The School District of Philadelphia  
ADD B. ANDERSON ELEMENTARY SCHOOL  
1034 S. 60TH Street  
Philadelphia, Pennsylvania 19143  
215-400-7890

Ms. Summer Shelton       e-mail: sshelton@philasd.org

September 2019

Dear Anderson Community:

Thank you for entrusting your precious and talented children to our dedicated faculty and staff for the 2019-2020 school year and beyond. I would also like to express my deepest appreciation and sincere gratitude for a chance to be a part of the Anderson community.

This year at Anderson marks my 17th year as an educator. I have supported students and families as an educational leader in Philadelphia and regions across the globe, and I am most excited about meeting your needs and the needs of your families in what is sure to be a prosperous and joyous year for all of us.

Though much is explained and outlined in the pages of this important handbook, I invite you to join us in fully committing ourselves to making sure all written and unwritten procedures, protocols, and interactions align with Anderson's vision, mission, and values.

Again, thank you for the honor and privilege of collaborating and co-thinking with you on your students’ journey to success and achievement.

Very sincerely,

Summer A. Shelton

Summer A. Shelton  
Assistant Principal

“Our cause, then, must be entrusted to, and conducted by its own undoubted friends – those whose hands are free, whose hearts are in the work – who do care for the result.” - Abraham Lincoln
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.

The 2019-2020 Anderson Family

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
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<tbody>
<tr>
<td>Aufero, Melissa</td>
<td>Special Education Liaison</td>
</tr>
<tr>
<td>Bell, Latonya</td>
<td>Custodian</td>
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<tr>
<td>Braxton, Andrea</td>
<td>Special Education Teacher K-5</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Knight, Salvatore</td>
<td>Custodial Asst.</td>
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<tr>
<td>Latta-Burris, Claire</td>
<td>School-Based Teacher Leader</td>
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<tr>
<td>Lee, Jiani</td>
<td>2nd Grade Teacher</td>
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<tr>
<td>Malcom, Donald</td>
<td>MS Social Studies Teacher</td>
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<tr>
<td>Mercer-Figueroa, Yvonne</td>
<td>Supportive Services Asst. (SSA)</td>
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<tr>
<td>Montague, Ruth Ann</td>
<td>School Nurse</td>
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<tr>
<td>Mulgrew, Margaret</td>
<td>Kindergarten Teacher</td>
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<tr>
<td>Myers, Marcus</td>
<td>Music</td>
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<tr>
<td>Nayo, Bosi</td>
<td>Special Education Asst. (SEA)</td>
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<td>Newark, Judy</td>
<td>Special Education Asst.</td>
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<td>Nicolai, Carol</td>
<td>School Secretary</td>
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<td>Nordsiek, Marie</td>
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<td>Peralta, Keyli</td>
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<td>Phillips, Jareen</td>
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<td>Poindexter, Raymona</td>
<td>School Climate Staff (SCS)</td>
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<td>Satchell, Joyce</td>
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<td>Saunders, Nicole</td>
<td>Student Climate Staff (SCS)</td>
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<td>Shelton, Sumner</td>
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<td>Smith, Ashley</td>
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<td>Sparkman, Gladys</td>
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<td>Stets, Tammy</td>
<td>Reading Specialist</td>
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<tr>
<td>Stoughton, Patricia</td>
<td>Technology Teacher Leader/ SIS Coach</td>
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<tr>
<td>Stubbs, Sheila</td>
<td>MS Math</td>
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<td>Swindle, La Chae’</td>
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<tr>
<td>Thorn-Brownlee, Catherine</td>
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<td>Date</td>
<td>Event</td>
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<td>Schools Closed for Thanksgiving</td>
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<td>December 19, 2019</td>
<td>Interims Sent Home</td>
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<tr>
<td>December 23 - 31, 2019</td>
<td>Schools Closed Winter Recess</td>
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<tr>
<td>January 1, 2020</td>
<td>Schools Closed for New Year's Day</td>
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<td>January 2, 2020</td>
<td>Students Return from Winter Break</td>
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<td>January 20, 2020</td>
<td>Schools Closed for Dr. Martin Luther King Jr. Day</td>
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<td>Early Dismissal for Students</td>
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<td>February 5-7, 2020</td>
<td>Report Card Conferences</td>
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<td>Schools Closed for President's Day</td>
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<td>April 15-17, 2020</td>
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<td>April 20-24, 2020</td>
<td>PSSA ELA Testing</td>
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<td>April 27 - May 1, 2020</td>
<td>PSSA Math &amp; Science Testing</td>
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<td>April 28, 2020</td>
<td>Schools Closed for Election Day</td>
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<td>May 14, 2020</td>
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<td>May 22, 2020</td>
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<td>Schools Closed for Memorial Day/Eid-Al-Fitr</td>
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<td>June 10-12</td>
<td>SDP Graduation Window</td>
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At the 10th Absence (Students are considered chronically truant at 10 Illegal absence

- Interventions are reviewed and the decision is made to refer to DHS/Truancy Court
- Truancy Referral Form is completed

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.

- All students will have indoor arrival. This is where adult supervision and breakfast will be to keep students safe. THERE WILL BE NO ADULTS IN THE SCHOOLYARD. Please see below for specific guidelines for each grade:
  - Kindergarten and First Grade: Will enter through the cafeteria doors in the schoolyard. Students will eat breakfast at assigned classroom tables.
  - Second Grade through Eighth Grade: Will enter through doors across from auditorium doors and sit in assigned classroom seating area.

- All electronic devices should be powered-off and put away, out of sight, before a student enters the schoolyard.

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 2-8 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.
Navy blue sweat pants or shorts (K-8)
Light blue/white/gray sweatshirts or shirts (K-6)
Light blue/white/gray sweatshirts 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 | • Sweaters/Sweatshirts · Sweatshirts must be the uniform colors. (No hooded sweatshirts to be worn in building)
|                       | • No garments may be worn over the uniform shirt. |
| Pants                 | • Pants · Pants must be plain, solid traditional navy-color (NO JEANS)
|                       | • Cropped/capri-pants, rolled-up, skin tight, cargos, and corduroy pants are not permitted. |
|                       | • Skirts/jumpers with a hem no shorter than 3 inches above the knee |
|                       | • Socks and/or leggings worn with jumpers/skirts must be solid color knee. |
| Belts                 | • Belts · All students must wear belts if their school uniform has a belt loops. |
| Shoes                 | • K-8 students: toes and heels must be covered |
| Accessories, food,    | • No bags are to be carried throughout the building. (Except Middle School in between classes) |
| misc.                | • Girls are allowed to carry a small bag no larger than a sheet size of paper for personal reasons. |
|                       | • Non-prescription eyewear is not permitted. |
|                       | • Jewelry must be appropriate in size to ensure safety. |
|                       | • 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.) |
|                       | • 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). |
|                       | • Hair and face beautification products/tools (i.e.-brushes,
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
- 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 (K-4)
- Extra free play
- Field Trips

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

Second Step
We are developing the whole student by ensuring they are 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
**Infractions:**

Level 1 infractions are addressed by the classroom teacher through the implementation of their classroom management plan that has been submitted to the Principal.

- Teacher directed consequences along with expectations are reviewed with students and should be posted in each classroom.
- Teachers may request a student’s Tiger card if the student is consistently disregarding the classroom expectations.
- Teachers are to include the infraction code and initials when a demerit is issued.
- When the Tiger card is filled the teacher must put that day’s date for tracking purposes. Teachers may also document in DOJO for parent notification.

Level 2 infractions are also documented on Tiger cards in addition to the Office Discipline Referral (ODR) to summarize the incident.

**Anderson Demerit System:**

**Tiger Cards**

Each student will be issued a Green Tiger Card at the beginning of the school year. Teachers will use progressive discipline procedures as stated below

- After the 6th demerit, the student receives a Yellow Tiger Card and is issued a Detention Notification letter to be served for 1 hour after school the following day. Phone call will be made that day.
- If a student is unsuccessful and receives 6 additional demerits, they will be issued a Red Tiger card. Another detention will be issued in addition to a parent/guardian conference to discuss student’s behaviors and solutions for success.

Students are encouraged to keep their Tiger card free of any additional demerits after advancing to the next color. When students successfully have 10 consecutive school days of no demerits they will report to Mrs. Burris to obtain a new Tiger card of the preceding color.

**Tiger/PBIS Incentives**

Each month, Anderson middle school teachers will coordinate a grades wide (5-8) incentive for all students that have Green Tiger card. Students must maintain **Green status by the 25th of each month**. Students must present their Green Tiger card in order to participate. This incentive will be free or low cost to students.

Example: Bowling, Ice cream treat, skating, etc

**Consequences**

Below are some examples of consequences when students disregard infractions

- Parent phone call
- Loss of privileges
- Behavior plan
- Detentions
- Suspension
• 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 Climate Manager office and kept as a record.

• A record may affect a student’s participation in school activities.

8th 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 criteria set up by the school.

• Students will be removed from participation in the Closing Exercises if they:
  1. Have an excessive number of lateness or absences.
  2. Receive an F in any subject for a final grade.
  3. Are on behavioral probation at the time of the exercises.
  4. Have an excessive number of suspensions, detentions or mandatory parent conferences (EH-42)
  5. Students are given six (6) invitations. Please respect this and only send four representatives from each family.

Electronic Device Policy:

Cell phones, cameras, music players, bluetooth 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 Climate Manager.

• Climate Manager will label device with students name, date and classroom

• Device will be given back to student after dismissal.

2nd and subsequent infractions:

• Device will be confiscated and given to the Climate Manager.

• Dean will lock phone in safe and the parent or guardian will need to retrieve the device from the Climate Manager after dismissal.

Act 26
• 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 Chow: 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.

Volunteers seeking clearance may visit the office on **Mondays between 9:00 and 11:00 am** for paperwork and approvals.

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 email address (when applicable)
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).

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 21st-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
will provide data to support their recommendations. For students in grades 1-8, retention decisions are made in accordance with The School District of Philadelphia's Retention Policy. 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 McGinn 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 affecting the education of students with disabilities.

[http://webgui.phila.k12.pa.us/offices/s/oss/manuals-policies--procedures](http://webgui.phila.k12.pa.us/offices/s/oss/manuals-policies--procedures)

Legal Standard: Pursuant to the IDEIA, 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
If your students are 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 students 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 students. 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 students 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 student. 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.
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 for 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, share, nor display any personal electronic devices including cellular phones, music players/speakers, earbuds, smartwatches, etc... in the school. Usage may result in confiscation. Confiscated items will only be returned to a parent or guardian.

Student 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
<table>
<thead>
<tr>
<th>Level 1: In-school Interventions (including In-school Suspension)</th>
<th>Level 2: Out of School Suspension</th>
<th>Level 3: Behavior Contract or Lateral Transfer</th>
<th>Level 4: Alternative Education School Assignment</th>
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</thead>
<tbody>
<tr>
<td>2 Inappropriate use an electronic device</td>
<td>Grades K - 12</td>
<td>Grades 3 - 12</td>
<td>Grades 6 - 12</td>
<td>Grades 6 - 12</td>
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<tr>
<td>• Students who engage in acts including but not limited to</td>
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<td>sexting (sending sexual images or videos), videotaping</td>
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<td>fights, videotaping someone in a place where they have</td>
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<td>an expectation of privacy, or posting content that</td>
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<td>impacts the school community in a negative manner.</td>
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<td>3 Forgery/Alteration of grades, excuses notes, or school</td>
<td>Grades K - 12</td>
<td>Grades 3 - 12</td>
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<td>documents</td>
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<td>• Students who reproduce the signature of another with the</td>
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<tr>
<td>intent to deceive or who alter official school records</td>
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<td>such as grades, attendance or report.</td>
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<td>4 Cheating</td>
<td>Grades K - 12</td>
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<tr>
<td>• Students who submit or intend to submit work that is not</td>
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<td>their own</td>
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<td>5 Unauthorized Entry Into School Property</td>
<td>Grades K - 12</td>
<td>Grades 3 - 12</td>
<td>Grades 6 - 12</td>
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<tr>
<td>• Students who gain entry to a school building or who allow</td>
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<td>others into a school building via an unauthorized door or</td>
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<td>unauthorized time.</td>
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<td>6 Destruction of Property (Totaling less than $100)</td>
<td>Grades K - 12</td>
<td>Grades 3 - 12</td>
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<tr>
<td>• Students who damage or deface school property or the</td>
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<td>personal property of another school community member.</td>
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<td>• If the destruction of property was accidental, this</td>
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<td>should be taken into consideration when determining a</td>
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<td>consequence.</td>
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<td>7 Destruction of Property (Totaling $100 or more)</td>
<td>Grades K - 12</td>
<td>Grades K - 12</td>
<td>Grades 6 - 12</td>
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<td>consequence.</td>
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<td>8 Theft (Less than $100)</td>
<td>Grades K - 12</td>
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<td>• Students who take school property or the personal</td>
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<td>property of another school community member.</td>
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<td>9 Theft (More than $100)</td>
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<td>10 Extortion (Must be use of threatened force)</td>
<td>Grades K - 12</td>
<td>Grades 3 - 12</td>
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| **18 Bullying/Cyberbullying**  
- Bullying is repeated intentional conduct (physical, psychological, verbal, nonverbal, written, or electronic) that is directed at another student or students. It could happen in or outside a school setting, is severe, persistent or pervasive, and has one of the following effects: (1) substantially interfere with a student's education, (2) creates a hostile learning environment, (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, more powerful).  
- Cyberbullying 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. | Grades K - 12 | Grades 3 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| **19 Harassment**  
- Students who engage in unwelcome verbal, written, graphic or physical conduct relating to an individual's race, color, national origin, sex, disability, sexual orientation, gender identity expression, marital status, religion, or age. Harassment does not have to be specific to harm, be directed at a specific target, or involve repeated incidents. | Grades K - 12 | Grades 3 - 12 | Grades 6 - 12 | Grades 6 - 12 |
| **20 Sexual Harassment**  
- Students who engage in unwelcome conduct of a sexual nature. This can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. The harassment does not have to involve repeated incidents. | Grades K - 12 | Grades 3 - 12 | Grades 6 - 12 | Grades 6 - 12 |
<table>
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<td>Grades 6 - 12</td>
<td>Grades 8 - 12</td>
<td>X</td>
</tr>
</tbody>
</table>

27 Possession and/or use of alcohol and/or drugs
- Students who are found to be in possession or who use alcohol or other drugs on school property or at a school sponsored event. This includes drugs in edible form.
  - All students in violation of this rule MUST be referred to the counselor.
  - Grades K - 12
  - Grades 3 - 12
  - Grades 6 - 12
  - Grades 8 - 12

28 Distribution of alcohol and/or drugs
- Students who are found to be sharing or selling alcohol or drugs. This includes drugs in edible form.
  - Grades K - 12
  - Grades 3 - 12
  - Grades 6 - 12
  - Grades 8 - 12

29 Possession of incendiary devices and/or explosives
- Students who are found to be in possession of incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells, and/or other explosives.
  - Grades K - 12
  - Grades 3 - 12
  - Grades 6 - 12
  - Grades 8 - 12

30 Use of incendiary devices and/or explosives
- Students who use or activate incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells and/or other explosives.
  - Grades K - 12
  - Grades 3 - 12
  - Grades 6 - 12
  - Grades 8 - 12

31 Possession of a weapon
- Students who possess any object, device, or instrument, which, in its inherent and functional purpose is intended to be a weapon. This includes firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, mace, or mace.
  - Grades K - 12
  - Grades 3 - 12
  - Grades 6 - 12
  - Grades 8 - 12

COMPLETE THE FOLLOWING STEPS:
1) Call Philadelphia Police
2) Call School Incident desk
3) Issue a suspension
4) Contact Student Rights and Responsibilities at 215-410-4830

32 Reckless endangerment
- Students who take any action that creates a substantial risk of serious bodily harm to a person.
  - Grades K - 12
  - Grades 3 - 12
  - Grades 6 - 12