

John H. Webster
Elementary School
FAMILY
HANDBOOK



2018 – 2019
School Year

John H. Webster Elementary School
3400 Frankford Avenue
Philadelphia, PA 19134

Principal
Sherri Arabia

Assistant Principal
Byron Golson

Table of Contents
Family Handbook – Grades K to 6

	Page
School Profile.....	4
School Mission.....	4
School Vision.....	4
Calendar.....	5-6
Emergency Contact Information.....	7
Attendance/Lateness Guidelines.....	7-8
Early Dismissal.....	9
Emergency School Closing.....	9
School Uniforms.....	10
Parking.....	11
Visitor’s Policy/Contacting Teachers.....	11
Breakfast/Lunch Procedures.....	12
Use of Office Telephone.....	12
Cell Phones/Personal Property.....	12
Homework.....	13
Make-Up Work Policy.....	13
Nurse & Medications.....	14
Discipline/Code of Conduct	15
Title I Program.....	16
Title I Parent Compact & Parent Involvement Policy.....	16-24
Bully/Cyber Bully Policy.....	25-27

School Profile



John H. Webster is located at 3400 Frankford Avenue in the Harrowgate section of the City of Philadelphia. The school is part of Network 5 of the School District of Philadelphia. We serve approximately 900 students from pre-kindergarten through fifth grade. Our racially diverse population is composed of 33% African American, 44% Latino, 13% White, 1% Asian, and 9% Other/Multi -Racial students.

Mission Statement

We accept the responsibility to serve the community and create a nurturing environment that ensures lifelong learners. As a Webster family, we are dedicated to maximizing the potential of all students and providing the academic and social skills necessary for success.

Our Vision

At John H. Webster Elementary School, all children will be treated as our own Webster family. All Webster teachers, staff, parents, students, and community members believe that all of our children are capable of achieving at high levels of academic excellence. Here at Webster, our family is passionate about a safe and nurturing environment so that all members feel accepted and valued. We will continue to develop partnerships with families and communities.

Academic Calendar 2018-2019

Date	Activity
August 20, 2018	First Day for Staff
August 20 – 22, 2018	District-wide Professional Development
August 20 – 23, 2018	Kindergarten Parent/Teacher Interviews
August 23, 2018	<i>School-based Professional Development</i>
August 23, 2018	Ninth Grade Orientation
August 24, 2018	<i>Reorganization – Academic Year Preparation K-12</i>
August 27, 2018	First Day for Grades K-12 – Student Attendance
August 27, 2018	First Day for Head Start and Bright Futures <i>-Student Attendance</i>
August 31, 2018	Professional Development Half Day - 3 Hour Early Dismissal
September 3, 2018	Labor Day - Schools Closed and Administrative Offices Closed
September 10, 2018	Rosh Hashanah - Schools Closed and Administrative Offices Closed
September 19, 2018	Yom Kippur - Schools Closed and Administrative Offices Closed
September 21, 2018	<i>2019-2020 School Selection Process Begins</i>
October 2 – 4, 2018	Interim Reports
October 5, 2018	Professional Development Half Day - 3 Hour Early Dismissal
November 2, 2018	School Selection Process Ends
November 6, 2018	Election Day - Full Day Professional Development (Staff Only)
November 7 – 9, 2018	<i>Report card conferences</i>
November 12, 2018	Veterans' Day Observed - Schools Closed and Administrative Offices Closed
November 22 – 23, 2018	Thanksgiving Holiday - Schools Closed and Administrative Offices Closed
December 11 – 13, 2018	<i>Interim Reports</i>

December 24, 2018	Winter Recess – Schools Closed
December 25, 2018	Winter Recess – Schools Closed and Administrative Offices Closed
December 26 – 28, 2018	Winter Recess – Schools Closed
December 31, 2018	Winter Recess – Schools Closed and Administrative Offices Closed
January 1, 2019	New Year’s Day – Schools Closed and Administrative Offices Closed
January 18, 2019	Professional Development Day – Staff Only
January 21, 2019	Dr. Martin Luther King Day – Schools Closed and Administrative Offices Closed
January 30 – February 1, 2019	<i>Report Card Conferences</i>
February 18, 2019	Presidents’ Day – Schools Closed and Administrative Offices Closed
February 26 – 28, 2019	<i>Interim Reports</i>
March 1, 2019	Professional Development Half Day – 3 Hour Early Dismissal
April 3 – 5, 2019	<i>Report Card Conferences</i>
April 12, 2019	Professional Development Half Day – 3 Hour Early Dismissal
April 18, 2019	Spring Recess – Schools Closed
April 19, 2019	Good Friday – Schools Closed and Administrative Offices Closed
April 22, 2019	Spring Recess – Schools Closed
May 7 – 9, 2019	<i>Interim Reports</i>
May 14, 2019	Pennsylvania Primary Election Day (Tentative) – Schools Closed
May 27, 2019	Memorial Day – Schools Closed and Administrative Offices Closed
May 31, 2019	<i>Graduation Window</i>
June 3 – 4, 2019	<i>Graduation Window</i>
June 4, 2019	Last Day for Students
June 5, 2019	<i>Last Day for Staff</i>

EMERGENCY CONTACT CARDS

One of the most essential and important items collected by our school is the Emergency Contact Form. This form will be sent home in the beginning of the year and we ask that the form be completed as accurately as possible with names, addresses and valid telephone numbers for all contacts. Please be sure that whoever is listed knows that you have listed them. Parents are also requested to list work phone numbers where they can be reached during the day. Emergency contact forms will be updated three times a year at report card conferences. In the event that any of the information supplied on the Emergency Contact Form changes, notify the office immediately.

ATTENDANCE AND LATENESS PROCEDURES

The School District of Philadelphia requires all students to attend school daily in accordance with the compulsory attendance laws of the Commonwealth of Pennsylvania. Punctuality and regular attendance are two of the basic principles of good work habits. Students at John H. Webster begin school at 8:30 am and dismiss at 3:09 pm (Kindergarten and First Grade dismiss at 3:00 pm). On half days all students dismiss at 12:00 pm.



We request that students be kept home only when it is necessary for medical reasons. Parents/Caregivers should make every effort to have children in school and on time everyday for the full day. The educational program offered by John H. Webster Elementary School is based upon the presence of the student and requires continuity and classroom participation. Children cannot learn if they are not in school. When your child is absent, you must provide the teacher with an absent note signed by the parent/caregiver. The note should include the dates and a valid reason for the absence.

The following are the ONLY absences that are considered excused:

- Student illness or injury
- Quarantine
- Recovery from an accident
- Attendance required in a court of law
- Death in the immediate family including, but not necessarily limited to, parents, siblings, grandparents or other family members living in the household
- Religious holidays, if the religious tenets to which the student and/or his/her family adhere require observance of the holiday. In addition, upon

receiving a written request from parent/guardian, a student shall be excused from school in order to attend classes for religious instruction under §1546 of the Public School Code of 1949 (24 P.S. §15-1546)

PLEASE NOTE THAT EVEN EXCUSED ABSENCES ARE STILL COUNTED AS DAYS MISSED.

Please note the following possible consequences for unexcused extended absences:

- Student(s) may be dropped from the roll and have to be re-registered. The parent or guardian will be required to provide the school with current proof of address.
- Referral may be made for truancy court. Beginning last year, the school district modified its attendance policies and now keeps track of half day absences. If your child arrives to school after 10:00 am or has an early dismissal prior to 2:00pm, he/she will be marked as a half-day absent. Frequent half day absences can greatly impact your child's attendance and their learning.

Requests for Family Vacations

In order to promote a consistent educational process throughout the school year, parents/guardians should **not** schedule family vacations during the school year. If a child is absent because of a family vacation, the absence will be counted as an unexcused absence. Any student absent more than 5 days may be dropped from roll and the parent will need to provide proof of address and re-enroll the student upon returning. **Any child absent for an extended period of time before/after the winter recess will automatically be dropped from the school roll. Parents will need to readmit students upon return.** For a complete list of the truancy policy, please visit:

<http://webgui.phila.k12.pa.us/offices/a/attendance--truancy>

Lateness The School District of Philadelphia believes that arriving on time for school establishes a pattern that students will carry with them throughout their educational career and beyond. Children are expected to be in their assigned locations at 8:30 am. **Any student who is not at his/her appointed location will be considered late.** Please note that truancy court considers lateness in the same manner as an absence. Any student with excessive absences or latenesses will receive a legal notice and be referred to truancy court.

EARLY DISMISSALS

It is imperative that your child remains at school the entire day. Medical appointments should be scheduled after school and/or during school closures. For the safety and security of your child, **no child will be dismissed to anyone not listed on the emergency contact card or without proper picture identification. If someone other than the child's parent/guardian is picking up the child for an early dismissal, parent/guardian must obtain prior approval for this arrangement.**



for this arrangement. If an emergency arises and your child needs to be dismissed early, parents must do the following:

- Send a note in with your child at least twenty-four hours in advance.
- Report to the main office to sign your child out of school with proper identification.
- Report to the office to sign your child back into school (if returning from an appointment).



EMERGENCY SCHOOL CLOSING

When school is closed due to extreme weather conditions, an announcement will be made over the radio and television stations early in the morning. Please listen to KYW News Radio, NBC Channel 10, CBS

Channel 3, and WPVI Channel 6 for the latest information on school closings. The announcement will state, "**ALL PHILADELPHIA PUBLIC SCHOOLS ARE CLOSED.**" **If you do not hear this announcement, schools are open. PLEASE DO NOT CALL THE SCHOOL.** When it is necessary to close school during the school day, television and radio stations will also make announcements indicating what time the schools will close. Please do not come to school to pick up your child earlier; the office staff and all essential personnel will be assisting students to make contact with parents.

SCHOOL UNIFORMS



Students are expected to adhere to the mandatory Uniform Policy. The purpose of the uniform is to create a positive learning environment. All parts of the uniform must be clean, pressed, and in good condition. Uniforms must be worn to school and students must leave school in uniform – this includes shoes. John H. Webster Elementary students must adhere to the uniform policy that requires the following standards:

Boys:

- Navy Blue or Light Blue Collared Shirt- No Logos (not undersized or oversized)
- Navy Blue pants with a belt. NO PANTS SHOULD BE WORN BELOW THE WAIST (not undersized or oversized)
- Navy Blue shorts (in warmer weather)

Girls:

- Navy Blue/Light Blue Collared Shirt- No logos (not undersized or oversized)
- Appropriate knee length navy blue skirt or navy blue pants (not undersized or oversized)
- Navy Blue shorts (in warmer weather)

Shoes: Black, Blue or Brown; Sneakers are acceptable everyday

NO OPEN TOE SHOES ARE ALLOWED (FLIP FLOPS OR SANDALS)

HOODED SWEATSHIRTS ARE NOT PERMITTED AT WEBSTER.

Students wearing hoodies to school will be asked to remove them and put them away until dismissal. Students who refuse to remove them will have their parents notified and may receive additional consequences. It is strongly suggested that parents provide a navy blue button-down or pullover sweater for students to wear if they get cold in the classroom.

Ball caps are also not to be worn during the school day and will be confiscated and only returned to a parent.

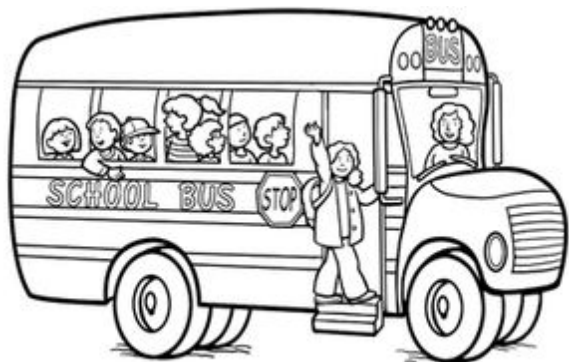
A phone call will be made to parents when a child is out of uniform. Students who persistently fail to comply with the school's uniform policy may be subject to disciplinary action.

Gym Uniform: ONLY TO BE WORN ON GYM DAYS

Blue Sweatpants ONLY (No logos,) **Blue T-shirt** (No logos,) **Sneakers**

PARKING

Parking is not permitted around the school building at any time. This is a fire regulation and prohibits safe passage to and from school for our students. Parking is available on Braddock Street and Ontario Street when necessary. **The side gates will be closed during morning admittance as well as dismissal time and no cars are permitted to enter the parking lot.** No car should be parked or left unattended for any reason. Cars parked illegally, including in the fire zones or handicapped parking spaces, will be ticketed.



VISITOR'S POLICY/CONTACTING TEACHERS/ VOLUNTEERS

In order to maintain safety for all students, and protect valuable instructional time, all visitors must: **REPORT TO THE OFFICE BEFORE GOING ANYWHERE IN THE BUILDING.** To prevent strangers from entering the building, doors will be locked. Please ring the bell attached to the camera and wait to be buzzed in. Enter through the door on the left. Upon entry, please report to the main office for assistance or obtain a pass to the appropriate area. All visitors must sign in and out of the building and carry a visitor's pass or identification badge. Please be reminded that you are a visitor in a school building; you are expected to behave in an appropriate and respectable manner. **DO NOT ADDRESS CHILDREN OTHER THAN YOUR OWN.** We reserve the right to remove any visitor from our building who behaves inappropriately, uses profanity or acts improperly. If you need to meet with your child's teacher, please send a note and he/she will contact you. **DO NOT GO DIRECTLY TO THE CLASS AT ANY TIME.** Parents should not expect that teachers are available to speak with them during the school day without an appointment. The office will not interrupt a teacher while he/she is teaching during the school day. You may leave a message and the teacher will return your call at their earliest convenience. Also, please feel free to write a note requesting a conference at any time during the school year. The same holds true for administration. Administration will be assisting with morning admittance and afternoon dismissal and will not be available during that time. An administrator will be available sometime between 9:00 a.m. and 2:30 p.m. only. It is always best to make an appointment. If it is an emergency, support staff will be available to assist.

BREAKFAST/LUNCH PROGRAMS



Research indicates that children who begin their day with a healthy breakfast have greater academic success. For that reason, we offer breakfast and lunch daily to all of our students. Students may bring their own lunch if they would like but glass bottles and carbonated sodas are prohibited.

USE OF THE OFFICE TELEPHONE

Students are not permitted to use the office phones unless it is an extreme emergency.

Students will not be permitted to call parents on a daily basis or call home during inclement weather (rain or snow). Students will not be interrupted from their classrooms to receive telephone calls. Messages will be given in emergency situations only. Our office staff is very busy and is not expected to take messages for students, unless it is an emergency. Please make all arrangements with your child before school starts.

CELL PHONES/PERSONAL PROPERTY

The School District prohibits students from using personal cell phones on school grounds during school hours. Any student using a cell phone, iPod, iPad, camera, or any other electronic device during school hours will have it confiscated. The device will be returned to a parent for the first offense. On the second offense the item will be taken and not returned until the last day of school. John H. Webster Elementary School will not assume responsibility for the loss or theft of any cell phone or iPod devices. The principal has the authority to address issues that are disruptive to the academic environment that may arise from the improper use of telecommunication devices.

Toys and personal items such as gaming devices etc. are not permitted in school. If brought to school they will be confiscated. Students are also responsible for all items in their book bags. Please instruct children not to place items in their book bags that do not belong to them. John H. Webster Elementary School will not be responsible for the loss or theft of any personal items that are confiscated by school personnel. A copy of the complete policy can be found on www.philasd.org.

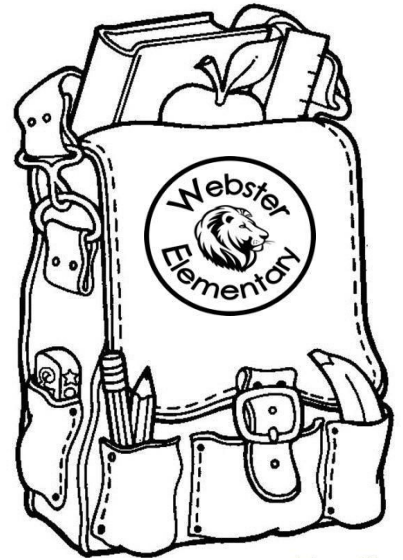


HOMWORK

Homework is a vital part of the teaching and learning process. Parents should expect students in all grades to have homework four to five times a week. Not all homework will be written assignments. Teachers assign students to read books, study notes, memorize a poem or prepare for an oral assignment. While students assume the major responsibility for completing homework assignments, parents should also take an active interest and monitor children's progress and check to see that homework is completed each night.

The Role of the Student – The student has the responsibility to:

1. Be responsible for having a copy of the assignments and making sure assignments are clearly understood.
2. Take home necessary texts and materials.
3. Complete assignments neatly and on time.
4. Note any questions about homework to be asked in the next class.
5. Return assignments and books to school when due.



The Role of the Parent – The school encourages the parents to:

1. Provide a quiet place for the student to study.
2. Encourage the student to study at a regular time in the afternoon and/or evening.
3. Check the student's assignments each evening and sign, if needed.
4. Encourage independence in completion of the assignments.
5. Review and sign tests, where applicable.

MAKE-UP WORK POLICY

Students are required and expected to make up assignments, assessments, and projects missed when absent or otherwise not in school. Students have a number of days equal to the number of days absent to complete the missed assignments, assessments, and/or projects. If a student has been absent for an extended period, s/he should request the assistance of his/her teacher in creating a schedule to complete the missed work.

NURSE AND MEDICATIONS

The nurse is available daily for all students and parents. Health room hours have been established by the nurse to cut down on interruptions in the classroom and to allow the nurse sufficient time to provide ongoing medical monitoring of students. School Health Services personnel will perform/conduct vision screenings on all children every other year, growth screenings every other year and hearing screenings in kindergarten and grades 1, 2, and 3.

Medications are given in school ONLY after completion of medical forms by a health care provider and approved by School District Health Services. This form must be filled out and signed by the child's doctor and parent. All medications and prescriptions are to be brought in their original bottles to the nurse and kept in the health office. Over-the-counter drugs-including cough medicine, aspirin, etc. must also be accompanied by a doctor's note. When the school nurse is not in school, the Principal or designee may administer medication under the guidelines established by the Pennsylvania Health Services Commission. If your child is on long-term medication or there are any medical problems, please contact the nurse. Students are not permitted to bring any form of medication to school. Students are not permitted to self-administer any medicines including inhalers.



All students must be properly immunized against communicable diseases. The nurse will contact parents if students need to update required shots. Students will not be permitted to return to school until they have been properly immunized.

If a student has an injury or illness at home, it is the parents' responsibility to take the student to the doctor. Please do not send students to school with injuries that happened at home or if a student is sick and has a fever. Students should be free of a fever for 24 hours prior to returning to school. If a child becomes ill during the school day, s/he will be given immediate attention. You will be called if your child is too ill to return to class.

Please advise your child that she/he cannot personally call home if they feel ill but must go to the nurse's office.

DISCIPLINE/CODE OF STUDENT CONDUCT

In order to maintain a safe and orderly learning environment, we expect and demand good behavior from our students. John H. Webster Elementary School follows the School District of Philadelphia Code of Student Conduct. Each student is responsible for his/her own actions. To facilitate an educational atmosphere that is safe for all members of the community, John H. Webster Elementary School has developed a single school culture and will follow a School Wide Behavior plan. where **all students are expected to follow the “Webster 3Rs” (Be Respectful, Be Responsible, and Be a Role Model.)** Our teachers and staff will review the expectations for all the students in the various school settings. The students will review the proper behavior and consequences for inappropriate behavior. The expectation is for all of our students to understand and follow the school-wide rules and Code of Conduct.

Fighting is unacceptable behavior and will not be tolerated. If a student is involved in a fight, disciplinary measures, including suspension, will be taken and a parent meeting will be scheduled.

Many disciplinary problems may be resolved by meeting with the teacher, a phone call to the parent or a time out. However, there are certain forms of behavior that are unacceptable in the school and may result in immediate out of school suspension. When a conflict arises, students are expected to seek alternatives for resolution. By seeking help, the student removes himself from possible danger and he/she does not use “self defense” as an excuse to participate in a fight.

BE **R**espectful
BE **R**esponsible
BE a **R**ole **M**odel

TITLE I PROGRAM

What is Title I?

Title I is the largest federally funded program for private and public schools in the nation. The goal of the program is to provide additional instructional services to students. With these funds the school has the ability to purchase additional personnel and materials that will support our students learning. Many of the consumable books as well as the interventions used by our students are purchased using Title One funds.

Parental Involvement is a component of the program. Title One funds allow Webster School to host workshops throughout the year as well as after school events. These events will be posted in the monthly school calendar or on the website.

TITLE ONE PARENT COMPACT

John H. Webster 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 2018-2019

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

John H. Webster 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:
 - Formal and informal data will be used to drive instruction
 - State Standards will be used to plan instruction
 - Necessary materials will be provided to support instruction
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:
 - December
 - March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Interim reports/progress report mid marking period
 - Report Cards each marking period (three time per year)
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents will be scheduled meeting time upon request allowing reasonable time for teachers to make the necessary provisions to meet with the parent/guardian.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents may volunteer to assist the teacher as long as the appropriate documentation is provided and kept on record in the office
- Parents may visit a classroom to observe activities, however, they may not impede instruction.

Parent Responsibilities:

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

- Making sure my child arrives on time and attends school every day
- Making sure that homework is completed, checked and signed
- Monitoring and limiting the 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:

- Do homework every day and ask for help when needed
- 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

John H. Webster Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. 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.
4. 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.
5. 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.

6. 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.
7. 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.
8. 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 team 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, John H Webster 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 that are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. 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.
3. 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

SCHOOL DISTRICT OF PHILADELPHIA
JOHN H. WEBSTER 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 John H. Webster 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’s 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 John H. Webster Elementary 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:
 - Recruit parents on Back To School Night (September 13, 2018) for parent volunteers
 - Host information meetings throughout the year to keep parents abreast of instructional practices
 - Assure parent participation in Parent Council meetings, School Improvement Plan meetings, budget and leadership meetings.
2. The John H. Webster Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
In Spring 2019, parents will be invited to review data and School Improvement Plan and have input on the development of the budget and Federal Grant budget addendum. Principal will advertise these meetings through the various methods of monthly calendar, the school messenger service and

the new Twitter account. In addition, parent volunteers in the school will spread the word to parents and recruit support at the meetings.

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 Grants Compliance Monitor, School-based School Improvement Support Liaison, School-Community Liaisons, Philadelphia Home and School Council (PHSC), Title I Parent Advisory Committee, The Philadelphia Right to Know Educational Task Force, PARENT POWER, and other parent groups, provide workshops to schools on parent engagement.
 - Provide professional development by parents/caregivers for new and existing principals and other administrators on how to develop promising partnerships with parents/caregivers.
 - Train new and existing staff with parental engagement duties (e.g., School Improvement Support Liaisons, School-Community Liaisons, School Community Coordinators, and Bilingual Counselor Assistants) to assist school sites in implementing parental engagement.
 - Make available the staff of the Office of Educational Equity, Office of Specialized Instructional Support, and Office of Parent, Family, Community Engagement and Faith-based Partnerships, and staff of the Assistant Superintendents for technical assistance.
 - The Title I Office will provide technical assistance to schools and parent organizations, such as the Title I Parent Advisory Committee (PAC), Home and School Associations, The Philadelphia Right to Education Task Force, PARENT POWER, and other organized parent groups.
 - Provide coordination of professional development efforts through the Office of Instruction and Leadership Support.
 - Provide workshops to parents on supporting student achievement and parent engagement.
 - Provide training and other information to School Advisory Councils (SACs). By November 2011, each SAC will outline how they plan to work with Title I PREP parents to schedule turn-around trainings for parents within their schools.
 - Regional PREP parents will serve as advisors to principals and SAC members on how to address the needs of students and parents in their school's Action Plan and Title I Budget.
 - In compliance with Imagine 2014, facilitate parent and family access to teachers and principals.

4. The John H Webster Elementary School will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Head Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

A transition meeting will be held in 2019 with all parents who have children who will be eligible for transition into kindergarten. Kindergarten Open House meetings will occur in March and May for any interested parents. These are advertised through posters set up by the district and posted in the school office for all parents to see as well as by the Head Start entrance.

5. The John H Webster Elementary 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 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.

A parent questionnaire will be sent home in January 2019 and available at all Parent Conferences to determine parents' evaluation of the school's parental outreach. The leadership team and school council members, with parent input, will develop the questionnaire. The team will review the results of the questionnaire to identify areas of parent concern.

6. The John H. Webster Elementary 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 John H. Webster Elementary 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 school will host a workshop to explain the content and state standards that are tested on the PSSA as well as the PASA prior to the opening of the testing window.

- the requirements of Title I-Part A,

An annual meeting will be held with parents to discuss the school's participation in the Title One program and to explain the requirements of the program on Back To School Night – September 13, 2018.

- how to monitor their child's progress, and

Teachers discuss progress with parents at report card conferences, in addition to RTII/MTSS meetings with parents. All parents will be notified of any interventions their children receive through parent letters and meetings with teachers and counselors.

- how to work with educators.

Students will bring home a homework folder daily. This provides a place for parents to communicate with teachers. Some teachers include a behavior calendar or a daily report in this folder. In addition, parents will have an opportunity to speak with parents during report card conferences in addition to setting up meetings when necessary with teachers and staff throughout the year.

- B. The John H Webster 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:
Parent workshops will be held to inform parents of the student data that is available as well as technology needs for each family, such as Family Net. These meetings will be held monthly and led by the Leadership Team.

Meetings will be held to discuss the various interventions that are taking place and parents will have an opportunity to learn how to use them at home with their child. This will be done with parents during RTII meetings that occur throughout the year with the parents, teachers, and counselors.

- C. The John H Webster Elementary 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:

Parents will be given a presentation of the school's data at Back To School Night so that they are aware of the reading and math goals that have been established for their children. They will also visit classrooms and review students' work and have opportunities to meet with teachers.

Report card conferences will be held 3 times per year so that parents can review students' progress with the classroom teachers.

Parents of 5th grade students will be invited to attend Middle School Informational meetings and have one on one conference with the school counselor to discuss middle school options for their children.

Kindergarten open house meetings are held in March and May to discuss the kindergarten program for incoming students.

An annual meeting will take place in the spring to transition students from Head Start into the Kindergarten program.

Additional parent meetings and information sessions will be scheduled throughout the year to help parents with various topics, including but not limited to, understanding the state standards, test taking strategies, how to help their children with reading and math strategies, various community programs available. All documents are also sent home in Spanish.

Monthly newsletters will be sent home published by the Parent Institute giving them tips on how to support their children in school. All documents are translated into Spanish.

- D. The John H. Webster Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

A Webster handbook will be created and administered to all parents upon registering into the school. A monthly calendar is sent home detailing events that are taking place. The Bilingual Counseling Assistant translates all documents into Spanish.

In addition, parents can reach out to the leadership team for any questions or concerns they have regarding their child's education. Concerns will be forwarded to the appropriate team member such as: Principal, Assistant Principal, Dean, SEL, SBTL, nurse, counselors, teachers, etc.

- E. The John H Webster Elementary 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:

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 1, 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

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, in order to maximize parental involvement and participation in their children’s education

Adopting and implementing model approaches to improving parental involvement

Establishing a district wide parent advisory council to provide advice on all matters related to parent involvement in Title 1, 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

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;
- 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, in order to maximize parental involvement and participation in their children’s education;
- 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.

* * * * *

PART 4 ADOPTION

This John H. Webster 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 October 1, 2018.

(Signature of Principal)

(Date)

John H. Webster Elementary School

Title I - Monthly Parent Involvement Opportunities

2018-2019

August 2018

First day of school for ALL students - 8/27/18

September 2018

Back to School Night & Annual Title I Meeting - 9/13/18

October 2018

Middle School Transition Information Sessions for Families - all month,
schedule appointments with School Counselor
SAC meeting and Recruitment of Parent Volunteers

November 2018

Report Card Conferences - 11/7/18 - 11/9/18
SAC meeting and Title I Parent information session - Helping my child read at home

December 2018

Winter Concert

January 2019

Winter Title I Meeting - begin gathering ideas for 2019-2020 School Year
Report Card Conferences - 1/30/19 - 2/1/19

February 2019

SAC meeting and Title I Parent information session - Preparing my child for success with tests

March 2019

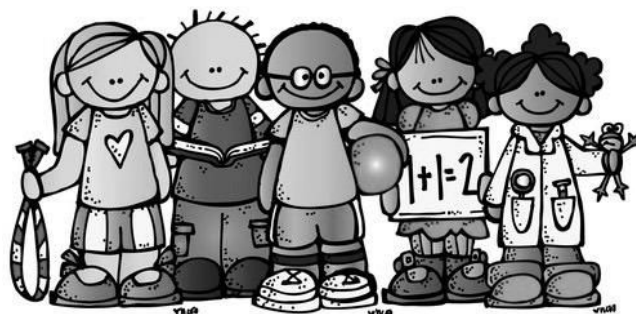
Spring Title I Meeting - review and provide input on Title I Documents and Budget for
2019-2020 School Year

April 2019

Report Card Conferences - 4/3/19 - 4/5/19

June 2019

Kindergarten and 5th Grade Move-Up Celebrations



BULLYING POLICY

FOR THE SCHOOL DISTRICT OF PHILADELPHIA

SECTION: 200

PUPILS TITLE: Bullying/Cyberbullying

ADOPTED: September 22, 2010

REVISED: December 15, 2016

249. BULLYING/CYBERBULLYING

Purpose

The School Reform Commission is committed to providing a safe, positive learning environment for district students. The SRC recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The SRC recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the SRC prohibits bullying by district students.

Definitions

Bullying means an intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

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 can take many forms and can include a variety of behavior.

As defined in this policy, bullying refers to direct or indirect action, which may include but is not limited to:

1. Physical – hitting, kicking, pushing, shoving, getting another person to hurt someone
2. Verbal – racial slurs, name-calling, teasing, taunting, harassment, gossiping, spreading rumors.
3. Nonverbal – threatening, obscene gestures, isolation, exclusion, stalking, cyberbullying (bullying that occurs by use of electronic communication devices through means of social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dash boards, or web sites).

It is the intent of this policy that the term bullying include, but not be limited to, incidents that

are reasonably perceived as being motivated either by any actual or perceived characteristic, such as gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

Student shall mean an individual enrolled in a district school.

Authority

The SRC prohibits all forms of bullying by district students. The SRC encourages students or parents/guardians of students who have been bullied or witness bullying to immediately report such incidents to the building 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 of same. 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.[1] The SRC directs that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. All parties will be treated with dignity and due process. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Delegation of Responsibility

In order to maintain an educational environment that discourages and prohibits bullying, the SRC shall designate a district Compliance Officer to coordinate the district's efforts to comply with this policy and applicable laws and regulations. The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer. Each student shall be responsible to respect the rights of others and to ensure an atmosphere that is conducive to learning and free from bullying. The Superintendent or designee shall develop administrative procedures to implement this policy. The Superintendent or designee shall ensure that this policy and administrative procedures are reviewed annually with staff, students, and parents/guardians.[1] The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the SRC.[1] District administration shall annually provide the following information with the Safe School Report:[1]

1. SRC's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any and all research-based bullying prevention and intervention programs.

Guidelines

The Code of Student Conduct, which shall incorporate this policy, shall be disseminated annually to students.[1][2][3]

This policy shall be accessible in every classroom, posted in a prominent location within each school building and posted on the district website. The policy shall be made available in English and all other languages necessary to facilitate understanding by district residents.

Education

The district shall implement research-based bullying prevention and intervention programs. Such programs shall provide training for district staff for effectively responding to, intervening in and reporting incidents of bullying.[1][4]

Complaint Procedure

Step 1 – Reporting

A student or his/her parent/guardian who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. A school employee who witnesses, suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or designee. The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.

Step 2 – Investigation

Upon receiving a complaint of bullying, the building principal or designee shall investigate the complaint, unless the building principal or designee is unable to conduct the investigation. The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation. The investigator shall attempt to secure statements from all participants in, and witnesses to the complaint. The complainant shall not be required to meet face-to-face with the accused. The obligation to conduct this investigation shall not be negated by the fact that a criminal or other investigation of the incident is pending or has been concluded.

Consequences for Violations

If the allegations are confirmed, the building principal or designee shall:

1. Inform the student(s) found to have violated this policy and his/her parents/guardians of the results of the investigation, including the actions of the student and the consequences for his/her actions.
2. Review the definition of bullying and the district's policy on bullying with the student(s) and his/her parents/guardians.
3. Administer the consequences for the behavior relative to the number of offenses and the severity of the behavior.

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which shall include:[1][3][5]

1. First Offense - documented warning and parent/guardian notification.

2. Second Offense -parent/guardian conference, loss of school privileges, exclusion from school-sponsored activities, detention, and/or counseling within the school.

3. 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 with 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.[5]

The School District of Philadelphia 2018-2019 Code of Student Conduct

PURPOSE OF THE CODE OF STUDENT CONDUCT

- To support the creation of a safe learning environment for all members of the school community.
- To provide clear and explicit expectations for social behaviors in all school settings.
- To provide administrators with interventions that address students' disruptive behaviors.

The safety and security of all school children is our highest priority, and The School District of Philadelphia is committed to providing a safe learning environment.

DISTRICT POLICY REGARDING BEHAVIOR

The Code of Student Conduct establishes policies, rules, and expectations for all school community members to learn, teach, and work together. The Code of Student Conduct applies during school and on the way to and from school, including, but not limited to travel on School District vehicles, private transportation, and public transit systems.

Families and guardians are critical to our community. We ask that they please read and understand the Code of Student Conduct and School Student Handbook, and discuss them with their children. We understand that families and guardians know best how to make sure that their children understand the expectations that will lead to a safe and orderly school community.

This Code of Student Conduct provides definitions of disruptive behaviors. Although some definitions include examples, the behaviors include, but are not limited to, the examples given. Parents, guardians, and caregivers who have any questions or concerns are encouraged to contact the school principal and/or the Office of Student Rights and Responsibilities at phone number 215-400-4830 or website - <https://www.philasd.org/studentrights/>

ATTENDANCE EXPECTATIONS

School Attendance Requirement In Philadelphia County, school attendance is required for all children ages 6 to 17. "Attend school" means that a child must be enrolled and attend a public school, a charter school, a cyber-charter school, or a private or religious-based school, or else participate in an approved home schooling program. Once a student age 5 or older is registered for school, he/she is considered school-age and is required to attend school daily. If the student/family does not comply, they can be referred to Department of Human Services (DHS) for truancy services.

Pennsylvania Department of Education regulations state that children are considered school age from the time they are admitted to the public school educational program until graduation from high school or the age of 21 is reached. During the time a child is of school age, he/she is entitled to attend the public schools in The School District of Philadelphia or a charter school. Students who turn 21 during the school term are entitled to finish out the school year.

Parents/guardians are expected to:

- Ensure that their children between the ages of six and 17 are enrolled in school and attend school regularly, on time, and for the entire school day.

- Emphasize the importance of on-time attendance in school, class, and supervised activities-and celebrate good attendance and success.
- Send their child to school every day prepared to participate and learn by providing a good night's sleep and breakfast.
- Establish reasonable, age-appropriate curfews and bedtimes.
- Make personal appointments for their child outside of the school day or during school breaks as often as possible.
- Ensure that their child receives the periodic student health examinations that are required by law.
- Schedule family vacations to coincide with school recesses.
- Provide a written excuse for every absence when their child returns to school.
- Provide a written excuse for every late arrival and early departure.
- Provide the school with correct current addresses, emergency contacts, home, cell, and work telephone numbers, e-mail addresses at the beginning of each school year and update information whenever there are changes.
- Help develop and implement the individualized plan for their child's improved attendance when necessary.

When can a student be absent?

Sometimes students have to miss school. These “excused absences” apply under circumstances such as illness or injury, teen parent leave (six weeks or thirty school days) after the birth of a child, death/funeral-related absence, education-related trips or activities, suspension, and religious holidays. A written note from a parent or guardian must be submitted to the school immediately upon a student's return to school. Such note must include a valid telephone number or other means of contact for verification purposes. Certification of illness/injury/delivery is required if the absence extends for three or more consecutive days. The student/family has three days from the date of the absence to provide documentation to the school for an excused absence. After the third day, the school principal or designee has the discretion to approve or deny the note.

An “unexcused” or “illegal” absence occurs when a student is absent without a valid excuse in writing. That means that either no written note was submitted to the school upon the student's return or that the reason provided in the note was deemed invalid. Examples of invalid excuses include (but not limited to) babysitting, waking up late, or being on vacation with family.

Additional attendance and truancy information is available on The School District of Philadelphia's Attendance and Truancy website - <https://www.philasd.org/studentrights/programsservices/attendance-truancy/>

Responses to Non-Attendance (Truancy)

A student who has missed three (3) or more unexcused days of school during a school year is considered truant under the law. Once a student is truant, the school must notify the parent/guardian in writing via the Three Day Legal Notice letter. This notice must be in the language preferred by the parent/guardian. The notice may include an offer to have a school attendance improvement conference. At the school level, truancy can result in school-based interventions (home visits, school attendance improvement plan (SAIP), academic supports, social service referrals, or a referral to the counselor). 6 If a child who is truant continues to have unexcused absences, the school is then required to invite the family into the school for a student attendance improvement plan (SAIP) conference. The parent and child must be invited to this conference in advance, but are not required to attend. At the conference the reasons for the child's absences must be discussed and the school must create a plan to help remove any barriers to attendance that the child is facing.

A SAIP must be developed for any student who has between three (3) and six (6) unexcused absences. If the student's attendance does not improve, the student may be referred to Regional Truancy Court or to DHS, depending on the child's age. The school must provide the plan with any referral to DHS or the court.

When a child is in Kindergarten through 3rd grade a truancy case manager will be assigned to assist the family. When a child in 4th grade or above, they are referred to Truancy Court and a truancy case manager will be assigned to work with the family to help remove any barriers to attendance the child may face. The child and parent/guardian will be required to attend Truancy Court to discuss the child's attendance. The parent/guardian must comply with the Truancy Court Order. The Court Order may include a referral for services. If the child's attendance does not improve, the Truancy Court may refer the case to Family Court. In Family Court, a Judge may adjudicate the child dependent, and possibly order the child removed from his or her home and placed into foster care or a group home setting. Suspension from school or transfer to an alternative education setting is not a permissible response to truancy.

BEHAVIORAL EXPECTATIONS & RESPONSIBILITIES

Responsibilities of Teachers

- Respect all members of the school community.
- Use skills learned in leadership to prevent minor incidents from becoming major problems.

Responsibilities of Everyone

- Respect all members of the school community.
- Maintain a positive school climate by being responsible, respectful, and cooperative.
- Communicate Code of Student Conduct expectations for students and staff.
- Motivate students to live up to the expectations through positive reinforcement.
- Use good judgment to prevent minor incidents from becoming major problems.

Responsibilities of Administrators

- Respect all members of the school community.
- Implement the Code of Student Conduct and all disciplinary procedures in a fair and consistent manner.
- Provide students and parents all disciplinary policies, notices, and materials in their preferred language free of charge.
- Inform all school personnel, parents, and students of discipline policies.
- Review and act upon allegations and requests from school personnel concerning violations.
 - Teach and maintain a learning environment that leads to academic success.
- Hold students accountable for disorderly conduct in school and on school grounds.
- Address rule violations with multiple strategies to keep students in school.
 - Use professional judgment to prevent minor incidents from becoming major problems.
- Provide training for teachers and staff in creating and maintaining a respectful school climate, discipline issues, de-escalation, trauma in youth, restorative practices and other training requested by teachers and staff for the purpose of improving school climate, safety, and/or student outcomes.

Responsibilities of Students

- Respect all members of the school community.
 - Understand and comply with school rules and climate expectations, including the Code of Student Conduct and School Student Handbook.
- Comply with the School District's attendance, dress code, unlawful harassment, and bullying policies.
- Behave in a manner that focuses on academic success.

- Be responsible and accountable for following rules.
- Respect our country and its flag (Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag but shall respect the rights of classmates who wish to participate)

Responsibilities of Parents/Guardians and Advocates

- Respect all members of the school community.
- Respect, understand, and support school rules and regulations.
- Respect, understand, and support the policies of The School District of Philadelphia.
- Recognize and understand that school personnel must enforce school rules.
- Teach children to respect the rights of others and follow school rules.
- Emphasize the importance of being prepared for school and adhering to school rules to foster academic success.

DEFINITIONS: RULES & INFRACTIONS

Violations of this Code of Student Conduct are defined below. Students who are determined to have engaged in violations of this code may be subject to interventions and consequences outlined in the Interventions and Consequences section of this Code which can be found at <https://www.philasd.org/studentrights/> .

3C Possession or use of tobacco or electronic smoking devices: Students shall not use or possess tobacco or any electronic smoking device in school buildings, school buses, or on any school district property. This includes but is not limited to products containing tobacco, electronic cigarettes, cigars, vaping kits, and hookah.

4 Profane or obscene language or gestures: Students who curse, use sexually explicit language, or gestures.

5B Inappropriate use of an electronic device: Including but not limited to sexting, videotaping fights, videotaping someone in a place where they have an expectation of privacy, or posting videos of inappropriate student conduct to a social media site that affect the school community in a negative manner.

6 Mutual fighting (without serious bodily injury): If one or more students are engaged in a physical confrontation in which, after an investigation is conducted, it is unclear which student is the aggressor and which student is the victim.

7 Forgery of administrator, teacher, or parent's/guardian's signature or cheating: Students who reproduce the signature of another with the intent to deceive or who cheat on any school assignment or test with the intent to copy work that is not their own.

8 Alteration of grade reporting, excuse notes, and/or school documents: Students who, with the intent to deceive, alter grade reports, excuse notes, or official school documents.

9 Destruction and/or theft of property (less than \$500): Willful and malicious acts of damage or defacement to school property, personal property, including but not limited to graffiti, school pranks that cause a major disruption, or arson.

10A Harassment (including Sexual 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 and/or political beliefs. Harassment does not have to include intent to harm, be directed at a specific target, or involve

repeated incidents. Sexual harassment is unwelcome conduct of a sexual nature that can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

10B Bullying/cyber-bullying: Bullying is repeated intentional conduct that is directed at another student or students, in or outside a school setting, that is severe, persistent or pervasive, and that either (1) substantially interfere with a student's education, or (2) creates a hostile learning environment, or (3) substantially disrupts school operation. Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). The conduct may be physical, psychological, verbal, nonverbal, written, or electronic. Cyber-bullying occurs through electronic communication devices including but not limited to social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dash boards, or web sites.

10C Intimidation: Students who induce fear or a sense of inferiority in another student and/or school community member.

11 Sexual act (consensual): Students who expose or touch their own genitals, breast, or buttocks or those sexual parts of another person, engage in intercourse, oral sex, or simulated sex with the consent of witnesses and/or other participating students.

12 Threatening students/staff with aggravated assault: Students who threaten, using aggressive verbal or written language or gestures, communicate a terroristic threat, an act that causes serious physical harm or creates a substantial risk of serious physical harm to another student and/or school community member.

13 Destruction and/or theft of property (totaling \$500 or more): Students who intentionally damage, deface, or take school property or personal property without permission. Damage or defacement includes graffiti, school pranks that cause a major disruption, and arson.

14 Breaking and entering school property: Students who enter any property owned or utilized by The School District of Philadelphia or by any vendor under contract to The School District of Philadelphia through force (as minimal as pushing open a door) and without authorization.

15A Robbery: Taking or attempting to take the property of another student or school community member by force, threat of force, or by putting the victim in fear.

15B Extortion: Students who obtain money, property or services from another student and/or school community member by expressed or implied threat of force

16 Mutual fighting (with documented serious bodily injury): When one or more students engage in a physical confrontation in which it is unclear which student is the aggressor and which student is the victim. Serious bodily injury means bodily injury that involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of a body part, organ, or mental faculty

17 Simple assault on a school community member: Students who intentionally and without provocation, hit, punch, or kick a school community member.

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

19 Possession and/or use of fireworks, incendiary devices and/or explosives: Students who have physical control over (including contained within the student’s clothing, locker, or bag) fireworks, incendiary devices, bombs, firecrackers, bombshells and/or other explosives.

21 Instigation and/or participation in a group assault: Students who initiate or antagonize, by verbal, written, or physical act, a simple or aggravated assault (as defined in this section) by multiple students on one or more other students. This does not refer to a Mutual Fight as defined in this section, but a physical confrontation in which one or more students can be determined to be the aggressors.

22 Aggravated assault: An intentional act that causes serious physical harm or creates a substantial risk of serious physical harm to another student and/or school community member.

23 Sexual act (non-consensual): Students who touch their own genitals, breast, or buttocks or those sexual parts of another person, engage in aggressive sexual behavior, intercourse, oral sex, or simulated sex without the expressed consent of witnesses and other participating students (including compelling or forcing another to engage in sexual conduct).

24 Possession of a weapon: Any object, device, or instrument, which, in its inherent and functional purpose is intended to be a weapon, including any firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchaku, or mace. This does not include ordinary objects such as pencils.

25 Reckless endangerment: Taking any action that creates a substantial risk such that serious bodily harm could result to any person. These include, but are not limited to, use of weapons of any kind for any purpose, jeopardizing the physical or emotional safety of oneself or another, or throwing objects, (i.e. snowballs.)

26 Inappropriate Touch: Unwarranted or unwanted touching of a student, personally or with an object

DUE PROCESS

All students are to be treated with fairness and respect. Students have a right to be heard and are to be provided the opportunity to explain their version of events to administrators. If you feel you need victim services, please contact the Office of Safe Schools Advocate at phone number 215-656-5381 or website – <http://ww.phillyossa.com>

STUDENT CONFERENCE PROCEDURES

At student conferences, students have the right to expect that school officials will:

1. Inform the student of the reason for a conference.
2. Give the student an opportunity to respond to allegation(s) and to present relevant additional information .
3. Discuss student’s problem behavior and ways to correct it.
4. Inform the student of the corrective action and/or next steps to be taken.
5. Document the problem behavior and intervention and document agreements reached in the conference.

SUSPENSION PROCEDURES

According to Pennsylvania law, suspension is defined as the denial to a student of the right to attend school and to take part in any school function for any period of up to ten 10 days. Suspensions must be preceded by notification to the student and parent/guardian in writing.

For the purposes of The School District of Philadelphia's Code of Student Conduct, suspensions comprise three categories: In-school, short-term, and long-term.

In-School Suspensions In-school Suspension is an exclusion from a classroom for disciplinary purposes that allow a student to remain under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Out-of-School Suspensions Kindergarten, first, and second grade students may NOT be suspended unless their actions result in serious bodily injury. In order to prove serious bodily injury, the school must provide medical documentation to the Office of Student Rights and Responsibilities to determine if it constitutes serious bodily injury. In lieu of suspension, the student must be referred to the counselor for a meeting to discuss appropriate behavioral or behavioral health interventions and supports.

Short-term Suspension is an exclusion from school and/or any school activity or function for a period of three or fewer school days. Students who are suspended must meet with the principal or his/her designee prior to the suspension. During the conference, the student has the right to the procedures described under Student Conference Procedures outlined in this Code of Student Conduct.

Long-term Suspension is an exclusion from school and/or any school activity or function for a period of four to 10 school days. Students who are given a long-term suspension are to participate in a student conference and a parent/guardian conference. During the parent conference, the student and parent/guardian have the right to the procedures described under Parent/Guardian Conference Procedures section in the Code of Student Conduct. In addition, prior approval by the Deputy Chief of the Office of Student Rights and Responsibilities and/or the assigned Assistant Superintendent is required for all suspensions exceeding five school days.

PARENT CONFERENCE PROCEDURES

At parent conferences, parents, guardians, and caregivers can expect that school administrators will adhere to the following protocol:

1. Notice of a conference must be provided to the parent/guardian preferred language in writing and either hand-delivered to the home, sent by certified mail, faxed, emailed, or communicated by other reasonable means.
2. When a student is suspended, a parent/guardian conference must be held no later than day three of the suspension.
3. At the conference, the parent/guardian or caregiver may request to review and have a copy of the student's records and any witness statements, with other student names and information redacted.
4. School administrators will discuss the student's problem behavior and ways to correct it.
5. School administrators will inform the parent/guardian of any further disciplinary action.
6. Schoolwork for students with more than a four (4) day suspension must be provided to the parent/ guardian at the conference, which is due upon reinstatement