

**Add B. Anderson  
Elementary School  
Student and Family Handbook  
2017-2018**



**The School District of Philadelphia**  
**ADD B. ANDERSON ELEMENTARY SCHOOL**  
1034 S. 60<sup>TH</sup> Street  
Philadelphia, Pennsylvania 19143  
215-400-7890  
*“Rising to a higher standard”*

Ms. Laurena Tolson

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September 2017,

Dear Parents, Guardians, and Students:

It is with great pleasure and sincere humility that we welcome you to another great year at Add B. Anderson School At Anderson, we are committed to ensuring that our students make substantial academic and social growth. Our students are recognized for their potential and guided towards their highest level of achievement. We are a community that is dedicated to cultivating and nurturing all students into socially responsible leaders that will ultimately have autonomy to unlock opportunities for high school, college, career and beyond. Together, **WE WILL** successfully obtain this.

The pages of this handbook are filled with useful information about our school. We hope that this handbook will be a valuable resource to help guide your pursuit of school excellence. It is my suggestion that parents/guardians and students read this handbook together. Please familiarize yourselves with the information contained in this handbook. Feel free to ask for additional information and/or an explanation of the materials. We invite parents to visit our school, be actively involved in the programs of the school, and serve as volunteers in various areas. Together we will make a difference in the lives of our students.

Again, I look forward to a very positive and productive school year together as we “*Rise to a Higher Standard.*” Anderson, is indeed, a place where opportunities abound! Here’s to an AWESOME new school year as we work together to make each day better than the one before for our students.

Respectfully,

Laurena Tolson  
Principal

**Add B. Anderson Elementary School**  
**1034 S. 60<sup>th</sup> Street**  
**Philadelphia, PA 19143**  
**Phone: 215-400-7890**

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**VISION:**

Add B. Anderson Elementary School is a premier school that commits to ensuring that our students make substantial academic and social growth. Our students are recognized for their potential and guided towards their highest level of achievement. We are a community that is dedicated to cultivating and nurturing all students into socially responsible leaders that will ultimately have autonomy to unlock opportunities for high school, college, career and beyond.

**MISSION:**

Our mission is to develop life long learners, socially responsible leaders and confident critical thinkers through the collective efforts of our teachers, families, and community members.

**CORE VALUES:**

We CARE about learning, therefore we are:

- Collaborative
- Always Prepared
- Reflective
- Eager to learn

**“I AM SOMEBODY”:**

I am somebody.

I was somebody when I came here.

I'll be somebody when I leave.

I am powerful and strong.

I deserve the education that I receive here.

I have things to do, people to impress, and places to go.

I belong here.

I will succeed.

I will grow because my work has value.

I am somebody.

<b>STAFF MEMBER</b>	<b>POSITION</b>
Bell, Warren	7th/8 <sup>th</sup> grade Science
Bristol, Jonell	Counselor
Brundage, Monica	Special Ed 7 <sup>th</sup> & 8 <sup>th</sup>
Burke, Kathy	4th grade ELA
Byard, Andrew	Climate Manager
Callaway, Keena	K-5 Learning Support
Collins, Nachae	Student Climate Staff
Carpenter, Vanessa	Speech - Wed & Thurs Only
Conner, April	General Cleaner
Darby, Jennifer	Kindergarten Math
Donnelly, Michael	Physical and Health Education
Dunson, Dahlia	1 <sup>st</sup> grade
Fierko, Patrice	Kindergarten ELA
Flood, Tanisha	6th grade ELA/SS
Gaffney, Lisa	SSA
Garnett, Nichelle	3 <sup>rd</sup> grade Math
Glenn, Gary	Building Engineer
Harrell, Mabel	Student Climate Staff
Hastings, Kenyatta	Student Climate Staff
Hawkins-Walker, Leatha	Computers/Lexia Intervention
Heggs, Sheila	Climate Staff
Jenkins, Kristen	2 <sup>nd</sup> grade
Johnson, Ericka	4th grade SS/Sci and Intervention
Jones, Tinikki	School Psychologist
Knight, Salvatore	Custodial Assistant
Latta-Burris, Claire	School Based Teacher Leader
Laysears, Shanai	Climate Staff
Library	WePAC
Livingston, Chumeka	Food Service Manager
Long-Rankins, Brandi	5th grade ELA/SS
Malcolm, Donald	7 <sup>th</sup> and 8 <sup>th</sup> grade Social Studies
McDonald, Kristine	Bright Futures
McKnight, Kendra	4 <sup>th</sup> grade Math
Melvin Thomson, Kimberly	Classroom Assist. Bright Futures
Mercer-Figueroa, Yvonne	SSA
Montague, Ruth	Nurse
Mulgrew, Margaret	1 <sup>st</sup> grade
Nicolai, Carol	Secretary
Petchalonis, Warren	5 <sup>th</sup> grade Math/Sci
Phillips, Jaream	Climate Staff
Satchell, Joyce	SSA

School Police	School Police
Shabani, Mirela	6th grade Math/Sci
Smith, Patricia	3 <sup>rd</sup> grade ELA
Sparkman, Gladys	SSA
Stets, Tammy	Reading Specialist
Stoughton, Patricia	Technology Teacher Leader/SIS Coach
STS Program	Northern Homes
Stubbs, Sheila	7th/8th grade Math
Swindle, LA Chae'	2nd grade
Thorn-Brownlee, Catherine	7th/8 <sup>th</sup> grade ELA
Tobias, Shari	Art
Tolson, Laurena	Principal
Toure, Oumar	General Cleaner
Truss, Michael	Instrumental Music
Watson, Charles	Art
Williams, Jasmine	Food Service Assistant
Willis, Stephen	Instrumental Music
Willoughby, Gloria	SSA

### THE SCHOOL CALENDAR FOR 2017-2018

<b>Date</b>	<b>Activity</b>
<b>August 28, 2017</b>	<b>First Day for Staff</b>
<b>August 28, 2017</b>	<b>School-based Professional Development</b>
<b>August 31, 2017</b>	<b>District-wide Professional Development</b>
<b>September 1, 2017</b>	<b>Reorganization – Academic Year Preparation</b>
<b>September 4, 2017</b>	<b>Labor Day – Schools and Administrative Offices Closed</b>
<b>September 5, 2017</b>	<b>First Day for Grades 1-12 – Student Attendance</b>

September 5, 2017	First Day for Pre-Kindergarten, Head Start and Bright Futures – <i>Student Attendance</i>
September 5-11, 2017	Early Childhood Experiences Interviews – <i>Kindergarten Parent/Teacher Interviews</i>
September 12, 2017	First Day for Kindergarten – <i>Student Attendance</i>
September 21-22, 2017	Rosh Hashanah – <i>Schools and Administrative Offices Closed</i>
September 29, 2017	2018-2019 School Selection Process Begins
October 9 – 11, 2017	Interim Reports
October 27, 2017	Professional Development Half Day – <i>3 Hour Early Dismissal</i>
November 7, 2017	Election Day – <i>Schools Closed</i>
November 10, 2017	Veterans' Day Observed – <i>Schools and Administrative Offices Closed</i>
November 13, 2017	2018-2019 School Selection Process Ends
November 20 – 22, 2017	Report Card Conferences
November 23 – 24, 2017	Thanksgiving Holiday – <i>Schools and Administrative Offices Closed</i>
December 8, 2017	Professional Development Half Day – <i>3 Hour Early Dismissal</i>
December 25, 2017	Winter Recess – <i>Schools and Administrative Offices Closed</i>
December 26 – 29, 2017	Winter Recess – <i>Schools Closed</i>
January 1, 2018	New Year's Day – <i>Schools Closed and Administrative Offices Closed</i>
January 2, 2018	Staff Only – <i>Professional Development</i>
January 3 – 5, 2018	Interim Reports
January 15, 2018	Dr. Martin Luther King Day – <i>Schools and Administrative Offices Closed</i>
February 14 – 16, 2018	Report Card Conferences
February 19, 2018	Presidents' Day – <i>Schools and Administrative Offices Closed</i>
March 14 – 16, 2018	Interim Reports
March 16, 2018	Professional Development Half Day – <i>3 Hour Early Dismissal</i>

<b>March 29, 2018</b>	<b>Spring Recess – Schools Closed</b>
<b>March 30, 2018</b>	<b>Good Friday – Schools and Administrative Offices Closed</b>
<b>April 2, 2018</b>	<b>Spring Recess – Schools Closed</b>
<b>April 27, 2018</b>	<b>Professional Development Half Day – 3 Hour Early Dismissal</b>
<b>May 2 – 4, 2018</b>	<b>Report Card Conferences</b>
<b>May 15, 2018</b>	<b>Pennsylvania Primary Election Day – Schools Closed</b>
<b>May 9 – 11, 2018</b>	<b>Interim Reports</b>
<b>May 18, 2018</b>	<b>Professional Development Half Day – 3 Hour Early Dismissal</b>
<b>May 28, 2018</b>	<b>Memorial Day – Schools and Administrative Offices Closed</b>
<b>June 8 – 12, 2018</b>	<b>Graduation Window</b>
<b>June 12, 2018</b>	<b>Last Day for Students</b>

**ATTENDANCE POLICIES:**



To receive the maximum benefit from classroom instruction, it is important that a students report to school each day on time. Further, the policy of the School District requires that school-aged students enrolled in the schools of this District attend school regularly, on time, and for the whole school day in accordance with the laws of the State of Pennsylvania.

**When a student must be absent from school, the student’s parent or guardian must provide a written explanation concerning all absences upon the student’s return to school and with 3 days of the absence. Telephone calls do not replace a note. This will allow teachers to properly code all absences in the roll book and on the District’s central computer system. It is the student’s responsibility to make up all assignments and tests missed during an absence.** Please be mindful that all absences will be treated as illegal or unexcused until we receive a written excuse note explaining the reason(s) for the absence. According to the law, only absences due to illness/quarantine, recovery from an accident, required court appearance, religious holidays, death in the family and educational tours or trips may be excused.

Note: In addition to absences, early dismissals and late arrivals will prevent students from the full benefit of the curriculum and from receiving a perfect attendance award.

**Early Dismissals will not be granted between 2:30 and 3:09 unless there is an emergency**

**Parent Information Regarding Truancy Procedures**

Note: To avoid truancy procedures and DHS referrals, ensure that your student comes to school everyday on time.

<b>At the 3<sup>rd</sup> Illegal/Unexcused Absence</b>
<ul style="list-style-type: none"> <li>● Address and telephone number is verified</li> <li>● Legal Notice (C-31)is mailed to the parent/guardian or given to the student to take home</li> </ul>
<b>At 3<sup>rd</sup>-10<sup>th</sup> Illegal/Unexcused Absence</b>
<ul style="list-style-type: none"> <li>● RtII Process begins with documented interventions in Schoolnet using RtII for BEHAVIOR/BHS</li> </ul> <p>Please Note: You may also receive a Mandatory Parent Conference (EH-42) or home visit to make sure we are best supporting your child.</p>
<b>At the 10<sup>th</sup> Illegal Absence(Students are considered chronically truant at 10 Illegal absence</b>
<ul style="list-style-type: none"> <li>● Interventions are reviewed and the decision is made to refer to DHS/Truancy Court</li> <li>● Truancy Referral Form is completed</li> </ul>

**Arrival:**

The school day begins promptly at 8:30 a.m. and your students will be marked late after 8:35 a.m. Students can arrive at school no earlier than 8:00 a.m. Adult supervision will begin at 8:00 a.m. Our breakfast program begins at 8:00 a.m. daily and concludes at 8:20 for students. Please note: School District automated system will contact you each time your students is absent/late.

- Students are expected to be in complete school uniform, with their shirt tucked in, when they arrive.
- All electronic devices should be powered-off and put away, out of sight, before a student enters the schoolyard.
- Students will greet teachers as they walk to their assigned homeroom lines in the schoolyard and stand for morning greeting to begin promptly entering the building to ensure instructional time is occurring.
- In the case of inclement weather, all students will enter the cafeteria doors through the schoolyard. K-2 will stay in the cafeteria and 3-8 will enter the auditorium to be escorted to their class.

#### **Dismissal:**

Students will be dismissed at 3:09 p.m. However, students will be coming to the schoolyard at 3:07 to get in order. Please note: students are not dismissed to parents until 3:09 PM. If you are picking up your students, please meet them in the schoolyard. Please work with our teachers and be mindful that they must have an orderly dismissal and may report to the yard a few minutes late.

- Students in grades K/1 will be picked up in the **cafeteria** by parents or siblings to receive them. Teachers and students will monitor adults who are picking up their students.
- Staff in grades 3-8 will ensure all of their students have exited the **schoolyard** at dismissal.

#### **Early Dismissal:**

Parents are urged to leave their students in school for the entirety of the school day. Medical and other appointments should be scheduled outside school hours and on school holidays, whenever possible. If a student needs to be dismissed early, he/she should bring a note to his/her teacher stating the time and reason. **Any child that arrives after 10:00 am or leaves before 1:00 pm, will be marked half day unexcused.**

**PLEASE NOTE: Early Dismissals will not happen after 2:45 PM, this is to ensure the safety of all students as we prepare for dismissal.**

Parents—or another authorized adult—must sign the students out in the school's main office with photo ID. If photo ID is not given, the student will not be released. If you are sending someone else for your students, please remember:

- The person you send must be an adult, 18 years or older
- Must be listed on your student's emergency contact form
- Must have photo identification. Otherwise, we will not release your students. Your adherence to this policy will protect your students as well as others.

**Please remind your student that leaving the school unescorted before the end of the day is not permitted.**

### **SCHOOL UNIFORMS:**

The School District of Philadelphia has a mandatory uniform policy for all students in grades K-12. All Students are required to dress in the manner adopted by their schools. Students who persistently fail to dress for school as required by their schools' uniform programs may be subjected to disciplinary sanctions. Students shall also observe basic standards of cleanliness, modesty, and good grooming. Students shall dress in a manner that neither disrupts the educational program nor pose a safety hazard.

Starting the first day of school in September 2015, Anderson students are required to wear the following:

#### **Kindergarten thru Sixth Grade Students**

**GIRLS:** Girls will wear either a long or short sleeved **light blue** shirt that has a collar with either **navy blue** pants, skirt, skort, or jumper. Skirts, skorts, and jumpers must be no shorter than two inches above the knee.

**BOYS:** Boys will wear either a long or short sleeved **light blue** shirt that has a collar and **navy blue** pants or shorts.

#### **Seventh and Eighth Grade Students**

**GIRLS:** Girls will wear either a long or short sleeved white shirt that has a collar with either **navy blue** pants, skirt, skort, or jumper. Skirts, skorts, and jumpers must be no shorter than two inches above the knee.

**BOYS:** Boys will wear either a long or short sleeved white shirt that has a collar and **navy blue** pants or shorts.

All students are expected to adhere to this uniform policy. Failure to wear the school uniform will result in appropriate disciplinary action in accordance with the Student Code of Conduct. Oversized clothing is not permitted. Undergarments should not be visible. Short shorts or mini-skirts will not be permitted. Hats, scarves, and headbands are not permitted, except for religious reasons. Students may not wear large dangling earrings or jewelry, sandals, flip flops or high heels.

#### **Gym Uniforms**

In order to implement our physical education program, proper attire is necessary. Preparation for class is part of the student's overall subject grade. We require the following clothing to meet the needs of personal cleanliness and maximum safety:

Navy blue sweat pants or shorts (K-8)

Light blue/white/gray sweat shirts or shirts (K-6)

Light blue/white/gray sweat shirts or shirts (7-8)

All students are expected to wear the uniforms described above when on campus and during school hours from Monday through Friday. A uniform bank will be available on campus for students to change into the appropriate attire if they have not come to school according to the uniform policy. Uniforms from the uniform bank are to be returned by the end of the school day and washed on campus.

Sweaters/Sweatshirts	<ul style="list-style-type: none"><li>● Sweaters/Sweatshirts · Sweatshirts must be the uniform colors. (No hooded sweatshirts allowed)</li><li>● No garments may be worn over the uniform shirt.</li></ul>
Pants	<ul style="list-style-type: none"><li>● Pants · Pants must be plain, solid traditional navy-color (NO JEANS)</li><li>● Shorts, cropped/capri-pants, rolled-up, skin tight, cargos, and corduroy pants are not permitted.</li><li>● Girls may wear skirts/jumpers with a hem no shorter than 3 inches above the knee</li><li>● Socks and/or leggings worn with jumpers/skirts must be solid color knee.</li></ul>
Belts	<ul style="list-style-type: none"><li>● Belts · All students must wear belts if their school uniform has a belt loops.</li></ul>
Shoes	<ul style="list-style-type: none"><li>● K-8 students: toes and heels must be covered</li></ul>
Accessories, food, misc.	<ul style="list-style-type: none"><li>● No bags are to be carried throughout the building. (Except Middle School in between classes)</li><li>● (Middle school girls may carry a small bag no larger than a sheet size of paper.)</li><li>● Non-prescription eyewear is not permitted.</li><li>● Jewelry must be appropriate in size to ensure safety.</li><li>● No head-wear, that is not religious, is allowed to be worn inside of the building. (This includes, but is not limited to, hats, scarves, wraps, do-rags, wave caps, etc.)</li><li>● Religious garb is to be solid black, navy, gray, white.</li><li>● Girls only are allowed to wear “headbands”, and only over the top of the head for the purpose of keeping their hair back, and/or decoration. They should be no wider than the student’s pinky finger. (Rolled scarves/wraps as headbands</li></ul>

	<p>are not allowed, nor are forehead headbands worn for decorative purposes.)</p> <ul style="list-style-type: none"> <li>● Personal cell phones, and other electronic devices, are not to be visible at any time during the course of the day. (If they are visible they will be confiscated).</li> <li>● Hair and face beautification products/tools (i.e.-brushes, combs, make-up) are not to be visible during the day or they will be confiscated.</li> <li>● Gum, candy, or other food is not to be eaten or visible during class or transition time. (Lunch room/time is the only exception.)</li> </ul>
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If a student refuses to stay in uniform (ie: an un-tucked shirt or wearing a jacket) throughout the course of the day they will receive disciplinary consequences.

**STUDENT HEALTH:**

**The School Nurse:**

The School Nurse maintains medical records on each student. Parents/guardians must inform the nurse promptly of any special health problems and should feel free to contact the nurse if they have questions or would like to schedule a confidential appointment. The School Nurse must have the following information on record or the student will be excluded from school: *Medical Emergency Contact Form*, and the student's *Immunization History*. If a student becomes ill during the school day, he/she will be given immediate attention. Parents/guardians will be notified if their student is too ill to return to class. Students should not personally call home if they feel ill but instead report to the School Nurse.

**Medication:**

**It is the policy of the Anderson School to administer medications only to students with prior written permission from the parent/guardian and physician. A medication administration form may be obtained from the school. All students must have a medication administration form on file before medications may be administered to them. Verbal permission over the phone is not acceptable. A new medication administration form must be filled out if there are any changes in the student's medication. All medications must be in the original container, clearly labeled with the student's name, physician's name, medication name, dosage and frequency. All medications must be turned in to the nurse's office. No medications may be kept in the student's desk or locker. At the end of the school year, it is the parent's/guardian's responsibility to pick up any unused medications. Medication left after the end of the school year will be properly disposed of in accordance with school policy. A new medication authorization form must be completed each year.**

### **Immunization Certificate:**

Pennsylvania law requires all students enrolled in a Pennsylvania school to be completely immunized or exempted before admission to school. The Pennsylvania Department of Health, the Philadelphia County Board of Health and the Philadelphia School District require this.

### **Breakfast and Lunch Programs:**

Breakfast begins at 8:00 a.m. and is served until 8:20 a.m. Anderson School is a Universal Feeding Program site, which entitles every student to a free breakfast and lunch. Your student is encouraged to participate. All students must memorize and enter their school identification number into the system to receive their breakfast/lunch.

### **Lost and Found (Personal Property):**

Please clearly label your student's clothing. Mark other personal property with your student's name and room number, i.e., books, book bags, etc. We know how hard it is to provide students with all the things they need. Losses will be lessened if all items are marked. Students are not permitted to carry large sums of money, toys, electronics or expensive jewelry. The school cannot be responsible for any items that are lost, stolen or traded. All trading cards are forbidden.

### **VISITOR POLICY:**

Anderson welcomes and encourages visits to schools by parents and guardians. Anderson recognizes that some school visits are planned and structured while some are informal. Examples of informal visitations may include delivery of school materials, visiting with the school nurse, meeting students for early release, or dropping off students for late arrival. Planned school visits may include: teacher conferences, discipline meetings, IEP team meeting or class observations.

All visitors/parents to Add B. Anderson enter through the visitor's entrance; state their first and last name, and the reason for their visit. Photo ID must be shown to the designated school greeter to register and signing in by printing your first name, last name, date, time in and destination. The visitor/parent must then go to the main office to receive permission to enter other areas of the building. Visitors/Parents will not be permitted to loiter in or around the school building. Students are not permitted to have visitors during the school day, unless it is planned and communicated with the teacher and school administration.

**Please contact the main office to schedule this with the teacher.**

The Trespassing Ordinance, Philadelphia Code of Ordinances, Chapter 10-824, was passed by City Council to prevent unauthorized entry to school premises and will be strictly enforced. This ordinance is for the protection of your students.

Please cooperate and report back to the front desk upon exiting the building to record the time out.

## **SCHOOL CULTURE AND STUDENT ENGAGEMENT:**

Anderson will have clear and consistent expectations that will be explicitly taught and reinforced by all teachers and staff. The school's core values will be the basis for the character education model, which will be reinforced throughout the school day and cultivated during classroom and community meetings, assemblies, and parent conferences.

### **Emphasizing a “Can Do” Attitude:**

At Anderson, the language used by teachers and staff will consistently promote a “can do” attitude among students by refraining from negatively phrased statements and using positive ones. Inspirational quotes that will line hallways and classrooms will further emphasize to students that a great education is deserved and attainable and that students will work towards this goal every day.

### **Team Environment:**

Anderson recognizes that it can be difficult to reach ambitious goals on your own, so to encourage team environment; behavior management systems will reflect consistent support of “Collaboration”. Faculty and staff will be held to similar standards and operate as a team in support for one another and shared responsibilities for all students.

### **College Going Culture:**

Both the school environment and culture will reflect an expectation to achieve college or career goals. College and university pennants will be present in hallways, classrooms, and common spaces. Going to college and preparing for future careers will be a part of regular conversation in school community meetings and individual classroom meetings.

### **Clear Expectations:**

Consistent reinforcement of clear expectations, procedures, and rituals and routines will be essential to upholding a successful school culture and climate. Everyone in the school, including students, teachers, and parents, will be held accountable for modeling the appropriate behaviors at all times.

Student expectations will be explicitly taught during the first week of school. These expectations will be clearly communicated and reinforced throughout the remainder of the year and monitored by school leadership. In order to engage students in ownership of the shared school space, classroom jobs will hold students accountable for specific tasks that create a safe, clean, and organized learning environment.

### **Community Meetings:**

Community Meetings are used to encourage the social and emotional development and well-being of students. Core values will be an essential vehicle for communicating to students the tangible ways of developing character, and the activities or discussions that take place during this time will be adjusted across grades as necessary.

Once a month, grade groups (K/1, 2/3, 4/5/6) will meet separately during Community Meetings to highlight student achievement, recognize student leaders, and share relevant student data. Students in grades 7/8 will meet bi-weekly for Community Meetings.

### **Student Leadership Opportunities:**

Throughout the school year, students will have the opportunity to lead and share in ownership of our building. Some of the opportunities include but not limited to:

- Conflict Managers
- Student Government
- Assembly Leaders
- Reading Buddies
- Community Service

### **Rewards for Positive Behavior:**

We encourage our students to always bring their best selves to the classroom and ready to learn. Some of the incentives we have for rewarding students who continuously bring their best selves are:

- Positive verbal praise
- Shout outs in homeroom and community meetings
- Special cheers and chants
- Positive phone calls home
- Stickers
- Student leadership opportunities
- Treasure box (on Fridays)
- Extra free play
- Field Trips
- School Store shopping options

### **Student Surveys**

Surveys will be conducted twice a year to track progress in maintaining a positive learning environment for the entire student population.

### **Second Steo**

We are developing the whole students by ensuring they productive citizens. We will be teaching the meaning of each character trait, we believe that the best way our students will learn and embrace these traits is if they see the adults around them model the same behaviors and attitudes that we expect of them. We encourage you to partner with us as models for our students as we too become the examples of each character trait and appropriate behavior.

### **STUDENT DISCIPLINE POLICY:**

The purposes of disciplinary action are: to change a student's behavior, to deter or prevent other students from engaging in negative behavior, and to maintain a safe and orderly school



environment. Anderson's disciplinary policies will directly align with District policies and procedures.

### **Positive Behavioral Intervention and Supports (PBIS)**

PBIS “involves the entire school population in promoting and rewarding positive behaviors, while preventing negative or risky behaviors, in order to create a safe, supportive learning environment for all. PBIS does not simply seek to “fix” a problem; it also addresses the circumstances that led to the problem behavior, and creates sustained positive change in the school environment.” Anderson will be implementing PBIS to meet the general needs of the entire school population using our CORE values.

### **Discipline Prior to Office Involvement**

The majority of discipline issues should be handled in the classroom and between teachers, students, and parents. Teachers will use a clearly defined set of rules and routines: warning, in-class re-direction, in-class calming corner, and further reflection in a buddy room to prevent immediate office referral and limit classroom distractions. When consequences are necessary, the delivery of consequences must be with respect for the student and the choice that student has made. Discipline infractions and consequences will be documented according to District policy and monitored by the Dean of Students.

The following are some examples of student behavior that violate school policy when they occur at school or during school activities. This list is not intended to be all-inclusive. Students may be disciplined or suspended for any of the following:

1. Disruption of school. A pupil may not use violence, force, threat or intimidation to cause the disruption of school.
2. Dress Code Violation
3. Damage, destruction or theft of school/private property.
4. Assault on a student or school employee.
5. Inappropriate use of electronic devices
6. Possession of weapons and dangerous instruments.
7. Mutual Fighting
8. Disruptive or offensive use of language.
9. Harassment/bullying/cyber-bullying/intimidation

The purpose of disciplinary action is to have both pupil and parent recognize that the pupil was involved in serious, disruptive, non-acceptable behavior. A conference involving the parent, pupil and school personnel is scheduled for the purpose of discussing the reasons for disciplinary action and cautioning that the misbehavior must not be repeated.

The following are the range of consequences (in no particular order) that may be exercised by Anderson for students who disturb the optimal teaching/learning environment:

- Verbal warning
- Mark on classroom tracker
- Behavior reflection

- After-school detention (see below for Detention Policy)
- Community Service (picking-up trash, cleaning walls, sweeping floors, cleaning tables/desks, etc...)
- Private Apology
- Public Apology
- Saturday detention
- Exclusion(mandatory parental conference before student returns to class)
- In-school Suspension
- Out of school suspension **A pupil may be given a temporary suspension for a period of up to three school days or a full suspension of up to ten school days.**
- EH-21 Referral to School District of Philadelphia
- Expulsion

### **The Detention Policy**

The purpose of the Anderson's Detention Policy is to deter inappropriate behavior and have an immediate response to such behavior. The detention policy will also serve as an alternative to suspension, help to eliminate disruptive behavior and preserve the high standard of behavior at Anderson. The detention policy is devised as a means to address all issues that are most disruptive to the teaching and learning environment. These issues include, but are not limited to: tardiness, excessive talking, disobedience, disrespect, failure to complete work, lack of class materials, poor attitude, disturbing class, mischief, littering, eating or displaying food in class, cutting class, loitering, and absence of the school identification card.

### **Guidelines for Students**

- The student will receive a copy of his/her detention notice from the Dean or Principal.
- A student who receives detention will report to the detention room at 3:00 p.m.

### **Guidelines for Serving a Detention**

- Student assigned detention will wait in the Library until 3:00 pm.
- Detentions could be served from 3:00 p.m. to 4:00 p.m. three days a week (Monday/Tuesday/Thursday).
- Students will not be allowed admission after 3:05 p.m. A student who is late or skips detention will be assigned a detention in addition to the one that was missed.
- Any student who causes a disturbance during detention will be removed from the detention room and the detention will be reassigned.
- Students will not be allowed to eat in the detention room and delivery of food to the detention room is not allowed.
- Students will not be allowed to leave the detention room once detention has begun. Passes will not be issued during detention.

- Any student who is absent from school or late for three detentions will be required to attend a 42 conference with a parent/guardian and administration.
- All missed detentions will be reassigned.
- All detentions will be filed in the deans' office and kept as a deans' record.
- A deans' record may affect a student's participation in school activities.

### **8<sup>th</sup> Grade Promotion Ceremony:**

- At the close of each school year, Add B. Anderson holds a ceremony honoring its eighth graders who are being promoted to high school. Add B. Anderson School offers many awards including academic, citizenship, and effort. Students may only participate if they meet the academic and behavior criterion set up by the school.
- Students will be removed from participation in the Closing Exercises if they:
  - i. Have an excessive number of lateness or absences.
  - ii. Receive an F in any subject for a final grade.
  - iii. Are on behavioral probation at the time of the exercises.
  - iv. Have an excessive number of suspensions, detentions or mandatory parent conferences (EH-42)
  - v. Students are given four (6) invitations. Please respect this and only send four representatives from each family.

### **Electronic Device Policy:**

Cell phones, cameras, music players, blue tooth devices, and/or headphones are not allowed to be visible or used on Anderson property. If a student is seen handling, or using them, it will be assumed they are ignoring school policy and the item will be confiscated, the parent may be contacted, and the student will serve the appropriate consequences. Electronic devices should be off and out of sight before entering the school and not taken out or unpacked until the student is off school property.

1st infraction:

- Device will be confiscated and given to Dean.
- Dean will label device with students name, date and classroom
- Device will be given back to student after 3:45pm.

2nd and subsequent infractions:

- Device will be confiscated and given to the Dean.
- Dean will lock phone in safe and the parent or guardian will have need to retrieve the device from the Dean after 3:45pm.

### **Act 26**

Legislation, enacted by the Pennsylvania General Assembly, requires all public schools to take a mandatory course of action in dealing with students who are found to be in possession of weapons. Weapons, of any kind brought, to school are grounds for dismissal. Teachers are to report such incidents immediately.

Note: For the safety of students and staff, we will conduct random security scans. This is to ensure a continued safe school climate.

### **FAMILY AND COMMUNITY ENGAGEMENT:**

Strong family engagement leads to successful learning outcomes. Anderson will engage with families prior to every academic year during a meet and greet. Meet and Greet allows leadership and teachers the opportunity to meet individually with families to discuss their student's personalized learning needs.

During Back to School Night, families will be provided a copy of the school handbook, which outlines all school systems, policies, and procedures. Families and students are expected to each sign and uphold the commitments stated within. This initial introduction to the school culture and climate allows Anderson leadership and teachers to start the process of building mutual trust and open lines of communication, two essential components of effective Anderson engagement.

To ensure ongoing involvement, school leadership and classroom teachers are expected to maintain contact with parents on a frequent basis. Daily homework and bi-weekly student reports, access to grades, and a required 24-hour response to family questions/comments will be implemented throughout all grades.

### **During the Academic School Year**

There are a variety of ways in which parents, families, and community members are encouraged to engage in their student's academic and personal growth throughout the school year.

- *Conferences:* Families and teachers will meet three times a year to discuss their student's progress according to their personalized learning plan and adjust plans and/or goals if necessary.
- *Extra-curricular activities:* At Anderson, students will have the opportunity to participate in extra-curricular activities of their choice. Families are encouraged to bring their passions to school and facilitate an extra-curricular activity.
- *Volunteer:* Provide in classroom support to help with instructional task, recess/lunchtime, and etc.
- *Innovative Approaches to Literacy (K-2 families only):* is grant funded and enables us to provide high-quality early literacy activities for students in grades K-1 in the first year and in grades 1 and 2 in the second year of the program
- *Home and School Association:* Anderson enjoys the support of an active Home and School Association, which provides valuable resources to the educational program of the school through its various fund raising activities. Parents and teachers are invited to join by paying \$2.00 in annual dues. Meetings are held monthly and all are

welcome to attend. Volunteers are always needed and appreciated. Please be active members for your students! Please call the office for further information.

- *Monthly Principal Chat and Chems:* Once a month parents/guardians can meet with the principal to discuss concerns and work together towards solutions.

**Celebrate achievement:** *Every quarter, assemblies are held to celebrate student academic achievement.*

- *Annual celebrations:* Events such as the Annual Thanksgiving Dinner, Winter Holiday Celebration, May Day Festival, Family Day, School Play and the Parent Partnership Luncheon
- *Parent Workshops:* Community and school-based partnerships equip families with additional skills, knowledge, and resources to encourage their students to be successful.

**Volunteers:** In order to become a volunteer, you must fill out an application along with completing a Child Abuse and Criminal History Background check. Forms are available in the main office and can also be completed online. Each clearance is FREE, if you state that you are a volunteer. Once the principal reviews the documents, the parent will be given duties within the school such as but not limited to:

- Breakfast monitor
- School Yard Monitor
- Lunch/Recess Monitor
- Classroom Assistant/Homeroom Helper
- Maintenance
- Extra-Curricular Activities
- Special Projects Helper
- Library Helper

#### **PARENT/GUARDIAN CONTACT AND CUSTODY:**

Anderson needs to be able to contact you in order to update you on your student's progress as well as contact you in the case of an emergency. You will be asked to fill out a parent/guardian location form at the beginning of the year. Failure to keep the school informed as to your **current** address, phone number, and e-mail address (when applicable) may result in you not receiving notice of important academic, disciplinary, and/or health information, and can result in the loss of rights to participate in important decisions being made about your students. Additionally, medical information, including health insurance information, is necessary in case of medical emergencies. It is also important for Anderson to understand custodial arrangements to determine who is eligible to pick your students up from school; therefore, a copy of any Court Order or agreement affecting the custodial rights of a parent must be filed with the school.

## **Inclement Weather/Emergency School Closings**

**It is important that the school and teacher have current emergency information form for each student.** Please be sure appropriate arrangements have been made for your students in the event of emergency closings. Please notify the school of changes in your emergency information.

In case of more severe weather conditions, which may necessitate the closing of schools, please listen to radio and television alerts concerning “All Philadelphia Public Schools.” Or call (215) 400-7669. In the event of an early closing of schools, we must know where your students can go if you are not home. Please do not call the school, as this will disrupt our ability to safely dismiss students.

### **CURRICULUM:**

#### **Literacy**

Anderson School’s literacy curriculum will be designed to prepare students with the reading, writing, speaking, and listening skills for success in college and careers. As a result of the literacy curriculum, students will: demonstrate independence in accessing and building upon the ideas of others, articulating their own ideas, and seeking new learning opportunities; establish a strong base of knowledge across content areas that they draw upon, refine, and share with others; adapt their written and verbal communication for different audiences and purposes; think critically, analyzing evidence and claims and applying reasoning; access and use technology efficiently and effectively to learn and communicate ideas; and engage with and understand a variety of diverse cultures and perspectives from periods across time ([www.corestandards.org](http://www.corestandards.org)).

Students in grades K-4 will engage in at least 120 minutes of literacy instruction each day. Students in grades 5-6 will have 90-minute English Language Arts blocks. Students in grades 7-8 will have 75 minutes English Language Arts Block. The school will develop the literacy curriculum by aligning the scope and sequence and essential learning goals of lessons to the Common Core State Standards and using a variety of research-based curricular materials.

#### **Literacy Block**

The literacy block will include: direct instruction, guided reading and writing, and independent practice. Students will be grouped based on ability for direct instruction and guided reading and writing groups, ensuring that students’ individualized needs are met. Reading and writing groups will be flexible, students will be re-grouped regularly based on student data.

**Direct instruction** will be provided in specific components of reading (Foundational Skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension as well as Informational Texts and Literature: text structures, complexity, and ideas) using a variety of resources including those listed below. Direct instruction may be a whole group or small group lessons and may include a read aloud or other modeling.

**Guided reading** will include a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. Guided reading texts offer students challenges and opportunities for problem solving and push students beyond their independent reading levels. Some students will participate in guided instruction with the teacher while others are working independently or in self-guided groups.

**Independent reading** time will be provided for students to practice reading strategies, to expand reading interests, and to make connections with the text. Groups of students may be working collaboratively, such as in literature circles and Socratic seminars, during independent reading time. Students keep a journal, share, and give feedback to other students. Teachers monitor student independent reading and confer with students.

**Students must have a book with them at all times.**

Please ensure that your student has a library card and visits the library at least every two weeks. There is also a library on the Anderson campus that students can visit. Teachers will provide books to students, as well. All students must read at least 1 hour per day to increase reading motivation and reading levels.

**Mathematics**

Anderson School's mathematics curriculum will be designed to prepare students with the mathematical knowledge, skills, and understanding to be prepared for mathematics in college, career, and life. As a result of the math curriculum, students will: learn math concepts and procedures (counting & cardinality, operations & algebraic thinking, number and operations, measurement & data, geometry, ratios & proportional relationships, expressions & equations, functions, statistics & probability) and apply knowledge to real-world problem solving ([www.corestandards.org](http://www.corestandards.org)).

**Math Block**

Anderson students in grades K-6 will receive at least 90 minutes of daily math instruction. Students in grades 7-8 will receive 75 minutes of daily math instruction. The math block will include direct instruction, collaborative problem-solving, technology-based instruction, small group instruction, and opportunities for practice to develop fluency in computation.

**Science**

Students at Anderson will engage in hands-on, project-based science instruction for 45 minutes a day. Curriculum will be infused to teach students standard-aligned learning objectives and expose them to 21<sup>st</sup>-century skills that involve engineering and technology. At the heart of the science curriculum is the foundation of inquiry-based thinking that will guide students to find objective and evidence-based answers through use of the scientific method. The science curriculum scope and sequence will align to the CCSS and ensure that 4<sup>th</sup> and 8<sup>th</sup> grade students are well prepared for success on the state science assessments and are able to compete in the top high schools in Philadelphia.

**Social Studies**

Students will explore the cultures of others, share their own culturally diverse backgrounds, examine historical events, and relate to modern social constructs during social studies

instruction for at least 25 minutes each day. In addition to this instructional block, social studies concepts will be integrated throughout the reading and writing curriculum in alignment with the CCSS to prepare our students to be engaged and thoughtful citizens of our community.

### **Electives**

Anderson will continue to offer electives throughout the school day schedule. Electives include: art, computers and physical education.

### **Textbook Policy**

The School Reform Commission charges each student with responsibility for the proper care of school property and the school textbooks, supplies and equipment entrusted to his/her care. Therefore, students are responsible for all textbooks and library books issued to them during the school year. All lost or damaged books must be paid for. If a lost book is found, money paid will be refunded.

### **Benchmark Assessments (Quarterly)**

Benchmark assessments are used by teachers to measure student progress on learning standards. This year Anderson will partner with Mastery Connect that will provide standards and rigor aligned assessment questions, as well as data reports and instructional resources that are available to teachers through an online platform. Mastery Connect provides using computer-based assessment development, administration, and progress-monitoring resources. Data teams will meet at the end of each quarter to analyze assessment data and develop instructional action plans. Benchmark assessments will be followed by re-teaching or extension activities to ensure that all students master the learning standards

### **State Assessments (Annually)**

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure a student's attainment of academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in ELA and Math. Every Pennsylvania student in grades 4 and 8 is assessed in Science.

### **Report Cards**

Report cards are issued four times a year. Report cards, which are legal documents, will contain both academic and behavior grades. Attendance will be reported on the report card. You will be issued an appointment date to discuss your student's progress with his/her teacher. You must adhere to the date stated on the appointment slip. If you must make other arrangements, contact your student's teacher immediately upon receiving your appointment date. It is imperative that you pick up your student's report card during the first three marking periods. Final Report Cards will be given to the student on the last day of school in June.



## **Promotion & Retention**

Anderson students will be promoted or retained in accordance with District policies. If students are not meeting grade level standards at the end of the first quarter, teachers create an action plan with the student and their parent or guardian. If the action plan does not yield adequate results, the teacher will make a recommendation for retention to the principal and will provide data to support their recommendation. For students in grades 1-8, retention decisions are made by the principal. For kindergarten students, parents must agree to retain a student. Students who are retained will be provided with customized scheduling and intervention support, outlined in their personalized learning plan, which addresses their academic and social emotional needs.

## **Student Intervention**

Response to Instruction and Intervention (RtII) is an early intervening support process where the goal is to improve student achievement using research based interventions matched to the instructional need and level of the student. The core of RtII is the premise that ALL students can learn. In Pennsylvania, RtII carries dual meaning: first, it is a comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. Second, RtII is an alternative to the aptitude achievement discrepancy model for the identification of students. This strategy allows education professionals to identify and address academic and behavioral difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in guiding instruction to prevent academic failure and provides data that may guide eligibility decisions for learning disabilities. In brief, RtII is:

- A data-driven model to enable early identification and strategic interventions for students at academic or behavioral risk
- A multi-level instructional framework aimed at improving instruction for ALL students
- A shared, collaborative, decision-making process among professional educators

Universal screeners will be used to address student needs in RtII. DRA and Aimsweb will be used for Kindergarten-4, Gates McGinny and Aimsweb for grades 5-8

## **Special Education**

Anderson School will provide special education services to students with disabilities in accordance with the School District of Philadelphia's Procedural Manual. The Manual provides educators, school administrators and parents with procedures and guidelines to identify, evaluate, place, and educate students with disabilities in Philadelphia Public Schools. The procedures included in this Manual reflect the Office of Specialized Instructional Services' (OSIS) interpretation and understanding of the most recent federal and state disability laws and regulations, and judicial decisions and court consent decrees effecting the education of students with disabilities.

<http://webgui.phila.k12.pa.us/offices/s/oss/manuals-policies--procedures>

Legal Standard: Pursuant to the IDEA, section 504 of the Rehabilitation Act (chapter 15) and the Pennsylvania Public School Code: students and student services (chapter 12), CSAP is the mechanism by which the School District of Philadelphia provides regular education interventions to students with academic or behavioral difficulties, as appropriate so that students are not inappropriately referred for an evaluation for special education services. CSAP also provides the mechanism to support the State of Pennsylvania's Buckely Amendment Act 211, which mandates education and counseling support for students experiencing barriers to learning due to substance use. (Note: CSAP is now the RTII process.)

Anderson School believes that ALL students can and must have an opportunity to reach their potential. It is Anderson's intent to exhaust all measures (specialized programming, services, support, etc.) tailored to meet the needs of individual students to ensure they receive a world class educational experience regardless of disability. To this end, we have certified special education faculty, counselors, social workers, related service providers, and psychologist to provide on-going support to students who have been identified as needing special education services. Anderson's program complies with Federal and State special education laws.

### ***Step 1: Identification***

Anderson School identifies and refers students who might be eligible for Special Education Services for evaluation. Screening and referral processes include initial admissions academic placement tests, standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, and the student assistance program known as RtII. Whenever a student is referred by the RTII Team for a multi-disciplinary team evaluation, Anderson School must obtain written consent from a parent/guardian before the evaluation can be conducted. If you consent for your students to be evaluated, you are not agreeing to Special Education Services for your students, only for your students to be evaluated to determine if they require services.

If you think your students might be eligible to receive Special Education Services, please contact the Special Education Liaison to request a multi-disciplinary evaluation for your students. When you make a request for an evaluation, the school will provide you (within 10 calendar days) with an evaluation request form to complete. Upon receiving the evaluation request form, the school will issue a formal Permission to Evaluate. The multi-disciplinary evaluation will occur within 60 calendar days after receiving the signed Permission to Evaluate form. Once the multi-disciplinary evaluation is completed, the school psychologist and the Special Education Liaison will meet with the parent/guardian the review to findings of the evaluation.

Students are eligible for special education, assistive technology, and related services if they need specially designed instruction and have one or more of the following physical and/or mental disabilities:

- Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (for example, ADD, or ADHD), Speech or Language Impairment,

- Traumatic Brain Injury, Visual Impairment
- Special Learning Disability including; Basic reading skills, Reading comprehension, Math calculations, Math reasoning, Listening comprehension, Written expression, Oral expression

***Step 2: Individualized Education Program (IEP) Process***

If your student is identified as needing Special Education Services, the next step in the process is to develop an Individualized Education Program, commonly referred to as an IEP. This document describes your student's needs and explains the specific services that Anderson will provide to your son or daughter to assist them in achieving academic and/or social-emotional progress in school. The IEP details the special education, related services, specially designed instruction, accommodations/modifications, and other supports the student needs to maintain steady and ongoing progress. The IEP is a living document and can be amended at any time in order to consistently reflect the needs of the student. Either a parent or the school staff can initiate the process for reconvening the IEP team to amend the service plan.

The IEP is written by a team of qualified professionals. Parents and guardians are critical members of the team. As a parent or guardian, you are invited to all IEP meetings. Parent and student input during these meetings is extremely valued and allows the team to devise an IEP that will meet your student's individual academic and/or social-emotional needs. When your son or daughter turns 14 years of age within an IEP term, he/she must be invited to the IEP meeting to discuss post-secondary goals and transition needs.

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

***Step 3: Start Services and Progress Monitoring:*** After the NOREP is signed indicating approval of proposed services, your student will begin receiving the services outlined in the IEP. Anderson uses data to monitor the academic growth of all students to determine progress towards meeting the goals outlined in their IEP. Progress monitoring reports are sent home at 9-week intervals along with report cards.

**Parent/Teacher Conferences**

Parents need to schedule conferences in advance, at times convenient for both teachers and parents. Conferences will be scheduled at such times when they do not interrupt or interfere with the instructional program.

## HOMEWORK

It is the policy of the School District of Philadelphia and the Add B. Anderson School to assign homework each evening to every students. Homework is designed to strengthen basic skills, extend classroom learning, reinforce good study skills, develop initiative, responsibility and self direction, increase the range and scope of interest, and foster worthwhile use of leisure time.

Homework should be assigned **five days per week (unless otherwise communicated by the teacher)** and should reflect content from the curriculum. During vacation times, homework assignments will be given.

### **Suggested homework times are:**

Kindergarten	20 minutes
Grades 1-2	30 minutes
Grades 3 - 4	45 minutes
Grade 5	60 minutes
Grade 6-8	120 minutes

Homework assignments should be reviewed by the parent/guardian and **then signed**. Parents will be notified when students fail to return assignments.

### Effective Homework Strategies to Help Your Student At Home

- Set aside a specific time each night to do homework
- Make sure there is a quiet space for students to complete their homework
- Make sure there are pens, pencils and paper available for your students to complete their homework
- Help your students get started by asking them what they have for homework and read the directions for their assignments with them
- Check your student's Homework Link to make sure they have done all of their homework and that they have fully attempted every assignment to the best of their ability
- Help your students organize their homework binder so that it is neat and they know where to find their homework the next day
- Contact your student's teacher if you feel that your students is having difficulty on his/her homework assignments

## **“WHATEVER IT TAKES” CONTRACT:**

### **School Contract**

- The school pledges to do whatever is necessary to support student achievement.
- The school will communicate frequently with parents about academic and behavioral issues, both positive and negative.
- The school will ensure that students make academic progress and before being promoted to the next grade.
- The school will provide academic support for students who demonstrate that they are falling behind
- The school will provide a safe and orderly environment to promote student success.

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Student Contract**

#### **I choose to be here**

-I will do whatever it takes to be successful. I will work hard, follow the rules, and remain focused on my academic achievement.

#### **Attendance**

-I will attend school every day, prepared to learn and on time. I understand that attendance significantly impacts learning.

#### **Grading**

- I will earn a minimum grade average of 80% in all of my courses.
- I understand that any percentage lower than 65% will result in course failure. I also understand that failure to pass one or more courses will result in mandatory summer school or grade retention.
- I will complete all homework nightly.
- I understand that homework significantly impacts learning.

#### **Academic Support:**

-I understand that Anderson provides additional mandatory academic programming based on individual needs, and I will attend all such programming that the school deems necessary to my success.

#### **Code of Conduct:**

- I agree to learn and follow the Code of Conduct and community rules outlined in the Student Handbook.
- I understand that failure to follow the Code of Conduct and community rules may result in 1-hour after school detention, in-school or out of school suspension, restorative consequences and/or expulsion. I agree to comply with any consequences determined by the school.

#### **Student Dress Code and Personal Experience:**

- I will abide by all parts of the dress code daily. I understand that failure to do so, no matter how minor, may result in disciplinary action including possible exclusion from class.
- I will not use or display any personal electronic devices including phones, iPods, MP3s, etc...in the school. Usage may result in confiscation. Confiscated items will only be returned to a parent or guardian.

Student signature:\_\_\_\_\_ Date:\_\_\_\_\_

**Parent/Guardian Contract:**

**I will support my student(s)**

- I will do whatever it takes to support my student's success. I will ensure that s/he works hard, follows the rules, and remains focused on his/her academic achievement
- I agree to support my student's academic work by communicating regularly with my student's teacher and attending parent-teacher conferences. I agree to notify Anderson School when my address, telephone, or email contact information changes.

**Attendance**

- I will ensure that my students attends school every day, prepared to learn and on time. I understand that attendance significantly impacts learning and student achievement.

**Grading:**

- I will ensure my student's earns a minimum grade average of 80% in all courses. I understand that any percentage lower than 65% will result in course failure. I also understand that failure to pass one or more courses will result in mandatory summer school or grade retention.
- I will ensure my student's completes all homework nightly and sign it. I understand that homework significantly impacts learning and student achievement.

**Academic Support:**

- I understand that Anderson provides additional mandatory academic programming based on individual learning needs, and I will ensure that my students attends all such programming that the school deems necessary to his/her success.

**Code of Conduct:**

- I agree to learn and review the Code of Conduct and community rules with my students. I understand that if my students fails to follow the Code of Conduct and community rules, consequences such as 1-hour after school detentions, in-school or out of school suspension, restorative consequences and/or expulsion, may result.
- I will come to school for a reinstatement meeting if my students is suspended and I understand that my students will not be allowed to return to class until this reinstatement meeting occurs.

**Student Dress Code and Personal Appearance:**

- I will ensure that my student abides by all parts of the dress code daily. I understand that his/her failure to do so, no matter how minor, may result in disciplinary action including

possible exclusion from class.

-I understand that displayed personal electronic devices including iPods, MP3s, etc...in the school. Usage may result in confiscation and will only be returned to a parent or guardian.

Parent signature: \_\_\_\_\_

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

## **ACKNOWLEDGMENT OF RECEIPT OF HANDBOOK**

### **Please return this form signed to school**

By signing below my students and I acknowledge that we:

1. Received the Anderson School handbook;
2. Read through and understand the contents of the handbook;
3. Agree with all the policies and procedures;
4. Understand that any violation of the policies and procedures will result in certain consequences.

\_\_\_\_\_  
Parent/Guardian (Print)

\_\_\_\_\_  
Parent/Guardian (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student (Print)

\_\_\_\_\_  
Student (Signature)

\_\_\_\_\_  
Date