

**Watson T. Comly Elementary School**  
**Family Handbook**

**2018-2019**

**Comly Pledge**

*Today I promise to be kind.*

*I will treat other people the way I want them to treat me.*

*I will not tease, touch others, or say mean things to them.*

*If someone bothers me, I will walk away,  
calm down and tell an adult.*

*Today I promise to work hard,  
learn all I can and be the best I can be.*



*The School District of Philadelphia*  
Watson T. Comly Elementary School  
1001 Byberry Road  
Philadelphia, PA 19116

Kate Sylvester  
Principal

Phone: (215) 400-3010  
Fax: (215) 400-3011

August 27, 2018

Dear Comly Families,

I would like to welcome you to the 2018-2019 school year! I hope that everyone had a relaxing and enjoyable summer and that your children are ready to learn. We are looking forward to working collaboratively with you to nurture your child's academic, social and emotional growth.

This year we will continue to work to foster open lines of communication between the school and the home to ensure student success. Here are several things you can do at home to help your child have a successful school year.

- Send your child to school every day on time.
- Make sure your child gets eight hours sleep each night.
- Establish a routine for studying. Give your child a quiet corner to read and regular time to do homework.
- Keep in touch with your child's teacher via email, telephone, notes, or letters.
- Attend school-wide events, classroom events, and conferences.
- Celebrate your child's success (giving verbal praise), no matter how small it may seem. This will keep your child enthusiastic about learning and proud of their work.

Throughout this handbook there are checks for you to ensure you have taken the necessary steps to stay informed. There are clear directions in the appendices that will guide you through the process. A copy of this is available on Comly's website. (<http://webgui.phila.k12.pa.us/schools/c/comly>)

I am confident that this will be an outstanding school year and look forward to working with the staff and community to continue the Comly Elementary School tradition of academic excellence! Please continue to watch the Wednesday folder for information about upcoming events including Back to School Night. I look forward to seeing you there!

Sincerely,

*Kate Sylvester*  
Principal

## **General Information**

### **School Hours**

School begins each day at 8:25 A.M. and closes at 3:04 P.M. Kindergarten students are dismissed at 2:50 P.M. Kindergarten students must be supervised by a parent/caregiver at all times prior to the school day while in the schoolyard. A kindergarten parent or designated adult must sign Kindergarten students out at the end of the day.

### **Arrival**

All students will enter through the door near the cafeteria in the school yard. For safety purposes, no parents will be allowed to enter with their child. If a parent needs to come in for a legitimate concern they must go around the building and enter through the main entrance and sign-in. Students arriving by 8:15A.M. may go to the cafeteria for breakfast. Kindergarten, 1st grade and students in Autistic Support classes will report to the cafeteria. Students in grades 2 through 5 will go to the auditorium. Children dropped off on the Kelvin Ave. side of the building must walk around the building to enter. The main entrance will only be open during icy or snowy conditions. The doors will lock at 8:25 A.M. Any students arriving after 8:25A.M. must enter through the front entrance with a parent and proceed to the main office for a late pass. Teachers will pick students up from either the cafeteria or auditorium at 8:25 A.M.

### **Dismissal**

Students are dismissed on a staggered schedule. Kindergarten students will be dismissed at 2:50 P.M. Parents must enter through the designated doors in the schoolyard. They will proceed to their child's classroom to sign out their student. Students in grades 1-5 riding the first trip bus will be dismissed at the 2:55 P.M. bell. All walkers will be dismissed to the schoolyard at the 3:04 P.M. bell. Teachers will escort the students to the schoolyard. Students riding the 2<sup>nd</sup> trip bus will wait in the gym. These students are not permitted to report outside.

### **Parent Drop-Off/Pick-Up**

No vehicles are allowed to drive into the schoolyard off of Byberry Road. Only the 5 designated yellow school buses may drop off and pick up students in the schoolyard. Parents must park and walk their children to the door. Parents are encouraged to walk up the stairs on Stevens St. and walk through the schoolyard. Please do not walk up the driveway on Byberry Rd.

### **Transportation**

Students are encouraged to take the school bus to school. Our buses run two trips each day. Our students are assigned to a "color" bus route. The colors are yellow, blue and green. It is important to know the color that corresponds to your student's bus route. In the case that a bus is late, an all call will be issued via phone, text and email notifying parents that that color bus is late. Every effort is made to be as timely as possible in notifying parents of late buses. Other bus concerns should be directed to the School District of Philadelphia's transportation office at (215) 400-4350.

### **Breakfast**

Research indicates that students who begin school with a healthy breakfast achieve greater academic success. Free breakfast is offered to all students at Comly daily. Students who wish to eat breakfast at school may arrive at 8:00 A.M. and enter the cafeteria to enjoy breakfast. They must arrive by 8:15A.M. to participate in breakfast.

### **Lunch**

All students are entitled to a free school lunch through a grant from the US Department of Agriculture. Comly's kitchen is a full service kitchen so students are offered healthy meals made on the premises. A monthly menu is sent home listing all breakfast and lunch offerings for each day. Students are also welcome to bring a lunch from home. Menus can also be found at <http://webgui.phila.k12.pa.us/offices/f/foodservices/menus2>.

### **Healthy Bodies, Healthy Minds**

The Comly Community is a healthy one. Students are exposed to programming that teaches them to make healthy food choices and maintain an active lifestyle. Foods high in sugar and fat will not be allowed in the building, even for birthdays and celebrations.

#### **Parents, did you...**

- Find out what color (yellow, green or blue) correlates to your child's bus route?
- Complete your child's emergency contact form with the full and correct information on any adult that may pick up your child (including you)?
- Sign up for the Parent Portal and ensure that a current contact phone number and email address is on file?
- Sign up to receive phone, text and email alerts through the Parent Portal?

## Attendance Policy

### Attendance

Comly boasts an average daily attendance rate of 95%. Punctuality and good attendance are two of the basic principles of good work habits and ensure a student's success in school. Poor attendance and lateness becomes a barrier to learning.

Upon returning to school after an absence, each student must provide the teacher with an absence note signed by the parent or caregiver including the *dates and reasons for the absence*. Failure to provide a note will mean a child's absence is coded as an unexcused absence. Be advised that an absence note does not excuse a student if a pattern of absences or lateness exists. Children are not excused for attending trips with parents. Being absent from school to go on vacation will not be excused. The parent should notify the school if a child is expected to be absent for an *extended period of time for medical reasons or some other urgent concern*.

Absences of 3 or more consecutive days will require a doctor's note in addition to a parent or caregiver's note. After the 8th non-doctor's note absence, every subsequent absence must have a doctor's note in order to be excused. It is the parent and/or child's responsibility to check with the teacher about make-up work and/or tests and assignments.

If students arrive in school after 10:00 AM without a note or leave before 1:00 PM without a note, they will be marked half a day unexcused absence. The half day unexcused absences will accrue to full days.

10 unexcused absences, will result in a referral to truancy court/DHS and suspension of student participation in a range of school activities. A student with 10 consecutive unexcused absences will no longer be enrolled in Comly.

*An absence note must be submitted to the teacher within three days of an absence or the absence will be coded unexcused.*

### Late Policy

Punctuality sets the tone for the school day. Students who are constantly late disrupt the instructional program and quickly fall behind in school. Students arriving to school after 8:25 A.M. are considered late and must enter through the front doors and obtain a late note from the front desk. *Chronic lateness will be investigated.*

### Early Dismissal

It is imperative that your child remains in school the entire day in order to maximize the benefits of instruction. Instructional time is valuable and cannot be recouped once it is lost. Children with numerous early dismissals quickly fall behind in school so it is vital that parents schedule medical appointments after school and/or during school closures. If your child must be dismissed early, he or she must bring in a written note signed by the parents stating the time and reason for the early dismissal. Parents will then report to the office and sign the child out in the "Sign-Out Book." *All adults must show ID* to verify they are on the list of adults approved to remove a child for an early dismissal as indicated on the emergency contact sheet. The child will then be called to the office. For the safety and security of your child, no child will be dismissed without an identified adult (21 and over) to accompany him or her.

### Emergency School Closing

When school is closed due to extreme weather conditions, an announcement will be made over KYW RADIO 1060 and television stations early in the morning. The announcement "ALL PHILADELPHIA PUBLIC SCHOOLS ARE CLOSED" will be posted on the School District's website. When it is necessary to close school during the school day, television and radio stations will also make announcements. It will be announced as, "ALL PHILADELPHIA PUBLIC SCHOOLS WILL CLOSE AT (time)." In the event of an emergency closing at Comly Elementary School, parents will be notified by telephone messenger and School District website. It is imperative that we have current home information, emergency contact numbers, and work numbers on file. It is important to review with your child the instructions for what to do in the event that you are not at home when he or she arrives home from school. Parents can also download the KYW radio "app" so they can receive important alerts on their cellular telephones.

#### **Parents, did you...**

- Sign up for school closing alerts on KYW or other local news stations?

## School Safety & Security

### Safety Drills

The safety of your child and all children in our schools as well as the safety of the school staff and support personnel is very important to us. In order to maintain a safe environment for our children to study and learn, it is necessary that we practice our emergency and crisis response plans by having drills designed to exercise our procedures. We will be conducting various drills throughout the school year. This letter is to help you understand the importance of this as well as to understand each type of drill.

**FIRE DRILLS** - The school will conduct a “fire drill” each month that school is in session. This is a Fire Code requirement. We want each student to understand and be aware of the importance of this drill and not be afraid when the fire alarm is sounded. By practicing they will know what to do and how to do it.

**LOCKDOWN DRILLS** - The school will conduct one “Lockdown Drill” each semester of the school year. This type of drill will secure the school building and safely shelter all students, staff and visitors inside the building. The purpose of this drill is to keep the students safe from any danger outside or inside the building. During a “lockdown drill” all of the perimeter doors to the school building will be locked and will remain locked until the danger or issue outside or inside the building is removed. To enable everyone to remain safe, no one will be allowed to enter the building or leave the building until the authorities authorize such a release.

**SHELTER-IN-PLACE DRILLS** - The “Shelter-in-Place” drill will be conducted 1 time a semester each school year. The purpose of this drill is to be prepared to move to a safe location within the building in case of severe weather or tornadoes.

### Visitors

For the safety and security of staff and students, all visitors are required to sign-in and show identification at the front desk and obtain a visitor’s pass before gaining access to any part of the building. They must also sign-out prior to exiting the building. It is imperative to maintain an accurate record of who is in the building at all times. Visitors are not permitted to enter the building through school yard doors.

### Special Release

The safety of your children is paramount. School district employees are required to follow strict guidelines for releasing students from school. Please read the letter and policy from the district at the end of this handbook. Children will only be released to an adult with proper photo identification that is also listed on the child’s emergency contact form. Thank you for your cooperation in keeping Comly safe.

### Volunteer Clearances

The Pennsylvania Department of Education requires volunteers to obtain the following clearances:

- Report of criminal history from the Pennsylvania State Police (PSP); and
- Child Abuse History clearance from the Department of Human Services (Child Abuse)

Additionally, the School District of Philadelphia requires volunteers to complete the following:

- Volunteer Code of Conduct
- Volunteer Affirmation or FBI Background Check (if volunteer has lived outside of PA in the past 10 years)
- Volunteer Orientation (online or in-person)

Copies of the volunteer packet must be on file in Comly’s office.

### Parents, did you...

- Review the drills with your child and explain that we practice them to keep everyone safe?
- Complete your volunteer registration packet?

## School Uniforms

### School Uniform

- Yellow polo shirt with a collar and buttons (short or long sleeves)
- Navy blue sweaters (cardigans or pullover for colder weather - no hoodies!)
- Navy blue pants
- Navy blue shorts to the knee
- Navy skirt, skort or jumper to the knee for girls
- Navy blue knee socks or tights for girls

### Gym Uniform

- Navy blue Comly gym shirt (order forms will be sent home)
- Navy blue sweatpants or gym shorts
- Sneakers

### Parents, did you...

- Purchase enough uniforms for each week?
- Purchase a Comly gym shirt?

## Communication

### Wednesday Folders

Important handouts and information will be sent home via the Wednesday folder each week. We strongly encourage you to check your child's folder daily for important updates.

### Agenda Books

Students in grades 3-5 will receive agenda books. They will write down their homework and important information in this book. Please check it daily.

### Parent Portal

The Parent Portal is accessible through the School District of Philadelphia's homepage (<http://www.phila.k12.pa.us/>). PLEASE SIGN UP FOR THIS! Directions are found in the resources section of this handbook. Through this portal you are able to access the Student Information System (SIS) to check your child's grades and absences.

### School Messenger

Comly will send important messages via all-calls, text messages and emails. These messages will be sent to the phone number and email addresses on file. If you are not receiving these messages, please log into the Parent Portal to ensure the correct information is on file.

### Friends of Comly

The Comly School is proud to be forming a Friends of Comly group/ All parents are invited to join and participate in all activities. These activities are an important way to show children the connection between the home and school.

### Translation & Sign Language Interpretation Services

Translation and sign language interpretation services are available. Please inform the teacher or main office to take advantage of these services.

### Parents, did you...

- Provide updated and accurate phone numbers and email addresses to the school?
- Sign up for messages via the Parent Portal?
- Check out your child's Wednesday folder?
- Join the Friend of Comly group?

## **Academics**

Comly teachers will provide your child with a rigorous standardized curriculum in a student-centered learning environment. Students' interests, and learning styles will be assessed in order to meet the needs of individual learners and motivate students. Our teachers participate in ongoing professional development that will enhance their professional practice.

The core subject areas of Reading, Mathematics, Science, and Social Studies will be taught daily, with many of the content areas being woven in through thematic units based on the PA Common Core Standards. These standards increase the focus on critical thinking in reading and writing and authentic problem solving and conceptual understanding in math. In science and social studies, students will learn like the experts in these areas.

Students will also have Physical Education, Art, Music and Computers as special classes.

### **Report Card Conference Dates**

The full academic calendar is available in the back of this handbook and on the School District of Philadelphia's website. Students are dismissed at 12:00PM on report card conference days.

1st Marking Period - November 7, 8, and 9, 2018

2nd Marking Period - February 13, 14, and 15, 2019

3rd Marking Period - April 15, 16, and 17, 2019

Final report cards will be distributed at the end of the year.

### **Parents, did you...**

- Mark your calendar with important dates such as days off, half days and report card conferences?

## Support Programs

### MTSS

Students who are at-risk either academically and/or behaviorally will be referred to Tier II of MTSS, Response to Instruction and Intervention. Parents will be informed of the process and are invited to be active participants. Children in MTSS receive research-based intervention programs. These include:

#### English Language Arts

*Lexia*  
*Reading Mastery*  
*Corrective Reading*  
*RAZ Plus*  
*Leveled Literacy Intervention*

#### Math

*Think Through Math*  
*Corrective Math*  
*Connecting Math Concepts*  
*Waterford Early Math*

### Special Education

As a parent, you are uniquely qualified to know your child's learning strengths and weaknesses. If it is determined that your child is eligible for special education services, school professionals will utilize your knowledge in designing a special education program for your child's benefit. Your child may be eligible for special education if your child:

1. Has an intellectual disability, emotional disturbance, an orthopedic impairment, deafness, a speech or language impairment, a visual impairment (including blindness), autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities *and*
2. Needs special education, as determined by an evaluation team.

*Your child must meet both qualifications in order to be eligible for special education.* In Pennsylvania, all children eligible for special education have the right to a free, appropriate, public education (FAPE).

Students who have been identified with special needs will receive special education services in the Least Restrictive Environment as indicated in the Evaluation Report and Notice of Recommended Educational Program and as delivered by the Individualized Education Plan. In some cases, the Least Restrictive Environment will mean services must be provided at another location. Please see the resources section of this handbook for additional resources.

### English to Students of Other Languages

Students in grades 1 through 5 whose primary language is not English will receive language instruction from an ESOL teacher.

#### Parents, did you...

- Notify your child's teacher of any of the above supports that he or she should be receiving?

## Discipline

It is the responsibility of the school stakeholders to provide a safe and secure environment. Discipline is a key element for the safety of all our children. Discipline keeps students accountable through active engagement. Good habits and appropriate behavior are learned early in a child's development. It is also at this time, when parental involvement is at its highest, that it is important for school staff and parents to work together to achieve and maintain a school atmosphere conducive to learning.

Discipline is a way of reaching that goal. Parents, as an important part of the Comly team, can assist by teaching their children appropriate and proper behavior, respect and responsibility. It is a continuous process. What your child learns at home, can and will be carried into the school day. All students are expected to behave in an acceptable and responsible manner while at school, on field trips, riding the bus, in the school yard, lunchroom and other school related situations. Positive behavior, courtesy and cooperation are essential to learning. Comly School adheres to the *School District of Philadelphia Student Code of Conduct*. Please review it with your child. The Code will be referred to often should circumstances arise for any disciplinary action involving your child.

There is zero tolerance of bullying in all Philadelphia schools. Zero tolerance means that instances of misconduct will be *investigated and the appropriate action taken*, if necessary. Zero tolerance does not mean a child is immediately punished or expelled from school when an incident occurs. **All incidents will be investigated and students found responsible for violating the Code of Conduct will receive disciplinary action.**

Often parents and children possess a limited understanding of bullying and use the term to describe all types of conflicts between students. The correct definition is provided below:

### **Bullying is defined as the following:**

- It is aggressive behavior or intentional actions that result in harm,
- It is carried out repeatedly over time, and
- It occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful).

### **Bullying, as defined in the policy, refers to 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 sexual harassment, gossiping, spreading rumors; 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, or websites). Updated Code of Student Conduct booklets describe the sanctions and supports for students violating the bullying policy.

The following behaviors will not be tolerated and will result in disciplinary actions:

- Bullying any member of the school community
- Hitting or threatening a teacher
- Fighting
- Disruptive behavior
- Possession of Weapons and Dangerous Instruments
- Narcotics, Alcohol and Drugs
- Conduct which may harm or threaten an individual
- Damage, destruction or theft of school or private property
- Trespassing
- Offensive Language
- Graffiti

### **Parents, did you...**

- Review the Code of Conduct with your child?

## Important Resources, Communications and Policies from the School District of Philadelphia

1. Parent Guide to Reading Levels (K-3)
2. Parent & Family Portal Directions
3. Special Release Procedures
4. Code of Conduct
5. Parent and Family Engagement Policy
6. School-Parent Compact
7. Behavioral Health Community Resources
8. Volunteer Paperwork Checklist
9. 2018-19 Academic Calendar



## GRADE 1 (CONTINUED)

### LEVEL H:

- Quickly and automatically recognizes 100 or more sight words within continuous text.
- Demonstrates flexible ways to figure out new words-taking it apart, using meaning.
- Uses context and pictures to figure out the meaning of new vocabulary words.
- Notices, searches for and discusses information that is important to understanding.
- Summarizes stories with multiple events.
- Uses language, structure and meaning to support fluency and phrasing.
- Identifies new information and connects to prior knowledge.
- Demonstrates learning new content from reading.
- Agrees or disagrees with the ideas in the text.
- Uses titles and headings to search for information.

## GRADE 2

### LEVEL J:

- Reads fluently, slowing down to figure out new words and then resumes fluency.
- Uses chapter titles to predict content - understands the problem of a story and its solution.
- Makes predictions about the character based on traits.
- Makes connections between the text and other texts read.
- Infers characters' feelings through reading their dialogue.
- Infers causes of problems or outcomes in fiction and nonfiction.
- Guesses how characters might have behaved differently.
- Reads and understands long sentences with 10 or more words.

## GRADE 3

### LEVEL M:

- Solves words with 2 or 3 syllables and longer descriptive words.
- Connects words that mean the same or almost the same to help understand text.
- Begins to notice new and interesting words, and actively uses them in oral or written work.
- Goes beyond the text in discussions and interpretations.
- Processes longer sentences (over 15 words) with a series of nouns, verbs, and adjectives.
- Constantly checks on understanding or searches for information while reading.
- Uses multiple sources of information to support fluency.
- Demonstrates awareness of punctuation and reads dialogue with expression.
- Makes connections between the text and other texts read.
- Differentiates between known and new information.
- Demonstrates changing perspectives as events in a story unfold.

### LEVEL N:

- Solves words with 2 or 3 syllables and longer descriptive words.
- Connects words that mean the same or almost the same to help understand text.
- Begins to notice new and interesting words, and actively uses them in oral or written work.
- Goes beyond the text in discussions and interpretations.
- Processes longer sentences (over 15 words) with a series of nouns, verbs, and adjectives.
- Constantly checks on understanding or searches for information while reading.
- Uses multiple sources of information to support fluency.
- Demonstrates awareness of punctuation and reads dialogue with expression.
- Makes connections between the text and other texts read.
- Differentiates between known and new information.
- Demonstrates changing perspectives as events in a story unfold.
- Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending.
- Make connections between the text and other texts that have been read or heard and demonstrate in writing.

### LEVEL I:

- Quickly and automatically recognizes 150 or more sight words in beginner chapter books.
- Connects words that mean the same or almost the same, to get meaning from the text.
- Remembers information or a series of events to help understand the end of the story.
- Quickly and automatically solves most words in the text.
- Reads independently at an appropriate rate.
- Discusses connections between text and self.
- Makes and discusses connections between texts and the reader's experiences, before, during and after reading.
- Justifies inferences with evidence from the text.
- Agrees or disagrees with the ideas in the text.

### LEVEL K/L:

- Solves words using word parts, prefixes (e.g., pre, un, dis, re), endings (e.g., ed, ing).
- Understands longer descriptive words.
- Notices and uses graphics such as labels, diagrams, maps, charts and captions.
- Understands longer sentences (over 15 words).
- Remembers characters and events through a longer text read over several days (e.g., chapter books).
- Self-corrects errors that cause loss of meaning.
- Identifies important ideas in a text.
- Summarizes ideas from the text and how they are related.
- Reads silently at a good rate.
- Justifies predictions using evidence.
- Infers cause and effect by reading about characters and events.
- Infers characters' feelings using evidence from the text.
- Notices a writer's style after reading several books by the same author.

### LEVEL O:

- Understands connotative (secondary) meaning of words (e.g., "home" is a place of warmth and comfort).
- Solves difficult words using background knowledge.
- Processes texts that have many lines of print on the page.
- Forms questions and searches for answers while reading.
- Searches for information using tools such as: illustrations, maps, charts, captions, table of contents, index, glossary and headings.
- Summarizes longer stories with multiple episodes either orally or in writing.
- Uses text structure to predict the outcome of a narrative.
- Makes a wide range of predictions based on prior knowledge, content knowledge and knowledge of texts.
- Follows multiple characters in a story.
- Infers causes of problems or outcomes in fiction and non-fiction.

### YOUR CHILD'S LOVE OF READING BEGINS WITH YOU.

- Make reading a fun family activity.
- Think about your child's reading level and interests when selecting books.
- Team up with teachers. Bring this flyer to your parent meeting.
- Help your child get to school every day on time. Reading is taught in the morning.

For great ideas to help your child read at  
grade level by 4th grade, visit [Readby4th.org](http://Readby4th.org).



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# Parent & Family Portal

The School District of Philadelphia is proud to offer a tool that parents and family members may use to stay connected to their child and their school.

The School District of Philadelphia's Parent & Family Portal gives you access to valuable information about your child's education and school.

Through the Portal, View Your Child's:



**ACADEMIC HISTORY**



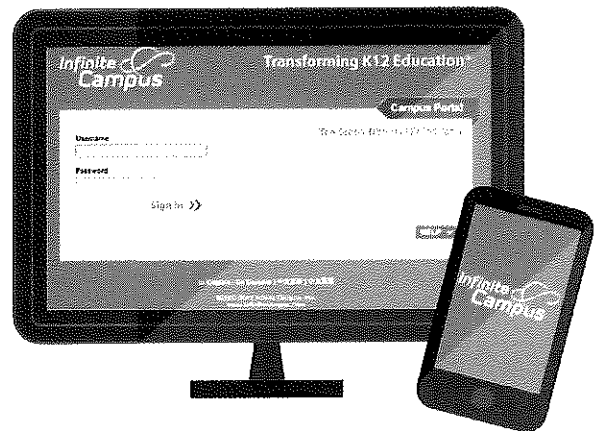
**TEST RESULTS**



**ATTENDANCE**



**AND MORE!**



**YOU CAN LOG IN ANY TIME FROM ANY COMPUTER, TABLET OR MOBILE PHONE!**

GET ALERTS VIA



**TEXT  
MESSAGE**



**PHONE  
CALL**



**E-MAIL**

You can receive alerts about important issues that might impact your child (i.e. weather-related school closures, attendance alerts and upcoming events of interest to families).

How do I sign up for the New Parent & Family Portal and set up my account?  
You must have a personal email address to sign up for a Parent & Family Portal account. You can register for a free email account using Gmail, Outlook, Yahoo, or a similar service.

For more information on how to set up your Parent Portal, flip the page over!



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# Parent & Family Portal: Getting Started

## 1) WHERE DO I START?

Just visit <http://signup.philasd.org> in your web browser, and have your **Confirmation Code** ready.

### WHAT'S A CONFIRMATION CODE?

Confirmation Codes are used by parents or guardians to register. The Confirmation Codes are only needed once and will expire on the first of every month. You can get your Confirmation Code from your student's school or you can register completely online!

## 3) IF YOU DON'T HAVE A CONFIRMATION CODE:

- Click on No, I would like to look up my Confirmation Code.
- Enter the personal information of your student (if you have more than one student, you only need to enter one student's information.)
- Select your name and a current telephone number from your student's record to request the Confirmation Code. The Confirmation Code can be delivered by voice or text message.
- Now that you have your Confirmation Code, click the link to return to Account Registration, and begin the process.

## 2) IF YOU HAVE YOUR CONFIRMATION CODE:

- Click on Yes, take me to Account Registration.
- Enter your Last Name and Confirmation Code. Click Next.
- Enter your email address.
- Confirm your email account by clicking on the link provided in the email message.
- Click on the web link inside the email message to complete your registration.
- After you confirm registration, you will set up your "Security Settings." Select a password and provide answers to three security questions.
- Log in to your new account with your email address and new password.

### WE'RE HERE TO HELP!

CALL US!  
(215) 400-4000

EMAIL US!  
[ask@philasd.org](mailto:ask@philasd.org)

VISIT US!  
[philasd.org/pfportal](http://philasd.org/pfportal)



**SPECIAL RELEASE PROCEDURES FOR SCHOOL DISTRICT OF PHILADELPHIA STUDENTS**  
**EFFECTIVE DATE: SEPTEMBER 9, 2013**

**I. Protocols**

- A. Only the principal or the principal's designee may grant the early release of students during the school day. The principal and designee must be fully informed regarding procedure and process.
- B. All of the following procedures apply to all of the students in the building, including pre-kindergarten students.
- C. Under no circumstance may a pre-kindergarten through 12<sup>th</sup> grade pupil be released to an adult who is not properly identified. In addition to obtaining valid identification from the individual who is picking up the student, school-based staff must also check the student's pocket/record to determine if the child's parent or legal guardian has approved or denied the individual access to the student. If there are any Judicial orders in the student's record/pocket and there are any concerns about those orders, please contact The Office of General Counsel at 215-400-4120.
- D. Valid identification must include the photograph and signature of the individual picking up the student. A government issued ID is preferred.
- E. The release must take place in the school office and not in any other location in the school. Students may not be released from the nurse's office. Under no circumstance are non-school staff to be wandering unaccompanied in the school building.
- F. Visitation by parents/guardians that do not have an educational purpose will not be permitted.
- G. If there is not an emergency situation, those individuals listed on the emergency pickup card cannot remove the child from school without the parent/guardian's approval.
- H. When a written request is received by the parent/guardian to release any student to someone other than the guardian, the authenticity of the request must be established. Telephone requests must be carefully screened. Parents/guardians should be advised that approval of release of their child to another adult, based on written or telephone requests, may be refused.

For all students released early, the following information must be recorded in the school office:

- 1. Date
- 2. Pupil's name
- 3. Room Number
- 4. Time of dismissal
- 5. Adult's name (*printed and signed*)
- 6. Relationship to student
- 7. Type of identification used
- 8. Staff initials
- 9. If age-appropriate, student initials

**Please See the attached Early Dismissal Log to be initiated daily**

**SPECIAL RELEASE PROCEDURES FOR SCHOOL DISTRICT OF PHILADELPHIA STUDENTS**  
**EFFECTIVE DATE: SEPTEMBER 9, 2013**

- I. All of the above procedures must also be followed when the school day has officially ended and there are remaining students who are being picked up late.
- J. When confirming an identification, all adults who are picking up students must remove their headwear, including but not limited to burqa, chadar, boshiya, niqab, or hats. All staff should be culturally sensitive in asking adults to remove these items and this activity should take place if at all possible in a private area and by the same gender.
- K. All students, including pre-kindergarten and kindergarten students, must enter through the main door.
- L. During the school day, parents/guardians may not come into the schoolyard during recess without the expressed approval of the school principal. Students may not, under any circumstance, be dismissed early from the schoolyard. All early dismissals must occur in the main office.
- M. All schools must establish and communicate a protocol whereby visitors are permitted into the building, (by Aiphone or another method). All visitors must be carefully monitored when entering a school building to ensure each travels directly from the entrance to the school's main office.
- N. All staff must wear their School District of Philadelphia identification badges, at all times, in part to distinguish staff from visitors.
- O. Emancipated minors with a court order may be released without an accompanying adult.
- P. Students 18 years of age or older, who live independently without a guardian, may be released without an accompanying adult.
- Q. All emergency contact information must be entered into the School Computer Network (SCN). Please contact the SDP help desk for assistance.

**II. Circumstances That Warrant an Early Release of a Pupil to be Granted**

- A. **Medical and Dental Appointments**
  - 1. Dismissal of students for medical or dental appointments may be permitted only for emergency purposes. A note from a physician or a dentist should certify the emergency (need not be submitted in advance).
  - 2. The School Handbook distributed to parents at the beginning of the school year must inform parents that medical and dental appointments should be scheduled during non-school hours. This policy should be reiterated during the school year, as needed.
  - 3. If a student is released for emergency medical or dental treatment, the date, time of the release and time of return must be on file in the school office
- B. **Illness or Injury**
  - 1. A parent or other responsible adult must be contacted to come to the school when a student's illness or injury requires immediate notification.
  - 2. The parent, guardian, or other designated adult representative of the family who comes to school must report to the office and provide valid identification, checked against school records, before the student is released.

**SPECIAL RELEASE PROCEDURES FOR SCHOOL DISTRICT OF PHILADELPHIA STUDENTS**  
**EFFECTIVE DATE: SEPTEMBER 9, 2013**

C. Suspensions

1. Students are to remain in the building until the close of the school day unless released to the parent, guardian or other responsible adult. The identification of the adult must be verified in accordance with this procedure.

D. Hearings

1. When a student or parent presents a summons from Juvenile Court, the principal must dismiss the student in accordance with this procedure.

**Note:**

- *It is the responsibility of the principal to inform and review with all school staff the Special Release Procedure, as well as post this procedure prominently throughout the school and on the website in multiple languages. This procedure should also be distributed throughout the year, at multiple occasions.*
- *Schools should forward reminders to parents, at every opportunity, to update: (1) parental contact information, (2) list of approved individuals who may pick up their child (once identification is confirmed), and, (3) court orders or special instructions regarding their child.*
- *All school staff must sign the accompanying form demonstrating receipt of this procedure and their acknowledgement of their understanding of the procedure. The signed, and dated form is to be maintained in the employee's folder.*

**Issuance Date: September 9, 2013**



William R. Hite, Jr., Ed.D.



# Code of Student Conduct



## School Reform Commission

Chairman  
Joyce S Wilkerson

William Green      Farah Jimenez      Commissioners      Dr. Christopher McGinley      Estelle B. Richman

Superintendent  
Dr. William R. Hite, Jr.

Chief of Student Support Services  
Karyn Lynch

Deputy Chief, Office of Student Rights and Responsibilities  
Rachel Holzman, Esq.

The Code of Student Conduct will be in effect for a period of five years and is subject to change by the School Reform Commission (SRC).

The School District of Philadelphia

## Student Pledge

As a student of The School District of Philadelphia, I pledge to follow the Code of Student Conduct, to respect others and myself, and to treat everyone in my school community with fairness and consideration.

I understand and agree that school must be a positive and cooperative environment so that everyone can learn.

I understand that my daily attendance is the key to my success.

I understand that violence, disruptive behavior, and abusive language are unacceptable and will not be tolerated.

By signing this pledge, I understand and accept the responsibility of the Code of Student Conduct, for as long as I am a student in The School District of Philadelphia.

Student's Signature: \_\_\_\_\_

## District Pledge

As a member of The School District of Philadelphia, I understand that I play a critical role in providing a safe and positive environment for all students. I pledge to follow the Code of Student Conduct, to respect others and myself, and to treat everyone in my school community with fairness and consideration.

I commit to celebrate learning.

I commit to support teaching and learning by creating and maintaining a safe, orderly, and engaging environment.

I commit to promote respectful two-way communication with all school and community members.

I pledge to enforce the Code of Student Conduct in a fair and consistent manner.

Administrator's Signature: \_\_\_\_\_

## Parent/Guardian/Caregiver Pledge

As a member of my child's school community, I have read and understand the Code of Student Conduct, and agree to support its purpose for as long as I am a member of this school community.

I understand that I play a critical role in maintaining an environment where learning is celebrated.

I will emphasize to my child the importance of good behavior and the possible consequences if he or she violates the Code of Student Conduct.

I understand the importance of, and expect open communication with, The School District of Philadelphia when my child's behavior and discipline at school are involved.

I pledge to provide positive support for my child to encourage his/her daily attendance, and to promote a positive learning environment for all.

Parent/Guardian/Caregiver's Signature: \_\_\_\_\_

**PLEASE NOTE:** The Code of Student Conduct is available in full on the District website - <http://www.philasd.org>

The Code is available in hard copy from your principal or from the Office of Family and Community Engagement, phone number 215-400-4180 or website - <http://webgui.phila.k12.pa.us/offices/p/publicengagement>

For copies in languages other than English, please contact The Translation and Interpretation Center at phone number 215-400-4180, or consult the Center's website - <http://webgui.phila.k12.pa.us/offices/t/translation>

KUJTESË: Kodi i Sjelljes së Nxënësit është i plotë në uebsajtin e Drejtorisë Arsimore -  
[https://webapps.philasd.org/stor/Code\\_of\\_Student\\_Conduct\\_Albania.pdf](https://webapps.philasd.org/stor/Code_of_Student_Conduct_Albania.pdf)  
n.pdf Kodi mund të merret si broshurë në drejtorinë e shkollës, ose nga Zyra e Përfshirjes së Familjes dhe Komunitetit, me telefon 215-400-8480, ose website – [www.philasd.org/language/albanian](http://www.philasd.org/language/albanian)

المنطقة موقع في كامل بشكل متوفرة الطالب سلوك قواعد مدونة إن: الملحظة الرجاء  
[https://webapps.philasd.org/stor/Code\\_of\\_Student\\_Conduct\\_Arabic.pdf](https://webapps.philasd.org/stor/Code_of_Student_Conduct_Arabic.pdf)  
، المجتمع الأسرة ترابط مكتب من أو مدرسك مدير من مطبوعة نسخ في متوفرة المدونة إن  
الترنت موقع من أو 8481-400-215 رقم هاتف  
[www.philasd.org/language/arabic](http://www.philasd.org/language/arabic)

请注意：您可以登录网站  
[https://webapps.philasd.org/stor/Code\\_of\\_Student\\_Conduct\\_Chinese.pdf](https://webapps.philasd.org/stor/Code_of_Student_Conduct_Chinese.pdf)  
e.pdf 查看《学生守则须知》的中文版本。  
您可以向校长办公室索取《学生守则须知》的印刷件。  
或者拨打电话215-400-8482或登陆  
[www.philasd.org/language/chinese](http://www.philasd.org/language/chinese) 索取该文件。

PRIÈRE DE NOTER: le code de conduite de l'élève est disponible dans sa totalité sur le site du district au  
[https://webapps.philasd.org/stor/Code\\_of\\_Student\\_Conduct\\_French.pdf](https://webapps.philasd.org/stor/Code_of_Student_Conduct_French.pdf)  
Le Code est disponible en imprimé chez votre principal ou au Bureau de la participation des parents, de la famille, de la communauté et des partenariats à base confessionnelle (Office of Family and Community Engagement) au 215-400-8483.  
[www.philasd.org/language/french](http://www.philasd.org/language/french)

សូមកុំភ័យខ្លាច ព្រោះ វា គឺជា ឯកសារ ដែល មាន ភាព ងាយស្រួល ទៅ មក  
សម្រាប់ គ្រប់ អ្នក ដែល ចង់ ទទួល បាន វា ។  
[www.philasd.org/language/khmer](http://www.philasd.org/language/khmer)

ПОЖАЛУЙСТА, ОБРАТИТЕ ВНИМАНИЕ: С полной версией Правил для учащихся можно ознакомиться на вебсайте округа  
[https://webapps.philasd.org/stor/Code\\_of\\_Student\\_Conduct\\_Russia.pdf](https://webapps.philasd.org/stor/Code_of_Student_Conduct_Russia.pdf)  
Распечатанные Правила можно получить у директора школы или в Управлении по Делах Семьи и Задействию Общин (номер телефона 215-400-8485 или вебсайт  
[www.philasd.org/language/russian](http://www.philasd.org/language/russian)

NOTA: El código de conducta del estudiante completo está disponible en el sitio Web del Distrito -  
[https://webapps.philasd.org/stor/Code\\_of\\_Student\\_Conduct\\_Spanish.pdf](https://webapps.philasd.org/stor/Code_of_Student_Conduct_Spanish.pdf)  
La copia impresa del código está disponible en la oficina del director de su escuela o en la Oficina del Compromiso Familiar y de la Comunidad, teléfono número 215-400-8489 o en el sitio Web -  
[www.philasd.org/language/spanish](http://www.philasd.org/language/spanish)

Xin Chú Ý: Nội dung của Nội Quy Điều Lệ Nhà Trường có trên trang web  
[https://webapps.philasd.org/stor/Code\\_of\\_Student\\_Conduct\\_Vietnamese.pdf](https://webapps.philasd.org/stor/Code_of_Student_Conduct_Vietnamese.pdf)  
Hiệu trưởng hoặc Văn Phòng Gia Đình Và Cộng Đồng đều có bản in của quyển nội quy này, xin vui lòng gọi số 215-400-8486 hoặc đọc trên trang web [www.philasd.org/language/vietnamese](http://www.philasd.org/language/vietnamese).

## Purpose of the Code of Student Conduct

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

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

The Code of Student Conduct establishes policies, rules, and expectations for all school community members to learn, teach, and work together.

Consequences for students who endanger school safety or disrupt the educational experience of others are listed in detail. The Code of Student Conduct applies during school and on the way to and from school, including, but not limited to travel on School District vehicles, private transportation, and public transit systems.

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

This Code of Student Conduct provides definitions of disruptive behaviors. Although some definitions include examples, the behaviors include, but are not limited to, the examples given.

**Parents, guardians, and caregivers who have any questions or concerns are encouraged to contact the school principal and/or the Office of Student Rights and Responsibilities at phone number 215-400-4830 or website - <http://webgui.phila.k12.pa.us/offices/student-rights-and-responsibilities>**

## Behavioral Expectations & Responsibilities

### Responsibilities of Everyone

- Respect all members of the school community.
- Maintain a positive school climate by being responsible, respectful, and cooperative.

### Responsibilities of Teachers

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

- Communicate Code of Student Conduct expectations for students and staff.
- Motivate students to live up to the expectations through positive reinforcement.
- Use good judgment to prevent minor incidents from becoming major problems.

### Responsibilities of Administrators

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

### Responsibilities of Students

- Respect all members of the school community.
- Understand and comply with school rules and climate expectations, including the Code of Student Conduct and School Student Handbook.
- Comply with the School District's attendance, dress code, unlawful harassment, and bullying policies.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for following rules.
- Respect our country and its flag (Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions but shall respect the rights of classmates who wish to participate)

### Responsibilities of Parents/Guardians and Advocates

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

## Dress Code Expectations

Students are expected to follow their school's dress code so that their appearance does not constitute a health or safety hazard. School principals must determine and communicate the final decision regarding what is considered proper or improper attire. For information regarding a school's dress code, please consult the School Student Handbook.

A dress code violation shall not result in an exclusion from the classroom environment. Repeated uniform violations may result in a detention during non-instructional time.

Principals may declare spirit or club days and allow students to wear school spirit shirts, or schedule dress-up days (e.g., when school pictures are scheduled) or allow students to wear other attire such as uniforms or special dress for Boy Scouts, Girl Scouts, athletes, cheerleaders, band, or chorus. Nothing in this Code of Student Conduct restricts or bans a student from wearing religious garb. Parents with concerns regarding religious dress are encouraged to discuss them with the principal.

Students shall have the right to dress in accordance with their stated gender identity and/or expression within the constraints of the school's dress code.

**Additional questions concerning the dress code should be referred to the principal or his/her designee.**

## School Attendance Requirement

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

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

Parents/guardians are expected to:

- Ensure that their children between the ages of six and 17 are enrolled in school and attend school regularly, on time, and for the entire school day.
- Emphasize the importance of on-time attendance in school, class, and supervised activities-and celebrate good attendance and success.
- Send their child to school every day prepared to participate and learn by

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

## When Can A Child Be Absent?

Sometimes students have to miss school. These "excused absences" apply under circumstances such as illness or injury, teen parent leave (six weeks or 30 school days) after the birth of a child, death/funeral-related absence, education-related trips or activities, suspension, and religious holidays. A written notice from a parent or guardian must be submitted to the school immediately upon a student's return to school. Such notice must include a valid telephone number or other means of contact for verification purposes. Certification of illness/injury/delivery is required if the absence extends for three or more consecutive days. The student/family has three days from the date of the absence to provide documentation to the school for an excused absence. After the third day, the school principal or designee has the discretion to approve or deny the note.

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

Additional attendance and truancy information is available on The School District of Philadelphia's Attendance and Truancy website - <http://webgui.phila.k12.pa.us/offices/a/attendance---truancy>

## Responses to Non-Attendance (Truancy)

A student who has missed three (3) or more unexcused days of school during a school year is considered "truant." Once a student is truant, the school must notify the parent/guardian in writing via the Three Day Legal Notice. This notice must be in the language preferred by the parent/guardian. The notice may include an offer to have a school attendance improvement conference for the student. At the school level, truancy can result in school-based interventions (Home Visits, School Attendance Improvement Plan (MTSS), Academic Supports & Social Service Referrals).

If a child who is truant continues to have unexcused absences, the school is required to invite the family into the school for a Attendance Improvement Conference. The parent and child must be invited to this conference in advance, but are not required to attend. At the conference, the reasons for the child's absences must be discussed, and the school will create a plan to help remove any barriers to attendance that the child is facing.

A student who has missed six (6) or more unexcused days of school during a school year is considered "habitually truant." When a child is habitually truant, the child and family may be referred to Regional Truancy Court or to DHS, depending on the child's age. Before any referral to Truancy Court or DHS, the school is required to invite the family in for a school attendance improvement conference and create a Attendance Improvement Support Plan (MTSS). The school must provide verification of this plan with any referral.

When a child is referred to Truancy Court, a truancy case manager will be assigned to work with the family to help remove any barriers to truancy the child/family may face.

The child and parent/guardian will be required to attend Truancy Court to discuss the child's attendance. The parent/guardian must comply with the Truancy Court Order. The Court Order may include a referral for services. If the child's attendance does not improve, the Truancy Court may refer the case to Family Court. In Family Court, a judge may adjudicate the child dependent, and possibly order the child removed from his or her home and placed into foster care or a group home setting.

**Suspension from school or transfer to an alternative education setting is not a permissible response to truancy.**

For more information concerning the procedures for Attendance and Truancy, visit the School District's website at <http://webgui.phila.k12.pa.us/offices/a/attendance--truancy>.

## Visitors to Campus

Parents and guardians are encouraged to visit schools and meet with teachers and administrators about their child's progress. Visitors to campus must present themselves to the school office with proper identification. To provide safe and orderly learning environments, each visitor to public school buildings or grounds must receive authorization from the school principal or his/her designee.

The Code of Student Conduct applies to all students while traveling to and from school, using any mode of transportation, as well as during any school related event. Additionally, the Code applies to off ground and after-hours behavior if there is a nexus to the school and the learning environment at the school is disrupted.

## When Does the Code Apply?

## Referrals to the Philadelphia Police Dept.

Some infractions of the Code of Student Conduct may also be crimes. The Memorandum of Understanding (MOU) lists the crimes that *must* be reported to the Philadelphia Police Department. Additionally, The School District of Philadelphia has a Memorandum of Understanding with the Philadelphia Police Department outlining the Diversion Program that is an alternative to arrest & criminal prosecution.

All relevant Memorandum of Understanding are available on the School District of Philadelphia's website – <http://philasd.org/announcements/MOU-Between-PPD-and-SDP-2014.pdf>

The Philadelphia Police Department shall divert a student from arrest if that student has committed a non-violent offense in school and has no prior arrests. In those cases, the student will receive services from the Department of Human Services.

## Diversion Program

Principals, teachers, and other school professionals hold high expectations for students' learning and behavior. Adults in schools help students achieve personal and academic success using a range of responses.

Classroom management strategies may include the following:

- Acquire a student's attention by calling his/her name in a calm voice.
- Address the student privately.
- State the problem behavior.
- State expected behavior and explain why the student needs to satisfy the expectation.
- Listen to the student's response and help student to recognize appropriate behaviors for him/herself.
- Indicate the specific consequence of continuing to engage in the problem behavior—and the positive consequences of good behavior.
- Ask the student to demonstrate the expected behavior.
- Acknowledge the student (i.e., thanks, praise, reward, etc.) for listening to you and/or exhibiting the appropriate behavior.
- Document the infraction on a discipline referral report (EH20 – Pink Slip).
- For more information on classroom management strategies please call the Office of School Climate and Safety.

School interventions may include the following:

- Create a Student Behavior Contract
- Before or after school detention
- Alternative volunteer service (e.g., soup kitchens, shelters)
- Cafeteria duty
- Community Conferencing/Restorative Justice
- School Counselor referral for individual and/or group counseling, and individual behavioral health assessment and resource linkage

- In-school work detail
- Lunch detention
- Parent shadowing
- Peer mediation
- Reflective essay
- Independent study
- Student/teacher/parent conference
- Daily reports/self-charting
- Restorative practices
- Mentoring program
- Check In/Check Out
- Evidenced-based Tier II programs
- For more information on school-wide interventions, please call the Office of School Climate and Safety
- Functional Behavior Assessment for Individual Behavior Planning, Implementation and Progress Monitoring
- Referral for SAP (Student Assistance Program) for Mental Health Assessment and appropriate referral
- Referral to School- Based Therapeutic Program (STS, CASST)
- Interagency Team Meeting with School, Parent, Behavioral Health Providers
- For more information on individual behavioral health interventions and school-based therapeutic programs, please call the Office of Prevention and Intervention
- For mental/behavioral health crisis, please call the Emergency Crisis Line at 267-784-7895
- For allegation of abuse/neglect, please call ChildLine at 800-932-0313

**Out-of-school suspensions should be used as a last resort and only when in-school interventions and/or consequences do not sufficiently address a student's inappropriate behavior.**

| Disruptive Behaviors   | Rule | Consequences Levels  |  |  |  |  |
|--|------|--|--|--|--|--|
|  |      | Level 3<br>Contract w/<br>Intervention or<br>Referral (Treatise) | Level 2<br>Contract w/<br>Intervention or<br>Referral (Treatise) | Level 1<br>Contract w/<br>Intervention or<br>Referral (Treatise) | Level 5<br>Contract w/<br>Intervention or<br>Referral (Treatise) | Level 4<br>Contract w/<br>Intervention or<br>Referral (Treatise) |
| Failure to follow classroom rules/Creating disruption                    | 1A   | ✓  |  |  |  |  |
| Failure to carry hall-pass and/or appropriate ID                         | 1C   | ✓  |  |  |  |  |
| Truancy/Excessive tardiness/Cutting class                                | 2    | ✓  |  |  |  |  |
| Possession of inappropriate personal items                               | 3B   | ✓  |  |  |  |  |
| Profane or obscene language or gestures                                  | 4    | ✓  |  |  |  |  |
| Inappropriate use of an electronic device                                | 5B   | ✓  | ✓  |  |  | ✓  |
| Mutual fighting (without serious bodily injury)                          | 6    | ✓  | ✓  |  |  |  |
| Forgery of administrator, teacher, or parent's/guardian's signature      | 7    | ✓  | ✓  |  |  |  |
| Alteration of grade reporting, excuse notes, and/or school documents     | 8    | ✓  | ✓  |  |  | ✓  |
| Destruction and/or theft of property (less than \$500)                   | 9    | ✓  | ✓  |  |  |  |
| Harassment (including Sexual Harassment)                                 | 10A  | ✓  | ✓  |  |  | ✓  |
| Bullying/cyber-bullying  | 10B  | ✓  | ✓  |  |  | ✓  |
| Intimidation   | 10C  | ✓  | ✓  |  |  | ✓  |
| Sexual act (consensual)  | 11   | ✓  | ✓  |  |  |  |
| Threatening students/staff with aggravated assault                       | 12   | ✓  | ✓  |  |  | ✓  |
| Destruction and/or theft of property (totaling \$500 or more)            | 13   | ✓  | ✓  |  |  |  |
| Breaking and entering school property                                    | 14   | ✓  | ✓  |  |  |  |
| Robbery  | 15A  | ✓  | ✓  |  |  | ✓  |
| Extortion  | 15B  | ✓  | ✓  |  |  | ✓  |
| Mutual fighting (with documented serious bodily injury)                  | 16   | ✓  | ✓  |  |  |  |
| Simple assault on a school community member                              | 17   | ✓  | ✓  |  |  |  |
| Possession of alcohol and/or drugs                                       | 18   | ✓  | ✓  |  |  | ✓  |
| Possession and/or use of fireworks, incendiary devices and/or explosives | 19   | ✓  | ✓  |  |  | ✓  |
| Instigation and/or participation in a group assault                      | 21   | ✓  | ✓  |  |  | ✓  |
| Aggravated assault   | 22   | ✓  | ✓  |  |  | ✓  |
| Sexual act (non-consensual)  | 23   | ✓  | ✓  |  |  | ✓  |
| Possession of a weapon   | 24   | ✓  | ✓  |  |  | ✓  |
| Reckless endangerment  | 25   | ✓  | ✓  |  |  | ✓  |

\*Consequence Levels are not mutually exclusive. If a student is referred to the Office of Student Rights and Responsibilities, that student will also be suspended out of school for some period between 1-10 days. Please note disciplinary hearings ONLY apply to 6<sup>th</sup>-12<sup>th</sup> graders. There are NO out of school suspensions for the following violations: 1A, 1B, 1C, 1D, 2, 3B and 4.

Kindergarten students may not be suspended unless they commit a violent offense. Any suspension over 3 days must be approved by an Assistant Superintendent.

Pursuant to ACT 26, the Superintendent or their designee, may, after a hearing, decide to allow the student who brought a weapon to school to remain in the school.

## Rules & Infractions

Students who are determined to have engaged in violations of this Code of Student Conduct as defined in this section and have a Student Conference may be subject to interventions and consequences on the Level described in the rule and the procedures and rights described in the Interventions and Consequences section of this Code.

### 1A Failure to follow classroom rules/Creating disruption:

These behaviors include but are not limited to running, throwing objects, loitering, eating, drinking in a location where eating and drinking is not allowed, or other behavior that distracts other students from learning or teachers from instructing.

### 1C Failure to carry hall-pass and/or appropriate ID:

Failure to produce, upon request by a faculty or staff member, a school-approved hall-pass, student ID card, or state-approved ID card.

### 2 Truancy/Excessive tardiness/Cutting class

Students who arrive to class after the official start of class 10 or more times, or fail to attend a scheduled class or leave school premises without permission during the school day.

### 3B Possession of inappropriate personal items

Students who have physical control over (including contained within the student's clothing, locker, or bag) any object that is inappropriate for an educational setting (whether lost, found, or stolen), (including pornography, dice, playing cards, and other gambling instruments). Products containing tobacco, electronic cigarettes, cigars and vaping kits. This does not include water bottles, hygiene or beauty products.

### 4 Profane or obscene language or gestures

Students who curse, use sexually explicit language, or gestures.

### 5B Inappropriate use of an electronic device:

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

### 6 Mutual fighting (without serious bodily injury):

If one or more students are engaged in a physical confrontation in which, after an investigation is conducted, it is unclear which student is the aggressor and which student is the victim.

### 7 Forgery of administrator, teacher, or parent's/guardian's signature:

Students who reproduce the signature of another with the intent to deceive

### 8 Alteration of grade reporting, excuse notes, and/or school documents:

Students who, with the intent to deceive, alter grade reports, excuse notes, or official school documents.

### 9 Harassment (including Sexual Harassment):

Unwelcome conduct of a sexual nature that can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

### 10A Destruction and/or theft of property (less than \$500):

Willful and malicious acts of damage or defacement to school property, personal property, including but not limited to graffiti, school pranks that cause a major disruption, or arson.

### 10B Bullying/cyber-bullying:

Repeated intentional conduct that is directed at another student or students, in or outside a school setting, that is severe, persistent or pervasive, and that either (1) substantially interfere with a student's education, or (2) creates a hostile learning environment, or (3) substantially disrupts school operation. Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). The conduct may be physical, psychological, verbal, nonverbal, written, or electronic.

Cyber-bullying occurs through electronic communication devices including but not limited to social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dash boards, or web sites.

### 10C Intimidation:

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

### 11 Sexual act (consensual):

Students who, on school property or at a school-sponsored event, expose or touch their own genitals, breast, or buttocks or those sexual parts of another person, engage in intercourse, oral sex, or simulated sex with the consent of witnesses and other participating students.

### 12 Threatening students/staff with aggravated assault:

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

### 13 Destruction and/or theft of property (totaling \$500 or more):

Students who intentionally damage, deface, or take school property or personal property without permission. Damage or defacement includes graffiti, school

pranks that cause a major disruption, and arson.

**12 Breaking and entering school property:**

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

**15A Robbery:**

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

**15B Extortion:**

Students who obtain money, property or services from another student and/or school community member by express or implied threat of force.

**16 Mutual fighting (with documented serious bodily injury):**

If one or more students are engaged in a physical confrontation in which, after an investigation is conducted, it is unclear which student is the aggressor and which student is the victim.

**17 Simple assault on a school community member:**

Students who, without provocation, hit, punch, or kick a school community member.

**18 Possession of alcohol and/or drugs:**

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

**19 Possession and/or use of fireworks, incendiary devices and/or explosives:**

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

**21 Instigation and/or participation in a group assault:**

Students who initiate, by verbal, written, or physical act, a Simple or Aggravated Assault as defined in this section by multiple students on one or more other students. This does not refer to a Mutual Fight as defined in this section, but a physical confrontation in which one or more students can be determined to be the aggressors.

**22 Aggravated assault:**

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

**23 Sexual act (non-consensual):**

Students who, on school property or at a school sponsored event, touch their own genitals, breast, or buttocks or those sexual parts of another person, engage in aggressive sexual behavior, intercourse, oral sex, or simulated sex without the express consent of witnesses and other participating students (including compelling or forcing another to engage in sexual conduct).

**24 Possession of a weapon:**

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

**25 Reckless endangerment:**

Recklessly engaging in conduct that places or may place another person in danger of serious bodily injury.

## Due Process

All students are to be treated with fairness and respect. Students have a right to be heard and are to be provided the opportunity to explain their version of events to administrators.

If you feel you need victim services, please contact the Office of Safe Schools Advocate at phone number 215-656-5381 or website – <http://www.phillyyossa.com>

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

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

## Suspension Procedures

According to Pennsylvania law, suspension is defined as the denial to a student of the right to attend school and to take part in any school function for any period of up to 10 days. Suspensions must be preceded by notification to the student and parent/guardian in writing. For the purposes of The School District of Philadelphia's Code of Student Conduct, suspensions comprise three categories: In-school, short-term, and long-term.

## In-School Suspensions

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

## Out-of-School Suspensions

### Kindergarten students may not be suspended unless their actions result in serious bodily injury

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

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

## Parent Conference Procedures

All referrals to the Office of Student Rights and Responsibilities for a student discipline hearing must be preceded by an out of school suspension.

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

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

## Student Discipline Transfer Procedures

Students in kindergarten through grade 5 are NOT eligible for disciplinary hearings. Before a suspension can be issued for a student in 1st or 2nd grade, referrals for various interventions must be made and documented. Please refer to page 7 of the Code of Conduct for further details.

Those students in kindergarten through grade 5 exhibiting a pattern of disruptive behavior(s) and/or committing serious violation(s) of the Code of Student Conduct are referred to the Multi-tiered Systems of Support (MTSS) process.

Students in grade 6 through 12 exhibiting a pattern of disruptive behavior(s) and/or committing serious violation(s) of the Code of Student Conduct may be referred to the Office of Student Rights and Responsibilities for a student disciplinary hearing. Students who are referred receive full due process, including a hearing to determine whether the student will be transferred to a disciplinary school. These schools provide high-quality alternative education programs and supports to help students achieve their intellectual and social potential.

Students referred for a hearing will be suspended and provided the procedures indicated in the Suspension Procedures section of the Code of Student Conduct. The school must complete a Behavior Performance Review (BPR) for regular education students or a Manifestation Determination for special education students and share the results of the review at the parent/guardian conference. When a hearing is not scheduled during the period of a student's suspension, the student has the right to return to his/her school pending the outcome of the hearing, unless the behavior of the student continues to create such a risk of harm to the school community, than the school may request an interim placement. (See below for details of that process)

Students/Parents/Guardians have the right to a hearing to be conducted by an independent and impartial hearing officer. During the hearing process, parents/guardians may oppose the request for their student's removal from the school. At a hearing, students and parents/guardians have the right to:

- Present witnesses
- Present evidence relevant to the alleged infraction
- Request and ask questions of school district personnel
- Review student records in advance

If the hearing officer makes a finding that the alleged violation occurred, s/he shall determine an appropriate consequence within the applicable range of the matrix.

Schools may request an interim placement for a regular education student with documentation that the student's continued presence poses a threat to the school community. In those cases when an interim assignment is granted by the Office of Student Rights and Responsibilities a hearing must be held as soon as possible after that assignment. For a special education student interim assignments will only be granted if there is documentation of weapons, drugs, or serious bodily injury.

Note: Please refer to the Discipline for Students with Disabilities section for discipline protocols for students with disabilities.

## Expulsion Procedures

According to Pennsylvania law, expulsion is defined as an exclusion from school and any school activities for more than 10 school days. Students who have committed an offense subject to expulsion will also be suspended and have the right to the procedures found in the Suspension procedures section of the Code of Student Conduct.

The formal expulsion hearing process includes the following due process requirements:

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when he/she demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify, make arguments and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within 15 school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
  - a) The need for laboratory reports from law enforcement agencies.
  - b) Evaluations or other court or administrative proceedings are pending due to a student's invoking his/her rights under the Individuals with Disabilities Education Act (IDEA).
  - c) Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

## Interim Placements

## Expulsion Procedures (continued)

If a student is expelled by the School Reform Commission (SRC), the parent/guardian of the student has 30 days to provide written documentation that the student is in another educational program. If they are unable to find an alternative educational program, the School District of Philadelphia will provide for the student's education.

A student who has been permanently expelled from the School District of Philadelphia by the affirmative vote of a majority of the SRC may apply for readmission.

The SRC delegates complete authority for all readmission decisions to the Chief Executive Officer/Superintendent or his/her designee. Temporarily expelled students need not apply for readmission because they are automatically readmitted to The School District of Philadelphia at the end of the expulsion period. Readmission decisions are final and not subject to review by appeal to the SRC or the courts.

A student who has been permanently or temporarily expelled by the affirmative vote of a majority of the SRC, beginning in school year 2008-2009, may apply to The School District of Philadelphia to have the records of expulsion erased from the his/her records, or expunged. Expunging records occurs at the discretion of the Superintendent or his/her designee, and is not subject to review or appeal to the SRC or the courts.

## Expunging Records for Expelled Students

The complete SRC Board Policy No. 233, including the criteria and process for readmission and/or impingement or records, may be found on the The School District of Philadelphia's website – <http://www.philasd.org/offices/administration/policies>

## Discipline for Students with Disabilities

### Suspensions for Special Education Students Identified as Intellectually Disabled

The District can only suspend students identified as Intellectually Disabled with either written agreement of the parent/guardian or the written approval of the Bureau of Special Education of the Pennsylvania Department of Education (PDE). PDE can be contacted by calling 717-783-6913 or visit their website – <http://www.pde.state.pa.us>.

### Suspensions, Expulsion, and Transfer for All Other Disabled Students – Including Students with 504 Service Agreements

The District may suspend students with disabilities and cease educational services for up to five consecutive school days or 15 cumulative school days in one school year without providing special education procedural safeguards.

Schools must complete the following steps A through G below, for students with an Individualized Education Program (IEP) or Section 504 Service Agreements if any of the following are being considered:

1. Expulsion Referral.
2. Request to transfer to an Alternative School for disciplinary reasons (the school must file an EH-21).
3. Suspension for more than 10 consecutive days.
4. Suspension for more than 15 cumulative days.
5. Suspensions totaling more than 10 days in an academic school year and when there is a pattern or problem behavior.

#### Steps:

A team must convene a Manifestation Determination meeting within 24 hours of the misconduct, and will invite the parents/guardian. The team must:

- A. Provide written notice to the parent/guardian of the recommended disciplinary action and the date of the proposed Individualized Education Program (IEP) team meeting.
- B. During the IEP/Manifestation Determination meeting, the IEP team will review the student's most current evaluation, IEP and placement to determine if the referred misconduct is related to the student's disability. Two questions are to be answered by the school team at the manifestation meeting: (1) is the conduct caused by, or did it have a direct and substantial relationship to, the student's disability? or (2) was the conduct in question a direct result of the school's failure to implement the student's IEP?
- C. If the school team determines that the student's behavior is **NOT a Manifestation of the Disability**, school officials may apply the Code of Student Conduct. In no event, however, may the student be suspended without providing appropriate educational services for more than five consecutive or 15 cumulative school days in a school year.
- D. A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination and a copy of the Procedural Safeguard Notice (PSN) must be given to the parent/guardian.

**\*If parents or caregivers disagree with the decision, they can request an expedited Special Education Hearing and the Commonwealth-appointed hearing officer will review the manifestation determination.**

- E. If necessary, the IEP team reviews and revises the existing behavior intervention plan or, as necessary, complete a functional behavior assessment and intervention plan to address the misconduct.
- F. The IEP team determines the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and help prevent the problem behavior from recurring.

## Discipline for Students with Disabilities (continued)

G. If the student's behavior IS a Manifestation of the Disability, the student's placement may be changed if:

- (1) The student carried a dangerous weapon\* to school or a school function;
  - (2) The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function; and
  - (3) The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
- In these special circumstances and over parent/guardian objections, school officials may remove the student, by issuing a NOREP to an interim alternative education setting for not more than 45 school days.
- If the behavior is determined to be a manifestation of the student's disability, the conduct is not a "special circumstances" (see step G.1-3 above), and the student is substantially likely to cause injury to himself/herself or others if maintained in the current placement, the District may ask for an expedited hearing conducted by a Special Education Hearing Officer to obtain a 45-day interim placement.
  - Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

\*NOTE: A "dangerous weapon" is a weapon, device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury. However, in the case of a pocketknife, blades less than two-and-one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a "dangerous weapon."

The information in this handbook may be updated during the course of the school year.

The latest version is available on The School District's website -- <http://www.philasd.org>

For copies in languages other than English, please contact The Translation and Interpretation Center at phone number 215-400-4180.

The School District of Philadelphia does not discriminate in employment or education programs or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity expression (known or perceived), sex, handicap, disability, nationality, citizenship, union membership, or limited English proficiency. This policy of non-discrimination extends to all other legally protected classifications. Publications of this notice are 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.



THE SCHOOL DISTRICT OF  
PHILADELPHIA

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***Watson T. Comly Elementary School***  
**Parent and Family Engagement Policy**  
*School Year 2018-2019*  
*Revision Date: 3/12/18*

In support of strengthening student academic achievement, Watson T. Comly Elementary School receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The Watson T. Comly Elementary School agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, 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 ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) 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) Other activities are carried out, such as those described in Section 1116 of the ESSA

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**DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT  
REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

**Section A: JOINTLY DEVELOPED**

Watson T. Comly Elementary School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- **There will be monthly "Coffee with the Principal" meetings for families to ask questions and voice suggestions or concerns.**
- **There will be a meeting every Spring to create this policy jointly.**
- **There will be a Title I family survey in the Fall to gather input.**
- **The School District of Philadelphia's Parent & Guardian Survey results will be used in the development of this policy.**

**Section B: ANNUAL TITLE I MEETING**

Watson T. Comly Elementary School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- **The Annual Title I Meeting will be held during Back to School Night in September 2018.**

**Section C: COMMUNICATIONS**

Watson T. Comly Elementary School will take the following actions to provide parents of participating children with (1) Timely information about the Title I programs, (2) Flexible number of meetings, such as meetings in the morning or evening, (3) transportation, child care or home visits, as such services relate to parent and family engagement and may use Title I funds and (4) 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.

- 1) **The Parent and Family Engagement Policy will be distributed on the first day of school as part of the Comly Family Handbook.**
- 2) **The Comly Family Handbook will be available in all languages represented at Comly.**
- 3) **Information about meetings and family events will be sent home via hard copy in all languages.**
- 4) **Information about meetings and family events will be announced via Facebook, the Comly website and School Messenger.**

**Section D: SCHOOL-PARENT COMPACT**

Watson T. Comly Elementary School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and 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 to help children achieve the state's high standards.

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- **Input from families was collected via Title I Parent Survey, School District of Philadelphia Parent and Guardian Survey and monthly "Coffee with the Principal" meetings.**
- **The Instructional Leadership Team reviewed the compact and added input.**
- **All staff members were given an opportunity to review this document and make suggestions, edits and comments.**
- **Parents are encouraged to attend annual revision meetings held in March each year to review the compact and make suggestions based on student needs and school improvement goals.**

**Section E: RESERVATION OF FUNDS**

Watson T. Comly Elementary School will take the following actions to 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 parent and family engagement is spent by:

- **Families will be invited to a budget input meeting in the Spring to review Title I appropriations.**

**Section F: COORDINATION OF SERVICES**

Watson T. Comly Elementary School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool 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:

- **The kindergarten team will meet with local daycare, preschool and early intervention programs to discuss the kindergarten transition.**
- **The 5<sup>th</sup> grade students will take a trip to Baldi Middle School to prepare them for the transition to middle school.**
- **The Baldi Middle School principal will hold a parent night at Comly in the spring to explain policies and procedures and answer questions.**
- **Providing babysitting at evening parent events.**

**Section G: BUILDING CAPACITY OF PARENTS**

Watson T. Comly Elementary School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

1. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
3. Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - a) The challenging State's academic standards
  - b) The State and local academic assessments including alternate assessments
  - c) The requirements of Title I, Part A
  - d) How to monitor their child's progress

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- e) How to work with educators to improve the achievement of their child
- **Watson T. Comly Elementary School will host three family curriculum nights (Literacy, Math and Science) throughout the 2018-19 school year.**
  - **Teachers will hold individual report card conferences with parents three times throughout the school year.**
  - **Interim reports will be sent home as needed if a child is in danger of failing.**
  - **Teacher gradebooks will be accessible via the Parent Portal.**

**Section H: BUILDING CAPACITY OF SCHOOL STAFF**

Watson T. Comly Elementary School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- **Teachers will receive professional development on engaging families in August 2018, prior to starting the school year.**
- **Teachers and Staff will review the Title I Parent Survey Results in the Fall and incorporate parents' suggestions into their family engagement program**

Watson T. Comly Elementary School will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- **The principal, teacher, counselor, Special Education Liaison, and other staff members as necessary/applicable will do whatever they can to support students and their families. This care is often individualized based on the circumstances and need for support.**

**PARENT AND FAMILY ENGAGEMENT POLICY DISCRETIONARY COMPONENTS**

- **Adopt and implement model approaches to improving parent and family engagement.**
- **Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.**

*The School District of Philadelphia*  
Watson T. Comly Elementary School  
1001 Byberry Road  
Philadelphia, PA 19116

Kate Sylvester  
Principal

Phone: (215) 400-3010  
Fax: (215) 400-3011

***Watson T. Comly Elementary School***  
**School-Parent Compact**  
*2018-2019 School Year*  
*March 12, 2018*

Dear Parent/Guardian,

**JOINTLY DEVELOPED**

The families and staff at Watson T. Comly Elementary School partnered together to develop this school-parent compact for achievement. Input from families was collected via Title I Parent Survey, School District of Philadelphia Parent and Guardian Survey and monthly "Coffee with the Principal" meetings. The Instructional Leadership Team reviewed the compact and added input. All staff members were given an opportunity to review this document and make suggestions, edits and comments. Parents are encouraged to attend annual revision meetings held in March each year to review the compact and make suggestions based on student needs and school improvement goals.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

**THE SCHOOL DISTRICT OF PHILADELPHIA ANCHOR GOALS:**

1. 100% of students will graduate, ready for college and career.
2. 100% of 8-year-olds will read on grade level.
3. 100% of schools will have great principals and teachers.
4. SDP will have 100% of the funding we need for great schools, and zero deficit.

**WATSON T. COMLY ELEMENTARY SCHOOL'S GOALS:**

- At least 78% of Kindergarten, 78% of 1<sup>st</sup>, and 68.5% of 2<sup>nd</sup> grade students will score at target by the spring AIMSweb assessment. (SY 16-17 Baseline K-70.1%, 1<sup>st</sup> - 70.8%, 2<sup>nd</sup> - 58.5%)
- At least 86% of Kindergarten, 75% of 1<sup>st</sup> and 94% of 2<sup>nd</sup> grade students will make at least one year's worth of growth, as evidenced by their independent reading level form Q1 to Q4. (SY 16-17 Baseline K - 78.9%, 1<sup>st</sup> - 61.2%, 2<sup>nd</sup> - 86.9%)
- No more than 1% of 3<sup>rd</sup> grade students will score Below Basic on the 3<sup>rd</sup> grade PSSA-ELA assessment. (SY 16-17 Baseline 9.5% below basic)
- No more than 13% of 3<sup>rd</sup> grade students will score Below Basic on the Math PSSA assessment. (SY 16-17 Baseline 21.5% Below Basic)
- At least 65% of students will attend 95% of days or more. (SY 16-17 baseline is 54.6%)

To help your child meet the district and school goals, the school, you, and your child will work together:

**SCHOOL/TEACHER RESPONSIBILITIES:**

Watson T. Comly Elementary School will:

- Hold three report card conferences throughout the academic year in order to discuss progress and next steps for each student.
- Provide volunteer opportunities for families to support academic instruction during the school day.
- Communicate weekly with parents about homework, assignments, and upcoming activities in the school and classroom.
- Provide leveled texts (either digital or paper) to students to read independently at home.
- Provide information about skills being taught in the classroom and how to practice these skills at home.

*The School District of Philadelphia*  
Watson T. Comly Elementary School  
1001 Byberry Road  
Philadelphia, PA 19116

Kate Sylvester  
Principal

Phone: (215) 400-3010  
Fax: (215) 400-3011

**PARENT RESPONSIBILITIES:**

We, as parents, will:

- Attend report card conferences and speak to our students about their grades and progress.
- Volunteer at the school if we are able.
- Look for, read, and sign communications from the school and teacher on a weekly basis.
- Provide the time and space for my child to read either independently or with a family member nightly.
- Send my child to school with the necessary materials and supplies to be successful each day (including, but not limited to homework, projects, etc...)
- Serve as an advocate for Comly.

**STUDENT RESPONSIBILITIES:**

- Be sure to take all papers and homework home and show it to the adult(s)/caregiver(s).
- Read every night and practice skills taught in school by doing your homework.
- Try my hardest and never give up.
- Use the Comly Pledge to guide my behavior.

**COMMUNICATION ABOUT STUDENT LEARNING:**

Watson T. Comly Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- School Messenger Communications
- Facebook Updates
- Website (updated daily)
- Teacher/Class Newsletters to Families
- Wednesday Folder
- Comly Connection & Calendar
- Remind/SeeSaw Apps
- Report Card Conferences
- Parent Portal

**ACTIVITIES TO BUILD PARTNERSHIPS:**

Watson T. Comly Elementary School offers ongoing events and programs to build partnerships with families.

- Report Card Conferences
- Back to School Night
- Family Literacy Night
- Family Math Night
- Family Science Night
- Friends of Comly
- Volunteer Opportunities
- Monthly Coffee with the Principal Meetings

## Medical Assistance Providers (in addition to Community Mental Health Centers)

**CORA Services, Inc.:** 8540 Verree Road, 19111

Contact #: 215.342.7660; website: [www.coraservices.org](http://www.coraservices.org)

- Insurances accepted for private counseling programs and substance abuse treatment: Personal Choice, Keystone Health Plan East (HPE), Aetna, Blue CHIP, Actna CHIP; Amerihealth administrators.
- Children and adolescents with medical assistance or no insurance are applicable for the family advocate counseling program, the teen intervention counseling program, and the substance abuse treatment.
- Services Available: mental health outpatient individual and family counseling; psychiatric evaluations for private insurance members; outpatient substance abuse counseling; Intensive prevention services (meets 3x per week); lifeline pregnancy services.

**Jewish Family and Children Services:** 10125 Verree Road, 19116

Contact #: 267.256.2000, website: <http://www.jfcsphilly.org/>

- Services offered:
  - Children can be seen in individual play therapy or family therapy.
  - Teens can be seen individually, in family treatment, or in groups.
  - Provides both short-and long-term treatment to address a wide range of life's challenges such as anxiety, depression, loss, problems at school or work, and relationship difficulties.

**Center for Families and Relationships (CFAR):** 1600 Magee Avenue, 19149 (corner of Large & Magee).

\*Bus 26 & Bus 58, one block away

Contact #: 215.537.5367, website: <http://www.cfarcounseling.org/>

- Services offered:
  - Individual, couples, family, and group counseling; art therapy; individual and family sexual abuse counseling; parenting classes; anger management teen issues classes; individual, family, group, and children grief counseling; and individual and family domestic violence counseling.

**Tree of Life:** 7048 Castor Avenue, 19149

Contact #: 215.533.5433, website: <http://treeoflifeclinic.net/>

- Services offered:
  - Outpatient psychotherapy and psychiatric services.

**Greater Philadelphia Health Action, Inc.:** 4510 Frankford Avenue, 2<sup>nd</sup> Floor, 19124

Contact #: 215.831.9882, website: <http://www.gphainc.org/index.asp>

- Services offered:
  - Comprehensive biopsychosocial evaluations, psychiatric evaluations, psychosocial assessments, psychological testing; individual, family, group, and couples therapy; medication management; adolescent and adult drug and alcohol counseling; community based services (enhanced case management services, family based services, mobile therapy specialist services, behavior specialist consultation services, and therapeutic staff support services).

**Bustleton Mental Health Institute:** 1701 Grant Avenue, Suite A, 19115

Contact #: 215.464.3838

- Services offered:
  - Outpatient counseling and psychiatric services starting at age 17 years and older.

**Best Behavioral Health Care:** 5043 Frankford Ave, 19124

Contact #: 215.744.4343

- Services offered: outpatient counseling (individual, family, group), psychiatric evaluations, bio-psychosocial assessments
- Insurances accepted: Most private insurances and medical assistance. Does not accept Bravo.

**Einstein Practice Plan:** 1200 Tabor Road, Moss Building, 1<sup>st</sup> Floor, 19141

Contact #: 215-456-9832

- Insurances accepted: Personal Choice, Keystone HPE, Aetna, CHIP, Medicare, Bravo, CBH
- Services Available: Outpatient Individual, Family, & Group Counseling, Psychiatric Services

## Private Insurance

**CORA Services, Inc.:** 8540 Verree Road, 19111

Contact #: 215.342.7660; website: [www.coraservices.org](http://www.coraservices.org)

- Insurances accepted for private counseling programs and substance abuse treatment: Personal Choice, Keystone Health Plan East (HPE), Aetna, Blue CHIP, Aetna CHIP; Amerihealth administrators.
- Children and adolescents with medical assistance or no insurance are applicable for the family advocate counseling program, the teen intervention counseling program, and the substance abuse treatment.
- Services Available: mental health outpatient individual and family counseling; psychiatric evaluations for private insurance members; outpatient substance abuse counseling; Intensive prevention services (meets 3x per week); lifeline pregnancy services.

**Counseling & Therapy Associates:** 8001 Roosevelt Boulevard, Smylie Times Building (Rhawn & Roosevelt Boulevard), 19152 (Suite # 205-207)

Contact #: 215.332.1914

- Insurances accepted: Personal Choice, Keystone Health Plan East (HPE), Aetna, United Behavioral Health (UBH), CHIP, Federal Blue Cross, Amerihealth, Blue Cross
- Services Available: Outpatient counseling, **No adolescent psychiatrist**

**CARE Connections:** 8001 Roosevelt Boulevard, Smylie Times Building (Rhawn & Roosevelt Boulevard), 19152 (Suite #301) **AND** 1536 Pratt St., 19124

Contact #: 215.331.3200, website: <http://careconnectionphiladelphia.com/>

- Insurances accepted: Personal Choice, Keystone HPE, Keystone CHIP, Aetna, Aetna CHIP, Total CARE Network, EAP (employee assistance program), Magellan EAP
- Services Available: Outpatient individual and family counseling and substance use, assertiveness training, career counseling, divorce counseling, educational testing, and battered women and battered issues.

**Life Counseling Services:** 9815 East Roosevelt Blvd., 19114 (Suite B) \*Other offices in Jenkintown, Center City, and several locations in NJ.

Contact: 215-342-4400, website: <http://www.lifecounseling.org/index.html>

- Insurances accepted: Personal Choice, Keystone HPE, Keystone CHIP, Aetna, Blue CHIP, Federal Blue Cross, Amerihealth, Cigna, United Behavioral Health, Blue Cross/Blue Shield
- Services Available: Adolescent outpatient individual and group therapy, mental health IOP (the light program), dual diagnosis, substance abuse outpatient and IOP, and psychiatric evaluations, psychiatric assessments and testing, medication management, Christian faith-based counseling, eating disorder IOP (Seeds of Hope).

**SRI Psychological Services:** 2824 Cottman Avenue, Revere Commons Building (Suite #19), 19149

\*Main office in Jenkintown

Contact #: 215.885.3337, website: [http://www.sricanhelp.com/SRIcanhelp/home\\_page.html](http://www.sricanhelp.com/SRIcanhelp/home_page.html)

- Insurances accepted: Personal Choice, Keystone HPE, Keystone CHIP, Aetna, Aetna CHIP, CHIP, Amerihealth, Federal Blue Cross, United Behavioral Health, Blue Cross
- Services Available: psychotherapy and counseling, psychological and psycho-educational testing, psychiatric evaluations and medication monitoring.

**Philmont Guidance Center:** Holy Redeemer Professional Park, 727 Welsh Road, Ste. 202, Huntingdon Valley, 19006

Contact #: 215.914.2119; website: <http://www.philmontguidance.com/>

- Insurances accepted: Personal Choice, Aetna PPO/EPO, Keystone 65, Amerihealth, United Health, Keystone Health Plan East, Aetna/USHC HMO, Empire Blue Cross, United Behavioral Health, Penn Behavioral Health, Blue Chip, Medicare, Pacificare, Total Care
- Services Available: outpatient counseling for children, adolescents, family, and adults; comprehensive psychological testing; diagnostic testing & assessment; medication evaluations and medication management; kindergarten and 1<sup>st</sup> grade readiness testing.
- Also have locations in Flourtown (720 Bethlehem Pike, 19031, 215.233.2425) and Doylestown (5175 Cold Spring Creamery Road, Suite 1, 18902, 215.348.9640). *No longer have a Philadelphia location.*

**Growth Opportunity Center:** 928 Jaymor Road, Southampton, PA 18966 and it will be Building B, Suite 150.

Contact #: 215.947.8654, website: <http://www.gocenter.net/>

- Services Available: Individual, Couple, Group Therapy, and Family Counseling; Bereavement Support Groups; Psychiatric Consultation; Autism Spectrum Services including specialized family and individual counseling for school-aged children and Children's Social Skills Groups; Comprehensive Psychological & Educational Testing; Partial Psycho-educational Testing to diagnose learning or attention problems; Evaluation for Attention-Deficit Hyperactivity Disorder; Insurances accepted: Personal Choice; Personal Choice 65; AmeriHealth HMO, PPO; Aetna HMO, PPO, EPO, POS; Blue Chip; Aetna Chip; Carpenters Health and Welfare; Penn Behavioral Health; EAPs for Penn Behavioral Health; Total Care Network; Medicare; Keystone Health Plan East, Keystone 65; Magellan; \*\*\* *economic circumstances are considered on a sliding fee schedule*

**Best Behavioral Health Care:** 5043 Frankford Ave, 19124

Contact #: 215.744.4343

- Services offered: outpatient counseling (individual, family, group), psychiatric evaluations, bio-psychosocial assessments
- Insurances accepted: Most private insurances and medical assistance. Does not accept Bravo.

**Internet Behavioral Care:** 4610 E. Street Road, Trevoze, PA 19053

Contact #: 267-699-3000, website: [www.ibccounseling.com](http://www.ibccounseling.com)

- Insurances accepted: Personal Choice, Keystone Health Plan East, Aetna, CHIP, Independence Blue Cross, Cigna, Amerihealth, Preferential Care Network
- Services Available: Outpatient Individual & Family Counseling, Psychiatric Evaluations

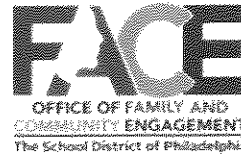
**Dr. Robin Lowey & Associates** 2824 Cottman Avenue, Revere Commons Building (Suite # 1), 19149

(Also two other offices in Center City & Bala Cynwyd)

Contact #: 215-625-9655, website: [www.drlowey.com](http://www.drlowey.com)

- Insurances accepted: Personal Choice, Keystone Health Plan East, Aetna, CHIP, Blue Cross/Blue Shield, Magellan United Behavioral Health, United Healthcare, Tricare, Federal Blue Cross, Horizon, Highmark, Carpenter's Health & Welfare, Penn Behavioral Health, Medicare
- Services Available: Outpatient Individual, Family, & Couples Counseling, Play Therapy, Psychiatric Evaluations, Outpatient Drug & Alcohol & Dual Diagnosis Counseling

What YOU need to do  
Before you volunteer!



## Volunteer Paperwork Checklist

**Bring the following to your school to Begin Volunteering.  
Altogether, these make up the Volunteer Packet.**



### Volunteer Code of Conduct

Go to [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer) to read, print, and sign our standards of behavior agreement, called the Volunteer Code of Conduct.



### Child Abuse History Clearance

Go to <https://www.compass.state.pa.us/CWIS/Public/Home> to fill out. Find directions on [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer).



### PA State Criminal Background Check

Go to <https://epatch.state.pa.us/Home.jsp> to fill out. Find directions on [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer).



### FBI Background Check OR Signed Volunteer Affirmation

If you have NOT lived in PA for the past 10 years, go to [www.pa.cogentid.com](http://www.pa.cogentid.com) to obtain an FBI Background Check. If you HAVE lived in PA for the past 10 years, go to [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer) to print and sign the Volunteer Affirmation.



### Certificate of Volunteer Orientation Completion

You have 45 days from your volunteer start date to complete our Orientation, either online or in-person. Go to [www.philasd.org/FACE/volunteer](http://www.philasd.org/FACE/volunteer) to find both options.

**Bring your completed Volunteer Packet to the main office at your School!**

Questions? Need Assistance?  
215-400-4180, Option #6 | [volunteer@philasd.org](mailto:volunteer@philasd.org)

# Academic Calendar 2018-2019

[School Year Calendar](#) | [Days in Attendance](#) | [About the Calendar](#) | **2017-2018 Academic Calendar**

School District Web Calendar

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Provides dates for employees, students and parent communities regarding yearly planning of academic programming and assessments.

## School Year Calendar : 2018 – 2019

*\* Since the calendar is subject to change during the course of the school year, the web version may contain updates not reflected in the printed version of this publication.*

The following is the calendar for all schools and Pre-Kindergarten Programs for the 2018 – 2019 school year:

| Date                        | Activity                               |
|-----------------------------|--|
| <b>August 20, 2018</b>      | First Day for Staff                    |
| <b>August 20 – 22, 2018</b> | District-wide Professional Development |
| <b>August 20 – 23, 2018</b> | Kindergarten Parent/Teacher Interviews |
|                             |  |

|                               |   |
|-------------------------------|---|
| <b>August 23, 2018</b>        | School-based Professional Development   |
| <b>August 23, 2018</b>        | Ninth Grade Orientation   |
| <b>August 24, 2018</b>        | Reorganization<br>– <i>Academic Year Preparation K-12</i>                           |
| <b>August 27, 2018</b>        | First Day for Grades K-12<br>– <i>Student Attendance</i>                            |
| <b>August 27, 2018</b>        | First Day for Head Start and Bright Futures<br>– <i>Student Attendance</i>          |
| <b>August 31, 2018</b>        | Professional Development Half Day<br>– <i>3 Hour Early Dismissal</i>                |
| <b>September 3, 2018</b>      | Labor Day<br>– <i>Schools Closed and Administrative Offices Closed</i>              |
| <b>September 10, 2018</b>     | Rosh Hashanah<br>– <i>Schools Closed and Administrative Offices Closed</i>          |
| <b>September 19, 2018</b>     | Yom Kippur<br>– <i>Schools Closed and Administrative Offices Closed</i>             |
| <b>September 21, 2018</b>     | 2019-2020 School Selection Process Begins   |
| <b>October 8 – 10, 2018</b>   | Interim Reports   |
| <b>November 6, 2018</b>       | Election Day<br>– <i>Full Day Professional Development (Staff Only)</i>             |
| <b>November 7 – 9, 2018</b>   | Report card conferences   |
| <b>November 12, 2018</b>      | Veterans' Day Observed<br>– <i>Schools Closed and Administrative Offices Closed</i> |
| <b>November 22 – 23, 2018</b> | Thanksgiving Holiday<br>– <i>Schools Closed and Administrative Offices Closed</i>   |
| <b>December 24, 2018</b>      | Winter Recess<br>– <i>Schools Closed</i>  |
| <b>December 25, 2018</b>      | Winter Recess<br>– <i>Schools Closed and Administrative Offices Closed</i>          |
| <b>December 26 – 28, 2018</b> | Winter Recess<br>– <i>Schools Closed</i>  |
| <b>December 31, 2018</b>      | Winter Recess<br>– <i>Schools Closed and Administrative Offices Closed</i>          |
| <b>January 1, 2019</b>        | New Year's Day  |

|                               |   |
|-------------------------------|---|
|                               | <i>- Schools Closed and Administrative Offices Closed</i>                               |
| <b>January 3 – 7, 2019</b>    | Interim Reports   |
| <b>January 18, 2019</b>       | Professional Development Day<br><i>- Staff Only</i>                                     |
| <b>January 21, 2019</b>       | Dr. Martin Luther King Day<br><i>- Schools Closed and Administrative Offices Closed</i> |
| <b>February 13 – 15, 2019</b> | Report Card Conferences   |
| <b>February 18, 2019</b>      | Presidents' Day<br><i>- Schools Closed and Administrative Offices Closed</i>            |
| <b>March 1, 2019</b>          | Professional Development Half Day<br><i>- 3 Hour Early Dismissal</i>                    |
| <b>March 13 – 15, 2019</b>    | Interim Reports   |
| <b>March 29, 2019</b>         | Professional Development Half Day<br><i>- 3 Hour Early Dismissal</i>                    |
| <b>April 15 – 17, 2019</b>    | Report Card Conferences   |
| <b>April 18, 2019</b>         | Spring Recess<br><i>- Schools Closed</i>  |
| <b>April 19, 2019</b>         | Good Friday<br><i>- Schools Closed and Administrative Offices Closed</i>                |
| <b>April 22, 2019</b>         | Spring Recess<br><i>- Schools Closed</i>  |
| <b>May 8 – 10, 2019</b>       | Interim Reports   |
| <b>May 10, 2019</b>           | Professional Development Half Day<br><i>- 3 Hour Early Dismissal</i>                    |
| <b>May 14, 2019</b>           | Pennsylvania Primary Election Day (Tentative)<br><i>- Schools Closed</i>                |
| <b>May 27, 2019</b>           | Memorial Day<br><i>- Schools Closed and Administrative Offices Closed</i>               |
| <b>May 31, 2019</b>           | Graduation Window   |
| <b>June 3 – 4, 2019</b>       | Graduation Window   |
| <b>June 4, 2019</b>           | Last Day for Students   |
| <b>June 5, 2019</b>           | Last Day for Staff  |

[Back to Top](#)

**Total Number of Days Scheduled Student Attendance: 180**

| <b>Month</b>   | <b>Days of Attendance</b> |
|----------------|---------------------------|
| JULY 2018      | 0                         |
| AUGUST 2018    | 5                         |
| SEPTEMBER 2018 | 17                        |
| OCTOBER 2018   | 23                        |
| NOVEMBER 2018  | 18                        |
| DECEMBER 2018  | 15                        |
| JANUARY 2019   | 20                        |
| FEBRUARY 2019  | 19                        |
| MARCH 2019     | 21                        |
| APRIL 2019     | 19                        |
| MAY 2019       | 21                        |
| JUNE 2019      | 2                         |

**Total Number of Days Scheduled Teacher Attendance: 188**

| <b>Month</b>   | <b>Days of Attendance</b> |
|----------------|---------------------------|
| JULY 2018      | 0                         |
| AUGUST 2018    | 10                        |
| SEPTEMBER 2018 | 17                        |
| OCTOBER 2018   | 23                        |
| NOVEMBER 2018  | 19                        |
| DECEMBER 2018  | 15                        |
| JANUARY 2019   | 21                        |
| FEBRUARY 2019  | 19                        |
| MARCH 2019     | 21                        |
| APRIL 2019     | 19                        |
| MAY 2019       | 21                        |
| JUNE 2019      | 3                         |

[Back to Top](#)



