at any time. No information for school publications, school activities, trade schools, scholarship providers or employers.
- Do not release my student’s directory information at any time, except for school publications, school activities and to qualified outside organizations.
- Do not release my student’s directory information at any time, except for school publications and school activities.
- Do not release my student’s directory information to military recruiters (11<sup>th</sup> and 12<sup>th</sup> grade only)

<b>Student Name (Please Print)</b>	<b>Name of School (Please Print)</b>	<b>Student ID#</b>
<b>Parent/Guardian Name (Please Print)</b>	<b>Parent/Guardian Signature</b>	
<b>Date</b>	<b>Student Signature (if 18 years or older)</b>	





