

GEORGE W. CHILDS ELEMENTARY SCHOOL

**1599 Wharton Street
Philadelphia, PA 19146**



PARENT/STUDENT HANDBOOK



2018-2019

“On Task, On Time, And On a Mission, We’re On the Move”

... where perfection is sought and excellence is expected!

**Dr. Eileen Coutts, Principal
Dr. William R. Hite, Superintendent
School District of Philadelphia**

Our Motto

“On Time, On Task, and On a Mission, We’re on the Move!”

Administrative Meeting Requests

The principal is available after 3:30 daily without an appointment. Appointments may be made to see the principal during the school day by calling the office.

ATTENDANCE PROCEDURES

Attendance/Punctuality

Childs encourages good attendance. Coming to school each day is critical to academic success. Students who arrive after 8:30 AM are counted as late.

Absence Notes

The following procedures will be applied consistently by the administration and staff when dealing with student absence:

1. Students who are absent from school must bring a verifiable excuse note signed by a parent or guardian on the day of their return to school stating the reason for and the date(s) of the absence. The note is to be given to the homeroom teacher. Students must bring the absence note to the homeroom teacher within three days of the absence according to Pennsylvania State Law. Until such a note is received, a student's absence will be unexcused. Failure to produce a proper note will result in a coding of unexcused absence in the roll book and on the school computer network. A coding of unexcused absence does not allow for a student to make up any missed school-work.
2. Five unexcused absences from any class may result in a failing grade for the quarter.
3. Cumulative unexcused absences will restrict a student's ability to participate in extra-curricular activities.
4. Ten consecutive unexcused absences will cause a student to automatically be placed in “Active Office Roll” (AOR) status. Students placed in AOR status must go through the entire admission process to return to regular status. There is no guarantee that a student placed in AOR status will receive the same classroom upon his/her re-admittance to school.
5. Upon returning to school, students are responsible for making arrangements with their teachers to make up the work that they missed as a result of their absence. Teachers also share in this responsibility for determining a reasonable and specific time period for

the completion of the missed work.

Illness or family emergencies often necessitate a child to be absent from school. If the absence is of significant duration, please contact the school counselor so that arrangements for assignments and homework can be made. All assignments missed due to absence are to be made up by the student. Continual absences will result in a referral to truancy and/or family court. Students may also receive an "F-Attendance" grade for courses regardless of the student's numerical academic grade.

Reporting to School

Students are expected to report to school early enough to line up with their class at 8:20 am in the school yard. Students caught entering the school through an unauthorized door, or opening an unauthorized door to let another individual into the school, will be considered trespassing and will be subject to severe disciplinary action.

Lateness to School

All students who arrive late to school must report to the main office and obtain a late slip. Students reporting late without a note signed by their parent or from the court will be subject to disciplinary actions as per the Code of Student Conduct under Level I Offenses. For repeated violations, a student will be suspended. **** New state law – students who report late after 10 am or leave early before 1:00 will be marked as half a day absent. Every two half days will add together to make a whole day.**

Religious Observation

Students who are absent from or late to school because of participation in a religious obligation must present a note from their parent or guardian stating the place and time of the obligation.

Request for Absence from School

The school recognizes that there are times when it becomes necessary for a parent or guardian to request that his/her child be absent from school for a short period of time for reasons other than illness. When this becomes necessary, the following procedure is to be followed:

1. At least one week prior to the requested dates of absence, the parent/guardian is to write a note explaining the reason for the absence and the anticipated dates of the absence. The note must be signed by the parent/guardian and contain a phone number where the parent/guardian can be reached for verification of the note.
2. The student is to bring the note to the school administration for approval. If approved, the absences will be marked as excused and the student

will be given a letter from the principal granting permission.

3. The student is to present the letter to each of his/her teachers and make arrangements for any work that will be missed during the period of absence.
4. The letter is to be returned to the main office to keep it on file.

Failure to follow this procedure may result in the absences being marked as unexcused and the student being denied the opportunity to make up missed work. All other emergency situations will be handled as they arise.

Early Dismissals

Early Dismissal Policy:

According to State Law, all appointments, including medical and dental appointments, are to be scheduled after school hours. Early dismissal will be granted only when the parent/guardian comes to school for the student. Early dismissals are granted for certain types of medical and personal emergencies. Medical and dental appointments should be scheduled after school hours.

For medical emergencies, see the school nurse. **All students being dismissed early due to illness must have a parent or guardian pick them up and sign them out of the main office.**

*****NO STUDENTS WILL BE DISMISSED EARLY AFTER 2:00. PARENTS MUST WAIT UNTIL THE 3:09 DISMISSAL.**

ACT 29 of 1995 (TRUANCY)

Students cutting school are truant. Students who do not bring in an excuse note are considered truant. Truancy petitions will be prepared and turned over to the proper authorities for legal action(s), including fines, etc. to students and parents/guardians. **Act 29 provides for a \$300 fine and allows the court to impose parent education classes and community service sentences for parents of a truant child, who do not show that they took reasonable steps to ensure their child's school attendance.** It provides that the parent and child must appear at a hearing before the district magistrate.

ACADEMIC INFORMATION

Grade Values

- A = 90-100
- B = 80-89
- C = 70-79
- D = 65-69
- F = 64 & Below

Report Card Conferences

Report card conferences will be held as follows:

1. From 5:30 to 7:30 P.M. on the evening following the distribution of the first report card.
2. All other report card conferences will be scheduled, as possible or appropriate.

Parent Conferences

Parents/guardians are encouraged to contact the school to make an appointment with the teacher, counselor or administrator whom they wish to see. However, to minimize classroom disruptions, conferences are not permitted when a teacher is scheduled to teach a class.

Honor Roll

Honor Roll at CHILDS consists of two categories: distinguished and meritorious. To be eligible for distinguished honors, a student must have all letter grades of A on his/her report card. To be eligible for meritorious honors a student must have a combination of all letter grades of A and B or all letter grades of B on his/her report card.

Homework Policy

Homework is an important part of every student's instructional program. Through homework, classroom instruction is reinforced, high expectations are supported, students are encouraged to be self-directed, and the relationship between the school and the home is strengthened. The completion of all assignments is very important, not only in terms of its effect on a student's grade, but also as a reflection of a student's work habits and self-discipline. As such, it is the responsibility of a student to complete all assignments within the specified time allotted and in a manner that represents the student's best effort. Additionally, it is a student's responsibility to notify his/her teacher, as soon as possible, when he/she is unable to complete a required assignment and the reason(s) for not being able to do so.

While students are to assume the major responsibility for completing all homework assignments, parents are encouraged to take an active interest in their child's homework by:

- Expecting your child to spend about 20 minutes for grades 1 and 2, up to 1 hour in grades 3 to 6, and up to 2 hours a night on homework in grades 7 and 8.
- Asking about homework every day
- Providing a definite time and suitable place for the completion of homework assignments
- Helping to secure resource materials for their child

- Checking homework for accuracy, neatness and completeness and signing off on the homework.
- Meeting with the teacher to discuss issues or concerns with respect to homework and/or class work assignments.

Academic Support

Students are encouraged to seek help as soon as they detect a problem in a subject by speaking to their teacher, program director, or counselor. Students in need of extra help in a subject can get the following assistance:

1. The after-school tutoring program
2. Mentoring through US Dream Academy
3. Response to Instruction and Intervention (RTII)

Student Records

The school has the need to collect and maintain certain information related to the health, education and welfare of its students. This information is vital to the continuity of the school's educational program. Federal and state laws provide safeguards to the privacy of such records and guarantee access to these records by parents or guardians and students. Parents/Guardians have the right to inspect and review the educational records of the student. A written request for such inspection is to be submitted to the counselor or in the main office. A parent or guardian who wishes to review the records of a student for whom he/she is responsible should contact the student's counselor for an appointment or present a written request to the counselor for such an inspection. Such requests will be granted as soon as possible, but not later than 14 days from the date of the request. Students under eighteen (18) years of age must have written permission from their parent or guardian prior to viewing their educational records.

GENERAL INFORMATION

Buddy System

All students must use the buddy system any time they leave the room to go to the office of the bathrooms. Students must have a signed pass from the teacher explaining where the students are going. The date and time must be on the pass.

Counselor

The counselor is available to students and parents wishing to discuss any matter related to school or home. Parents may make appointments by telephoning the counselor. Students may make appointments by filling out a counseling request form and submitting to their homeroom teacher or putting in the counselors box.

Daily Email Announcements

Parents may receive the daily email by submitting their email account to the main office and requesting to receive the emails. These emails provide lots of information about school activities. It is strongly recommended that parents sign up for them. Parents can also sign up for Remind.com to get text messages from the principal.

Student Detentions

Detentions may be assigned for minor discipline infractions or late arrival to school. Students are required to report to detention on time. Students are to remain silent, and sleeping is not permitted. Students may not listen to ipods or other electronics during detention. Students must observe the Student Code of Conduct while serving a detention. Students who fail to serve assigned detentions or who accumulate an excessive number of detentions are subject to further disciplinary action.

Dress code

Uniform Policy

1. Students must be in full uniform everyday. The uniform is: Navy bottoms (pants, skirts, shorts, or jumpers, all to knee length) and embroidered yellow shirts, long or short sleeves. Students in 7th and 8th grades may wear navy blue embroidered uniform shirts.
2. Grooming and Personal Safety
 - Students are expected to show good judgment and show respect for themselves and others in their dress and grooming.
 - Excessively dirty and/or torn clothing may not be worn in school.
 - Bare or stocking feet are not permitted in schools, outside of locker rooms.
 - Non-prescription sunglasses, hats, clothing that exposes armpits, a bare back or midriff, see-through clothing, and accessories with protruding metal spikes are not to be worn in school.
3. Hats, Footwear and Outerwear
 - Hats, caps and head wraps are not to be worn in school at any time. All hats are to remain in the lockers at all times. Students who consistently violate this rule will have the head gear confiscated.
 - **Students may not wear hoodies during school. On chilly day, students may wear sweaters or long sleeved shirts under the uniform shirt.**
 - Boots, flat-heeled dress shoes and enclosed toe sandals and athletic shoes are permitted at all levels.

- A student's choice of such clothing will not be disturbed, providing it is not emblazoned with vulgar or obscene words or pictures, or badges or slogans disruptive of school order or which encourage illegal acts. Outerwear should be kept locked in the student locker during the day and not worn in classes.
3. Gym Uniform – May be worn only on gym days – embroidered blue shirt with navy sweats and sneakers.

Note: The dress code will remain in effect and is subject to review and amendment by a committee comprising school administrators, parents/home and school, teachers, and students who will recommend the terms of an amended dress code, including implementation strategies and disciplinary measures for school and student noncompliance.

Drug and Alcohol Abuse

Students in possession of, or under the influence of drugs or alcohol, will be subject to prosecution under the law and disciplinary action as defined by the School District of Philadelphia Student Code of Conduct. Violators will also be referred to the Student Assistance Program and required to attend its sessions as condition of reinstatement to school.

Electronic Devices

Cell phones, 2 way radios, scanners, beepers, cameras, video cameras, electronic games, radios, iPods, mp3 players, and other electronics are not permitted in class. Students found in possession of these items, will have said items confiscated. Confiscated items will be returned to parents/guardians at the end of the school day the first time. Items confiscated a second time will not be returned until the end of the school year. Students found to be in the possession of any device in the classroom will have said item confiscated and are subject to disciplinary action. Items will only be returned to the parent/guardian at the end of the school day. **Please be advised that CHILDS is not liable for any item that has been confiscated by school police or administration that has been lost or stolen. The school will not pay to replace any lost or stolen items.**

Emergency Closing of Schools

Announcements will be made over the radio and local TV beginning at 5:30 am. Mid-day weather closing is also announced via the local media. If, for any emergency, schools must be closed during the school day for other than weather, the administration will announce the closing to the students.

Emergency Response Plan

CHILDS has developed a "Crisis Response Plan" that is designed to minimize danger to anyone occupying the school should an emergency occur. Our main objective is to attend to the health and welfare of our children in the event of a crisis. In most emergencies, the children will remain in the school. In the rare event of any emergency that prohibits re-entry into the building (such as fire, electrical outage, gas or water main breakage) we will evacuate the students to another location. The location will be posted on the front doors and KYW news will be notified to make an announcement. If it is determined that the emergency requires that no one exits the building due to dangers in the outside community (toxic chemical spill, terrorist attack, disturbance in the area, intruders), we will activate a "Shelter in Place" procedure. During this procedure, all doors will be locked. We will be unable to open the doors for anyone, including parents wishing to take their children home. Doors will remain locked until we are given authorization from the School District or Police to unlock them.

Fire and Shelter in Place Drills

Fire drills are conducted once a month. Shelter in Place drills are conducted twice a year. When a drill is conducted, students are to follow the directions given to them by their teachers. During a fire drill, they will evacuate the building. Students may not leave the school group during the fire drill. During the Shelter in Place Drill, students will be directed to the inside shelter location. No one (including parents and/or visitors) will be permitted to enter or leave the building during these drills.

Head Start

Children must report at 8:20 am to auditorium. After 8:30, students will be dropped off at their classrooms. Parents must follow the Head Start guidelines for admission and dismissal. No Exceptions.

Lockers

Students in the upper graders are assigned a locker with a lock for storage of coats/jackets and textbooks. Students must respect the privilege of having a locker and they are expected to:

- Only use assigned locker/ students may not share lockers
- Keep the lock combination in a safe place. Do not share the combination with others
- Keep only school texts, notebooks and outer clothing in the locker (Do not leave food in locker overnight!)
- Keep all personal items or valuable items at home.

Abuse of the above listed rules for locker use may result in the exclusion of locker usage and/or further disciplinary action. The School District has the right to inspect lockers at any time to protect the health, welfare or safety of the entire school community. The School District assumes no responsibility for loss of student's personal property.

Locker Clean out

Lockers are cleaned during the summer. Students will be notified at the end of the year when to empty out their lockers. It is mandatory that students clean out their lockers and return all school property and books by the designated date. Notices will be posted and announcements will be made. After the designated date, all lockers will be opened and emptied. All items left in the locker will be discarded. Neither the School nor the School District of Philadelphia is responsible for any losses or for items left in lockers at the end of the school year.

Lost and Found

The lost and found box for books and clothing is maintained in the main office. Please do not bring valuable items or large sums of money to school. Students must put their names on all articles of clothing.

Lunch/Breakfast Program (Free and Reduced)

A free breakfast is provided for all students who arrive at school prior to the start of day. Childs School offers free lunch to every student through the universal feeding program. Pupils may bring their own lunch. Pupils bringing beverages may not bring glass bottles to school. Students may only eat/drink in the lunchroom. Students must stay in the cafeteria during the lunch period.

Lunchroom

Students may use the lunchroom only during their scheduled lunch periods. Eating takes place in the lunchroom only. In order to make the lunchroom and other areas orderly, clean and attractive, all students are expected to wait their turn in the food line in an orderly fashion, keep the table areas and floor areas clean, sit only on the chairs, not the tables, place all trash in the proper receptacles which have been placed throughout the lunchroom, leave the area clean for others to use, use good table and eating manners, and follow directions from staff members manning the lunchroom.

Nursing Service

The nurse's main function is to carry out an extensive medical health program mandated by the School District, including vision and hearing tests, physical ex-

aminations and monitoring immunization programs, as well as maintenance of medical records. The nurse is responsible for giving first aid or emergency treatment. The nurse is not permitted to give medication for short-term illnesses. The nurse may provide emergency first aid only if a student becomes ill in school. It is the parent's responsibility to get the student from school and follow through with appropriate care at home. Do not send your student to school if he/she is ill. The nurse will not be able to meet his/her medical needs.

Newsletter and Calendar

Every month a calendar will be sent home with your child showing important school dates, activities and information for the upcoming two months.

Nondiscrimination Policy

The School District of Philadelphia, an equal opportunity employer, will not discriminate in employment or education programs or activities, based on race, color, religion, age, national origin, ancestry, handicap, sex, sexual orientation, union membership, or limited English proficiency. This policy of nondiscrimination extends to all other legally protected classifications. Publication of this policy in this document is in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973. Inquiries should be directed to Sterling C. Daniel, Equal Opportunity Compliance Officer, 734 Schuylkill Avenue, 1st Floor, Philadelphia, Pa. 19146.

Personal Messages

Families are asked not to call the school to deliver personal messages to students during the school day. Office staff is not permitted to interrupt the educational program to deliver messages. If an emergency occurs, please call the child's counselor who will assess the extent of the emergency.

Smoking Policy

By state law and school board policies, all schools are smoke-free facilities. Smoking is not permitted anywhere in the building or on school grounds. Students found in violation of this rule will be severely disciplined.

Sports

Students in seventh and eighth grade that have good academic and attendance may participate in Childs's Sports Program. We offer Girls Volleyball starting in September; Boys Basketball starting in December; and Boys Volleyball starting in March. Students must have a medical form signed by their doctor.

Student/Community Council

The student government is comprised of school officers and representatives from each homeroom in the upper grades. Each student on the council must be in good academic standing and have the recommendation of his/her teachers and fellow students. The council provides student input on school issues, conducts school-wide spirit activities and provides community service to the students and schools.

Student Expectations and Conduct

The staff of the Childs Elementary seeks to provide a school atmosphere that is free of disruption and allows students to develop a sense of responsibility, self-respect and respect toward others. Our goal is to have our students develop into productive citizens in our community. We expect our students to develop these qualities by following the rules listed in the School District's Student Code of Conduct. Discipline and good citizenship are shared responsibilities of the school administration, the teachers, the students and our parents. When we all work together the children benefit. Appropriate school staff will contact parents when the need for intervention/support is evident. Parents should share their concerns with school staff and should encourage students to do the same.

Suspensions

A suspension for a period of up to five (5) school days may be given by the principal or her designee to a student for committing any act of serious misconduct, as outlined in the School District's Code of Conduct. The purpose of a suspension is to have both the pupil and parent recognize that the pupil was involved in serious misconduct. A conference is held to discuss the reasons for the suspension and cautioning that the misbehavior must not be repeated. Parents are informed in writing of all suspensions and the date and time for a scheduled reinstatement conference. Continuous violation of the school discipline policy will result in request to transfer student to a remedial discipline school.

Reinstatement from Suspension - Reinstatements after suspension for disciplinary action will occur at the scheduled time only. Reinstatements will **only** be held with the legal parent/guardians listed in each student's record. Any persons not listed as a legal parent/guardian may not be involved in any school related activities or information for that student, including reinstatements from suspensions. If you cannot attend the assigned time, call the main office and ask for the principal so that we can accommodate your schedule. The parent/guardian whose name appears on the school records must accompany the stu-

dent for reinstatement. Phone reinstatements are not permitted.

Text Books

Students will be issued text or reading books in many of their courses. It is important to remind you that this is a loan and you are responsible for returning the books in the condition they were given. Teachers will issue a book slip for every book loaned and record the number of the book either in their roll book or in a separate system. Book slips will be returned to students when books are returned. It is important to hold on to your receipt until you are issued your report card. Students must cover all books. Teachers will do periodic book checks to ensure students have books and that they are covered. You will be required to pay for all lost or damaged books.

Students whose names appear on the delinquent property list will not be permitted to participate in extracurricular activities or school-sponsored social events including dances, eighth grade graduation activities and field trips. In addition, report cards will be held until delinquent accounts are settled.

In order to assure that all students are receiving the same high-quality instruction, the District has mandated that the same textbooks and materials are to be used in all schools for Reading/English, Mathematics, Science, and Social Studies. If students must move to a new school during the course of a school year, parents can feel certain that learning will not be interrupted, since all schools will be using the same books and the same curriculum for the major subjects. The SRC charges each student with responsibility for the proper care of school property and the school textbooks, supplies and equipment entrusted to his/her use. All school property including the books should be returned to the school before transferring the child out of the school.

Visitors/Trespass Ordinance

Parents are always welcomed at Childs Elementary, but should make an appointment to meet with an administrator, counselor or teacher. For safety reasons, all visitors must report to the main office to sign in and to obtain a visitor's pass. They must sign out prior to leaving the building. No visits are allowed to classrooms unless previously scheduled with an administrator. Visits require a minimum of 48-hour notice.

The anti-trespass ordinance provides that within fifteen minutes of entering a school building, permission must be obtained to remain on the premises. Failure to comply with this regulation constitutes a violation and may lead to a maximum fine of \$300 and a maximum sentence of 90 days in jail.

Any person entering any school in the District to which he/she is not assigned, without proper authorization, and disrupts the normal business process of the school is subject to arrest for disorderly conduct. Parents are expected to be a role model for their son/daughter and other students in conducting their behavior in a professional and appropriate manner.

Weapons – Act 26

Students found to be in possession of weapons, as defined by State law or School District Policy, will be subject to immediate suspension, arrest, transfer to a disciplinary school and/or possible expulsion (see Act 26 in the discipline section of the School District Code of Conduct) and Act 26 of 1995 (The Safe Schools Act). Act 26 requires that any student, regardless of age, found to be possessing a weapon on school property, in a school program or event, or while traveling to or from a school or school program or event (including school buses and public transportation) be arrested and expelled from the School District for at least one year. If the child is under 17, the parent will be responsible for providing an appropriate education during the expulsion, either at a private school or with another public school district. Violations of Act 26 will become part of a student's permanent record, and will now be available to any school in which he or she may later enroll. It also requires parents to provide a sworn statement upon registering their child in school as to whether the child had previously been suspended or expelled from another school. Act 26 also requires schools to maintain records on acts of violence and weapon possession and to forward student discipline records when a student transfers to another school.

Act 33 of 1995(Delinquent Vs. Criminal Acts) - Act 33 provides that any person age 15 or older who commits a violent crime and either (a) committed the crime with a deadly weapon or (b) has previously been adjudicated delinquent for a violent crime, will automatically be tried as an adult in the criminal justice system.

Special Programs

RTII (Response to Instruction and Intervention)

Students who are at risk because of academic, behavioral, social, emotional, or family-related problems are referred to a comprehensive support team that develops intervention strategies.

Special Education Services

Childs Elementary offers a range of services to students with special needs. Every effort is made to provide service delivery in the least restrictive environ-

ment. Each year, student rosters are individually designed for special education and regular education program options that best suit learning needs and career goals. Related services such as speech, vision, hearing, physical, or occupational therapy are available where these statements of need are included in Individualized Educational Plans (IEP).

Computing and Internet Acceptable Use Policy

1. Purpose

The School District of Philadelphia is providing its employees and students (“users”) with access to computing equipment, systems and local network functions such as School District e-mail and the Internet.

This access has a limited education purpose for students and is to facilitate employees’ work productivity.

2. Access rights and privileges.

The School District has the right to place reasonable restrictions on the use of equipment, resources and material students and employees access or post through the system. Students and employees are also expected to follow the rules set forth in the District’s rules and regulations governing conduct, disciplinary code, and the law in their use of The District’s equipment and network. This access has not been established as a public access service or a public forum. All access and rights are privileges granted by the District, and users should expect no privacy rights.

All District employees and students will have access to the Internet through The District’s private network. Parents may specifically request that their children not be provided such access by notifying the District in writing.

No student will be given or have access to District-provided Internet e-mail.

Students may be permitted to access an external Internet e-mail service or their personal e-mail account for the purpose of legitimate instructional or school-based needs. This is a local decision.

Guests/contractors are not automatically eligible for a District e-mail account. E-mail or network access accounts may be granted if directly sponsored by a District administrator.

3. Unacceptable Uses

Users may not use the District’s private network to access material that is profane or obscene (pornogra-

phy of any kind), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).

Users may not post personal information on the Internet about themselves or other people. Personal contact information includes address, telephone, school address, work address, pictures or video bites, clips, etc.

Students may not agree to meet with someone they have met on the Internet without their parent's approval and participation.

Users may not attempt to gain unauthorized access to any other computer system. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing", "snooping", or "electronic discovery".

Users may not deliberately disrupt or harm hardware or systems, interfere with computer or network performance, interfere with another's ability to use equipment and systems, or destroy data.

Users may not use the District's private network to engage in illegal acts, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, accessing or sharing unauthorized copyrighted music, movies, and other intellectual property, etc.

Users may not utilize peer-to-peer file-sharing applications or execute programs to facilitate the downloading or exchange of copyrighted or unauthorized music, movies, and other materials.

Users may not use the District's private network to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.

Users may not post information that could endanger an individual, cause personal damage or a danger of service disruption.

Users may not knowingly or recklessly post false or defamatory information about a person or organization.

Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.

Users may not indirectly or directly make connections that create "backdoors" to the District, other organizations, community groups, etc. that allow unauthorized access to the District's network.

Users may not use obscene, profane, lewd, vulgar,

rude, inflammatory, hateful, threatening, or disrespectful language.

Users may not engage in personal attacks, including prejudicial or discriminatory attacks.

Users may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.

Users may not re-post a message that was sent to them privately without permission of the person who sent them the message.

Users may not forward or post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people. Users will not install or reproduce unauthorized or unlicensed software on District resources.

Users may not plagiarize works that they find on the Internet or other resources.

Users may not use technology resources and Internet for private business activities or unreasonable personal use.

Users may not use the District's private network for political lobbying.

Students will not download files unless approved by their teacher.

4. System Security Obligations

Users are responsible for the use of their individual access account(s) and should take all reasonable precautions to prevent others from being able to use their account(s), including coworkers, friends, or family. Under no conditions should a user provide his/her password to another person.

Attempts to log on to the District's private network or any other network as a system administrator is prohibited.

Any user identified as a security risk or having a history of violating this or any other Acceptable Use Policy may be denied access to the District's private network.

Users will avoid the inadvertent spread of computer viruses by following the School District virus protection procedures if they download software or share common file directory.

Users should immediately notify a teacher or system administrator of any possible security problem.

Students will promptly disclose to their teacher or other appropriate school employee any message received that is inappropriate.

5. Filtering

As required by law and in recognition of the need to establish a safe and appropriate computing environment, the District will use filtering technology to prohibit access, to the degree possible, to objectionable or unsuitable content that might otherwise be accessible via the Internet.

6. Due Process

The School District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through The District's private network.

In the event there is an allegation that a student has violated the District Acceptable Use Policy, the student will be provided with a written notice of the alleged violation and will be provided with notice and opportunity to be heard in the manner set forth in the Student Hearing Process Policy. Disciplinary actions may be taken.

Employee violations of the District Acceptable Use Policy will be handled in accord with law, School Board Policy or collective bargaining agreement(s), as applicable.

7. Administration

The Chief Information Officer has the responsibility and authority for the development, publication, implementation and ongoing administration and enforcement of the processes and techniques required to protect the Philadelphia School District's technology systems and services from unauthorized access, loss or misuse.

School principals have the responsibility to establish a plan to ensure adequate supervision of students. They are also responsible for interpreting and enforcing this policy at the local level.

Local management has the responsibility to interpret and enforce this policy.

George W. Childs Elementary School

8:30 to 3:09	Calendar at a Glance 2017-2018
Sept 5	First Day of School - Grades 1 – 8 and Head Start
Sept 5-11	Kindergarten Parent Interviews
Sept 12	First Day of School for Kindergarten
Sept 21-22	School Closed for Rosh Hashanah
Sept 28	Back to School Night 5:30 – 7:30 Meet the teachers!!
Sept 29	School Selection Begins
Oct 9	Interim Reports
Oct 27	12:09 Early Dismissal – Teacher PD
Nov 1-17	Benchmarks Testing for grades 3 – 8
Nov 7	Schools Closed – Election Day – PD day for teachers
Nov 10	Schools Closed for Veterans Day
Nov 13	School Selection Closes
Nov 20-22	Report Card Conferences- 12:09 Early Dismissal
Nov 23-24	Schools Closed - Thanksgiving Holiday
Dec 8	12:09 Early Dismissal – Teacher PD
Dec 20	Interim Reports
Dec 25 -Jan 1	Schools Closed – Winter Holiday
Jan 2	Schools Closed for Students – PD for teachers
Jan 3	Interim Reports
Jan 15	Schools Closed for Dr. Martin Luther King Day
Feb 14-16	Report Card Conferences – 12:09 Early dismissal
Feb 19	Schools Closed – Presidents’ Day
Mar 6	Interim Reports
Mar 16	12:09 Early Dismissal – PD for Teachers
March 29-Apr 2	Schools Closed – Spring Recess
April 27	12:09 Early Dismissal – Teacher PD
May 2 - 4	Report Card Conferences - 12:09 Early dismissal
May 9	Interim Reports
May 15	Schools Closed for Election Day – Professional Development
May 18	12:09 Early Dismissal – Teacher PD
May 28	Schools Closed for Memorial Day
June 12	Eighth Grade Promotion Ceremony
June 12	Last day for Students
June 13	Last day for Staff

**ASSESSMENT DATES
2016-2017**

Assessment	Date
ACCESS for ELL Students (K-8 Grade)	Begins January 2018
PSSA Reading Assessment (Grades 3-8)	Begins April 9, 2018
PSSA Math Assessment (Grades 3-8)	Begins April 16, 2018
PSSA Science Assessment (4 th & 8 th Grade)	Begins April 23, 2018
PASA	February 19 – April 13
Benchmarks	November 1, - November 17 January 29 – February 13 May 9 – May 25
Aimswest/DRA2	Sept 11 – Sept 29 January 8 – January 29 May 1 – May 18

School Hours

Students	8:30 a.m. – 3:09 p.m.
Teachers	8:20 a.m. – 3:09 p.m.
Noontime Aides	3 or 5 hours as assigned by principal
School Police Officer	8:00 a.m. – 4:00 p.m.
Secretary	8:00 am – 3:15 pm

**VERY IMPORTANT: THERE WILL BE NO EARLY
DISMISSALS AFTER 2:00 PM. PLEASE PICK UP YOUR CHILD
BEFORE THEN OR WAIT UNTIL THE 3:09 REGULAR
DISMISSAL.**

Bell Schedule

Grades Head Start – 8th

8:20 AM - Start Time for Teachers

8:30 AM - Start Time for Pupils

3:09 PM - Dismissal

Period	Begin Time	End Time
<i>1</i>	8:30	9:15
<i>2</i>	9:15	10:00
<i>Intervention Period</i>	10:00	10:30
<i>3</i>	10:30	11:15
<i>4</i>	11:15	12:00
<i>5</i>	12:00	12:45
<i>6</i>	12:45	1:30
<i>7</i>	1:30	2:15
<i>8</i>	2:15	3:00
<i>Drill and SRA</i>	3:00	3:09

SCHOOL DISTRICT OF PHILADELPHIA

BULLYING POLICY



WHAT IS BULLYING?

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

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

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

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

THE DISTRICT PROHIBITS ALL FORMS OF BULLYING BY DISTRICT STUDENTS

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

Reporting Bullying Incidents:

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

WHAT WILL HAPPEN WHEN AN INCIDENT OF BULLYING IS REPORTED?

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

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

WHAT HAPPENS TO STUDENTS WHO BULLY?

Consequences for Violations:

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

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

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

SCHOOL DISTRICT OF PHILADELPHIA ABOUT THE UNLAWFUL HARASSMENT POLICY



WHAT IS UNLAWFUL HARASSMENT?

Harassment is verbal, written, graphic or physical conduct related to an individual's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political belief.

WHAT ARE EXAMPLES OF PROHIBITED BEHAVIOR?

- ***threatening or harassing, intimidating or physically assaulting another student***
- ***writing graffiti containing offensive language*** which is derogatory to others
- ***making derogatory jokes or name-calling or slurs directed at others***
- ***negative stereotypes or hostile acts*** which are derogatory to others
- ***written or graphic material containing comments or stereotypes*** which are either posted, circulated or are written or printed on clothing which are derogatory to others

THE DISTRICT PROHIBITS ALL FORMS OF HARASSMENT BY DISTRICT STUDENTS ***WHAT SHOULD YOU DO WHEN YOU OR SOMEONE YOU KNOW IS BEING HARASSED?***

Reporting Incidents of Harassment:

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

WHAT WILL HAPPEN WHEN AN INCIDENT OF HARASSMENT IS REPORTED?

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

- Inform the student who harasses of the results of the investigation;
- Review the definition of harassment and the District's policy on harassment;
- Punish the behavior relative to the number of offenses and the severity of the behavior; and
- Notify the parents of the student(s) who harasses, including the actions of the student and the consequences.

WHAT HAPPENS TO STUDENTS WHO HARASS?

Consequences for Violations:

- Students who violate the unlawful harassment policy will be disciplined according to the Code of Student Conduct.
- If the first offense is notably severe, this could result in a long-term suspension (4-10 days); a referral for placement in an alternative education program; or expulsion.

TITLE I PROGRAM

The No Child Left Behind Act of 2001 (NCLB) mandates that schools give information to parents/caregivers regarding:

- a) The achievement of their children;
- b) The choices they can make about their children's education;
- c) The performance of their school; and
- d) Information regarding their children's teachers.

Highly Qualified Staff

NCLB Section 1111 requires principals to notify parents of the parent's rights to request information. Notices will be sent out in September regarding the qualifications of the child's teacher. Parents must also be notified if a child is being taught for four consecutive weeks by a teacher who is not highly qualified. These notices will be sent out at the end of September and at regular intervals if students are being taught by a substitute who is not highly qualified.

Parent Involvement Policy

Section 1118 of NCLB requires all schools receiving Title I funds to develop a written parental policy and to involve parents in planning, reviewing, and improving parental involvement programs. A copy of the School District of Philadelphia Parental Involvement Policy and the individual Parental Involvement Policy will be sent to parents in September. The District Policy will be available in different languages.

School Parent Compacts

NCLB Section 1118 requires that each school have a School Parent Compact. The purpose of the compact is to define the respective responsibilities of school staff, parents, and students in the educational process. The compact must describe the school's responsibilities for providing a high quality curriculum in a supportive and effective learning environment and also the ways that parents will support their child's learning. The compact is sent out to parents in September and is available in different languages.

School Choice Transfers

NCLB Section 1116 requires the School District to send notification to parents of students in School Improvement schools giving them the option to transfer to another school in our district. The law clearly mandates which students may be eligible to participate in School Choice. Forty meetings are held during the School Choice process to help parents make decisions regarding their transfer choice. A complete parent packet is sent to all schools and available to all parents of students in schools that have failed to make Adequate Yearly Progress (AYP) for at least 2 years.

**THE SCHOOL DISTRICT OF PHILADELPHIA
SCHOOL-PARENT COMPACT**

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

This school-parent compact is in effect during school year 2016-2017

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

**(Provisions bolded in this section are required to
be in the Title I, Part A School-Parent Compact)**

School Responsibilities

The George W. Childs School will:

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

The Common Core will be delivered to all students. The ELA teachers will use Ready Gen by Pearson and McGraw Hill Study Sync to support the Core and the Math teachers will use the newly purchased Pearson Math. The school will use Corrective Reading, Project Read, Achieve Now, Lexia, Corrective Math, Distar Math, and Reading Mastery as interventions for students who have fallen behind and need Level II interventions. There is an intervention teacher who works with students who are below level in Reading and Math. There will also be after school tutoring twice a week in Literacy and Math for targeted students.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Back to School Night will be held Wednesday September 28, 2017.

Report card conferences will be held November 20-22, 2017; February 14-16, 2018; and MAY 3 – 4, 2018.

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

The school will send home interim reports for every student halfway through the report card period; IEP meetings will be held annually; progress monitoring for students with IEPs will be done monthly.

Teachers will use RTII to monitor student progress. Students who fail to make progress will move to Level II of RTII and be given a Level II Research based program in either Math or Reading or both. The programs are Corrective Reading, Project Read, Achieve Now, Lexia, Corrective Math, Distar Math, and Reading Mastery. Parents will be called in for a meeting when students reach Level II of RTII for continued failure to achieve.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Parents can make appointment with teachers during their preparation periods and after school. Parents can communicate with teachers through phone or email.

5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities,** as follows:

Every classroom has a Room Mother who coordinates volunteers for parties and class trips. Parents who wish to volunteer for more extensive classroom assistance may coordinate this through the principal.

Parents who wish to visit their child’s classroom can meet with the principal and set up an appropriate time.

Parent Responsibilities

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

[Describe the ways in which parents will support their children’s learning, such as:

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



Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need it.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]*

The George W. Childs School will: **(must be in all compacts)**

1. **Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.**
2. **Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.**
3. **Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able**

to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicable possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the George W Childs School will:

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

School	Parent(s)	Student
September 1, 2017	SEPTEMBER 1, 2017	SEPTEMBER 1, 2017

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

SCHOOL DISTRICT OF PHILADELPHIA

George W Childs Elementary School

PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

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

The _____ George W Childs _____ agrees to implement the following statutory requirements:

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

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

- (A) *that parents play an integral role in assisting their child's learning;*
- (B) *that parents are encouraged to be actively involved in their child's education at school;*
- (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

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

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

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

1. The George W Childs will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:

Parents were sent an email, a text message, and a phone blast that there was a meeting on September 14, 2016 in the school library to review Parental Involvement Policy. A School Messenger phone message went out to all parents to alert the parents about the meeting. An email to the parent list serve went home the night before to ask parents to attend. New parents were called to see if they could come to the meeting.

2. The George W Childs will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents will be invited to participate in the SAC meetings in February and March to review the School Improvement Plan and Federal Budget Addendum. Letters inviting parents to join the meetings will go home two weeks in a row in February and again in March. The letters will be sent in the Wednesday School Communication folder. Email reminders and School Messenger phone reminders will also be sent to parents to remind them about the data review meetings.

3. The **School District of Philadelphia** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

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

4. The George W Childs will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

Parents of Head Start will be invited to participate in any parent workshops and in meetings that review data and parental involvement policies.

Each May the Kindergarten program holds an open house and invites the Head Start families to attend. Head Start students are enrolled in the kindergarten program as a priority.

The kindergarten Open House is held in Mid May in the IMC.

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

The principal will distribute a survey to parents through the communication folder in the second week of February. The survey will help address parental areas of concern. The Bilingual counselors will also be invited to work with non-English speaking parents to ascertain whether their needs are being met. Parents will be asked to give input during the February and March meetings about improvements needed. The Bi-lingual counseling assistants will hold monthly Welcome Wagons and Literacy Circles to support the parents that are not native English speakers.

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

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

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

On September 28, 2017, the principal will do a Powerpoint presentation for parents to explain the Title I Part A during the Back to School Night. During SAC meetings, the principal will address to the school community how the school intends to meet the student academic achievement standards. During Report Card conferences in November, February, and April, the principal, special education liaison, counselor, and bilingual counselors will be available to meet with parents and guide them through the process of working with the teachers and monitoring their child's progress.

- B. The George W Childs will, with the assistance of the School District, provide materials and training to help parents work with their children to improve their children's academic

achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Using Title I parental involvement money to purchase books for parents on improving Math and Literacy Skills.

Having a Literacy workshop.

Having City Year run a technology workshop for parents after school.

- C. The George W Childs will, with the assistance of the School District, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Teachers will reach out to parents and enlist Room Mothers for every class.

Teachers will ask parents to sign up for emails and text messages from the school.

Teachers will enter all contacts made onto a google doc that is shared by the entire staff.

At the August 29, 2017 Professional Development, staff will receive strategies about effective communication with parents and how to best serve them.

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

There is a table and bulletin board set up in the conference room outside of the office with parent literature and resources. An additional table is set up in the downstairs hallway so parents can gather information and take free books when they pick up their children from school and Head Start.

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

Childs School has four bilingual counselors who translate the monthly calendars that are sent home. They also copy the district literature for the parents of their language groups and give them to the children to take home. They are also available to meet with parents during report card conferences and any time the parents need translation services. The Pacific Translation service is also available any time a parent needs help right away and the bilingual counselor is not available.

PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

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

* * * * *

PART IV. ADOPTION

This George W Childs School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by sign in sheet, agenda, and flyer.

The school will distribute this policy to all parents on or before September 28, 2017.

Dr. Eileen Coutts
(Signature of Principal)

September 1, 2017