

# The School District of Philadelphia

P. L. D. Academy



*“One Band, One Sound! And the Beat Goes On...”*  
*Destination Excellence - All Students Achieving & All Adults Contributing*

**2017-2018**

## **FAMILY HANDBOOK**

*Dr. William R. Hite Jr.*  
*Superintendent*

*Dr. Eric Becoats*  
*Assistant Superintendent*

*Ms. Dawn Moore*  
*Principal*

*Ms. Susan Lofton*  
*Assistant Principal*

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THIS BOOK BELONGS TO:

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**PRINCIPAL’S MESSAGE**

Dear Dunbar Family,

We would like to take the opportunity to welcome the Dunbar family back to school. We are so excited to continue this school year with our motto “One Band, One Sound! And the Beat Goes On...” Together we will continue to promote All students achieving with All adults contributing.

This Family Handbook will provide you and your child with information regarding the policies and procedures, rights and responsibilities. **Please review this resource with your child(ren).** After reading and discussing the information contained within this handbook, please sign and have your child(ren) sign below to indicate that both of you are familiar with the routines, expectations, and information contained within. Return the signed form to your child’s homeroom teacher.

Please cut on the lines below and have your child(ren) return it to their homeroom teacher.

Together we can make a difference. We look forward to collaborating with Dunbar parents and students throughout the school year.

Sincerely,

*Dawn Moore*

Mrs. Dawn Moore  
Principal

*Susan Lofton*

Ms. Susan Lofton  
Assistant Principal

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We have read this book together and have discussed the information that is contained within. We are looking forward to a GREAT year!

Parent and/or Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**P.L. Dunbar Promise Academy**  
**1750 N. 12<sup>th</sup> Street**

Office (215) 400 - 7410

Fax (215) 400 – 7411

## Faculty/ Staff Roster 2017 – 2018 as of 9/19/17

**Principal** – Ms. Dawn Moore  
**Administrative Secretary** – Ms. Tamla Huty  
**Building Engineer** – Ms. Mary Koehler

**Assistant Principal** – Ms. Susan Lofton  
**Assistant Building Engineer** – Vacancy

<p><b><u>Kindergarten</u></b>            Room 105 Linda Scipio-Stewart            Room 107 Angela McCrea</p> <p><b><u>Grade 1</u></b>            Room 202 Lauren Ross            Room 204 Bridget Cunningham</p> <p><b><u>Grade 2</u></b>            Room 201 Angela Berry            Room 206 Cheryl Cousar</p> <p><b><u>Grade 3</u></b>            Room 203 Jelissa Burton            Room 205 Erica Johnson</p> <p><b><u>Grade 4 Homeroom</u></b>            Room 305 Noelle Jones ELA &amp; SS Grades 4&amp;5</p> <p><b><u>Grade 5B Homeroom</u></b>            Room 306 Seta Palmer Math &amp; Sci 4&amp;5</p> <p><b><u>Grade 5A Homeroom</u></b>            Room 304 Danelle Ross Math &amp; Sci Grades 5&amp;6</p> <p><b><u>Grade 6 Homeroom</u></b>            Room 302 Donna Benjamin Lucas ELA &amp; SS Grades 5&amp;6</p> <p><b><u>Grade 7 Homeroom</u></b>            Room 308 Wendy Emery Math Grades 7 &amp; 8A, 8B</p> <p><b><u>Grade 8A Homeroom</u></b>            Room 307 Mindy Fisher Science &amp; Soc Stud 7 &amp; 8A, 8B</p> <p><b><u>Grade 8B Homeroom</u></b>            Room 301 Anna Johnson ELA – 7 &amp; 8A, 8B</p> <p><b><u>Special Education/ Learning Support – Reading &amp; Math</u></b>            Room 208 Martina Grant – K-2 LS (Primary)            Room 303 Erika Palmer – SEL &amp; (Elem)                              Bruce Harris – (Middle)</p> <p><b><u>Special Education Autistic Support</u></b>            Room 108 Tyra Wynn                              Gwendolyn Wiley (8:30 – 4:00)</p> <p><b><u>Special Education Emotional Support – Community Council</u></b>            Room 102 (K-2) Johnathan Dunch                              Asst.-Khalid Dennis            Room 309 (3-5) Subashini Lakshmanan                              Asst. Rodney Robinson</p> <p><b><u>Music (Vocal)</u></b>            Auditorium <b>Nick Goldkranz</b></p>	<p><b><u>PE/ Health</u></b>            Gym/Basement Toni Ingram</p> <p><b><u>Technology (BCIT)</u></b>            Room 300 Christopher Wasnick</p> <p><b><u>Climate Manager</u></b>            Room 110 Kevin Wimberly</p> <p><b><u>Social Service Liaison</u></b>            (Education Support Service)            Room 310 Ryan Richardson</p> <p><b><u>STS/NET:</u></b>            Room 310</p> <p><b><u>ATL's/ Model Classroom:</u></b>            Room 207 Cashonna Thomas - Math ATL                              Linnea Hunter – ELA ATL            Room 203 Valmer Lord – Rdg. Specialist            Room 203 Jennifer Eastman – CLI</p> <p><b><u>Counselor</u></b>            210-A Timothy Adkins</p> <p><b><u>Psychologist</u></b>            210-B Michelle Morgan</p> <p><b><u>SISL</u></b>            Office Haydee Delgado (8:15 – 4:00)</p> <p><b><u>Nurse</u></b>            Room 205 C (Nurses Suite) Renee Hill</p> <p><b><u>Speech Therapist</u></b>            Room 110 A</p> <p><b><u>Supportive Service Assistants (4 hr) 9:00 – 1:00</u></b>            Sharon Franklin            Dorothy Boseman</p> <p><b><u>One on Ones Classroom Assistants Spec. Ed.</u></b>  <span style="color: red;">Assigned in September 2017</span></p> <p><b><u>School Climate Staff (Noons) (3hr)</u></b>            Denise Fowler <b>11:00 - 1:30 &amp; 3:00 - 3:30</b>            Lillie Toler <b>8:15 – 8: 45 &amp; 11:00 – 1:30</b></p> <p><b><u>General Cleaners</u></b>            Gregory Hill            Kimberly Wilson</p>
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***Destination Excellence - All Students Achieving & All Adults Contributing***

## **P.L. Dunbar Promise Academy’s Mission Statement**

Promote **high academic achievement** by utilizing research based best practices to meet the needs of diverse learners and build on **college and career readiness**.

- Create classrooms that **differentiate instruction** and maintain high expectations
- Promote positive home, school and community **collaboration**
- Prepare every student with **college bound skills** starting in Pre-Kindergarten through every level to grade 8
- Ensure that all of our resources are **student focused** and support our **common core curriculum** in Literacy, Mathematics, Science and Social Studies.
- Prepare students with **global skills** through the use of **technology** and opportunities for developing **leadership skills**.

## **Our Vision**

We believe that all of our students can **learn at high levels**. It is our responsibility to provide a **safe learning environment** that fosters academic excellence, respect for diversity and positive self-esteem. It is our expectation that all staff, students, parents and the community share this responsibility.

As members of the P. L. Dunbar School family, we believe in:

Dedication

Unity

No excuses for not trying

Building relationships

Achievement and

Resilience

## **DUNBAR SCHOLARS LEARN IN A BULLY-FREE SCHOOL**

**EVERYONE IS EXPECTED TO:**

1. Be Responsible
2. Be Respectful
3. Be Peaceful
4. Be Problem Solvers
5. Be Positive Leaders

## Dunbar Academy Student Pledge

We, the students of Dunbar Academy,  
promise to achieve and succeed.

We will believe in ourselves and in one another.

We will act responsibly and honestly—with self-respect, self-reliance, and concern for others.  
We promise to take our studies seriously, complete all assignments, and make no excuses for not trying.

We will be dedicated, committed and self-confident students.

We promise to never give up if we falter or fail, instead we will reach out, get help, and keep going.

We will live well, dream big, and aim high.

And after we graduate from college, we will work hard to make this world a better place.

We promise!

## Lift Every Voice and Sing

By James Weldon Johnson

Lift every voice and sing,  
Till earth and heaven ring,  
Ring with the harmonies of Liberty;  
Let our rejoicing rise  
High as the list'ning skies,  
Let it resound loud as the rolling sea.  
Sing a song full of the faith that the dark past has taught us,  
Sing a song full of the hope that the present has brought us;  
Facing the rising sun of our new day begun,  
Let us march on till victory is won.

Stony the road we trod,  
Bitter the chast'ning rod,  
Felt in the days when hope unborn had died;  
Yet with a steady beat,  
Have not our weary feet  
Come to the place for which our fathers sighed?  
We have come over a way that with tears has been watered.  
We have come, treading our path through the blood of the slaughtered,  
Out from the gloomy past,  
Till now we stand at last  
Where the white gleam of our bright star is cast.

God of our weary years,  
God of our silent tears,  
Thou who hast brought us thus far on the way;  
Thou who hast by Thy might,  
Led us into the light,  
Keep us forever in the path, we pray.  
Lest our feet stray from the places, our God, where we met Thee,  
Lest our hearts, drunk with the wine of the world, we forget Thee;  
Shadowed beneath Thy hand,  
May we forever stand,  
True to our God,  
True to our native land

## Announcements

Morning announcements will occur between 8:35-8:50 over the public address system. **ALL classes are to stop and listen. All students and staff are to stand for the “School Pledge and/or Lift Every Voice & Sing”.** This is a part of the Single School Culture that we are working to develop. Afternoon Announcements will occur between 2:50-3:00 over the public address system with attendance reports, “Caught Being Good” awards and end of day directions.

### **Assembly Programs**

Assemblies are planned periodically as special events on the school calendar. Students given the privilege of attending assemblies are expected to exhibit good behavior during the programs. Students must enter quietly, sit in their designated section, and remain quiet throughout the assembly unless otherwise directed. After the assembly, students should sit quietly, listen for instructions on exiting, and then leave in an orderly fashion. Students not behaving appropriately may have their assembly privileges taken away.

### **Attendance**

Good attendance is essential to maintain high academic standards. Both perfect and good attendance will be recognized at the end of each report card period during Awards Assemblies. Children must be in school to receive the maximum benefit from classroom participation. Failure to attend school on a regular basis inhibits a student’s ability to meet high academic expectations. Following an absence, children must submit an excuse written by a parent or guardian. **If the school does not receive a written excuse note within three days of the student’s return, the absence will be coded as “illegal.”** Illegal absences are referred to the Attendance & Truancy Division.

### **Breakfast/Lunch Program**

All of our students enjoy the special privilege of **Universal Feeding**, which means everyone is eligible to eat breakfast and lunch without cost. *Breakfast will be served in the classroom for grades 2-8 and in the cafeteria for grades K-1 from 8:30 a.m. – 8:45 a.m. There will be four lunch periods: 11:00 - 11:45 - grades K & ES/AS; 11:30 - 12:00 - grade 7 – 8; 12:00 – 12:45 grades 4– 6 & 3-5 ES; 12:45 – 1:30 grades 1 – 3 & K-2 LS.*

### **Bullying**

Dunbar School recognizes that bullying is an inappropriate behavior that has destructive and negative effects on individual students and on the overall climate of a school. Dunbar School believes that all students are entitled to a safe and secure learning environment; bullying works against the achievement of that goal. Bullying is a behavior that should never be tolerated. It is important that teachers, students, and parents take a stand against all bullying behaviors.

Information regarding the policy on bullying can be found on the School District’s website ([www.philasd.org](http://www.philasd.org)).

### **Cafeteria**

Outstanding cafeteria manners are expected from the students attending Dunbar School to ensure a safe and enjoyable environment for all!

#### **Cafeteria rules include:**

- remaining seated at the table during your lunch period
- talking quietly with the people at your table
- making sure your area is clean before leaving the lunchroom
- no bouncing or throwing balls or food in the lunchroom
- following the directions of the Climate Manager, Noon-time Aides and Food Service Managers

## **Cell Phones & Electronic Devices**

We realize that students have cell phones. However, if we hear or see the students using their phone or electric device during school hours, the device will be confiscated. On the first occurrence, parent/guardian must come in and retrieve the cell phone or electric device. At that time, parent or guardian will complete the confiscated log form and be informed that this is a warning. Thereafter, if the electronic device is confiscated, it will be held until the end of the school year. Parents must contact students via the school phone number. Please do not call/text a student on their cell phone during the school day.

**If your child brings any electronic devices to school, we are not responsible or liable if the item is lost, damaged or stolen.**

## **Communication with Your Child**

Please tell your child in the morning where he/she will be going after school. If a parent or guardian needs to get an emergency message to a student, please call the Main Office at (215) 400-7410 and a paper message will be delivered. Telephone calls are not transferred to the classrooms during instructional time.

## **Curriculum**

We will follow the **Common Core standards** using the following materials for implementation: **Ready Gen** as our core reading program for grades K-5 and **Collections** for our 6<sup>th</sup> - 8<sup>th</sup> grade students. **Envisions** will be our core mathematics program for grades K-8. In addition, **I-Ready, Lexia and Compass Learning** materials and programs will provide interventions and acceleration for student achievement.

## **Crisis Plan**

In the event of an emergency requiring our evacuation of the building for longer than a few minutes, our plan indicates that students will report to Philadelphia Military Academy.

## **Detentions**

Detentions are generally served after school on Tuesdays for durations of 60 – 120 minutes and during half days from 12:00 – 3:00 PM. Students are notified of the infraction and are to serve the detention on the “to be served” date listed on the detention slip. The parents/guardians will receive a copy of the detention slip, which will be sent home with the student and/or phone call.

## **Early Dismissals**

Early dismissals are for serious emergencies and should not occur on a daily or regular basis. However, when you are anticipating a need for an early dismissal for your child, please report to the **Main Office with your medical or business appointment documentation and photo I.D. before 2:40 p.m.** The adult requesting the early dismissal must be listed on the student’s emergency contact form. Chronic parental requests for early dismissals will be monitored by the Attendance & Truancy Division.

## **Emergency School Closings**

Full Day Closing - If the School District of Philadelphia has reason not to open schools, every attempt will be made to have information regarding the citywide closing of schools on the air by 5:00 AM.

Early Dismissal - If inclement weather or any other emergency leads to a decision to close a school prior to regular dismissal time, every effort will be made to broadcast the information on KYW radio and television by 11:00 AM. If the decision is made to close the schools during the afternoon, but before the regular dismissal time, every effort will be made to have the information broadcasted by 12:00 PM.

**Please make sure we have your correct phone in the main office.**

**Emergency Contact Information**

It is most important that we know what to do in case of an emergency. Please complete the Emergency Contact form and return it to your child’s teacher. Keep the office informed if there is a change in your physician, telephone numbers, address, or any other change pertaining to the welfare of your child.

**Extracurricular Activities**

**Student participation in all extracurricular activities is contingent upon the student’s academic (failing grades in 2 or more subjects), attendance (3 or more absences in a report period), citizenship, and behavioral record (3 or more documented disciplinary incidents).**

**Field Trips**

A permission form must be signed by the parent or guardian and returned to school before a student is allowed to leave the school on a student trip. All field trips must have adequate adult supervision. No student will be allowed to leave the school on a student trip without properly completed forms.

**Fire Drills**

The purpose of a fire drill is to practice the evacuation of the building as quickly and orderly as possible. Unless otherwise directed, the general rules to follow are: **Speed, Order, and Silence (SOS).**

**General Discipline Policy**

Dunbar School follows the School District of Philadelphia’s “Code of Student Conduct.” Our school-wide Behavior Support Program expects our children to be Responsible, Respectful, Peaceful, a Problem Solver and a Positive Leader. The purpose of our discipline policy and behavior program is to afford a school-wide “Tone-of-Decency” that promotes appropriate behavior, encourages self-control and empowers students to take responsibility for their actions.

Parents, students and staff will work together to provide a safe learning environment for all. This collaborative effort can ensure that high standards of discipline are maintained and student achievement will prevail.

Students are to take charge of their own behavior management. When a problem arises, students are expected to choose from the following options: 1) Talk it out, 2) Walk away, 3) Seek staff support. Failure to select an appropriate option can result in Disciplinary Action.

**Discipline infractions are handled with progressive discipline strategies.**

<b>Level 1</b>	<b>Consequence 1</b>	<b>Consequence 2</b>	<b>Consequence 3</b>
Failure to follow class rules/disruption	<b>Phone call and loss of recess privileges</b>	<b>A 42 Mandatory Parent Conference</b>	<b>Parent Shadowing</b> Parent/guardian must accompany student to school and follow student throughout a full academic day.
Dress code violation			
Failure to carry hall-pass/appropriate ID			
Failure to participate in class/unpreparedness			
Truancy/excessive tardiness/cutting class			
Possession of beepers/pagers/cell phones/other electronic devices			
Possession of other inappropriate personal items			
Profane/obscene language or gestures			



<b>Level 2</b>	<b>Consequence 1</b>	<b>Consequence 2</b>	<b>Consequence 3</b>
Public display of affection/inappropriate touching	<b>A 42 Mandatory Parent Conference</b>	<b>Parent Shadowing</b> Parent/guardian must accompany student to school and follow student throughout a full academic day.	<b>Suspension- Out of School</b>
Inappropriate use of electronic devices			
Mutual fighting (two or more students engaged in mutual combat)			
Forgery of administrator, teacher, or parent's/guardian's signature			
Alteration of grade reporting/excuses/school documents			
Destruction and/or theft of property (less than \$1,000)			
Harassment/bullying/cyber-bullying/intimidation			

<b>Level 3</b>	<b>Consequences</b>
Harassment/bullying/cyber-bullying/intimidation 10	<b>Suspension- Out of School District Of Philadelphia Between 1 – 10 days</b>  <b>Contract with Lateral Transfer</b>  <b>Disciplinary School Transfer</b>  <b>Disciplinary Transfer with Expulsion Referral</b>
Sexual acts (consensual)	
Threatening students/staff with aggravated assault	
Destruction and/or theft of property (totaling \$1,000 or more)	
Breaking and entering school property	
Robbery	
Extortion	
Mutual fight with a documented serious bodily injury	
Simple assault (documented unprovoked attack by one student on another)	
Possession of alcohol or drugs – intent to use 1	
Possession of alcohol or drugs - intent to distribute	
Possession or use of fireworks/incendiary devices/explosives	
Assault of school personnel	
Instigation or participation in group assaults	
Aggravated assault (documented serious bodily injury)	
Sexual acts (non-consensual)	
Possession of a weapon	
Intentionally placing another person in danger	

**\*Consequence Levels are not mutually exclusive. For example, 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.**

**Health Information**

It is very important that the school nurse be informed of all pertinent medical information for each student. This includes allergies, injuries, illnesses and/or any medications.

### **Homework**

Homework is an opportunity for students to extend classroom learning and improve their skills. It is assigned Monday-Thursday and is to be submitted on time. Parents are encouraged to review homework with their children and read together every night.

### **Late Arrivals**

The principal or designated person will deal with excessive tardiness. Parents are not permitted to walk their child to class after classes have entered the building as this creates a disruption to the normal classroom routine.

### **Lock Down/Shelter-In-Place**

In addition to our fire drills, we also practice lock down and Shelter-In-Place exercises. During a lock down or Shelter-In-Place drill, the school will be locked and closed. No one will be allowed to enter or leave the school buildings until the lock down or Shelter-In-Place is called off. A lock down is to try and protect from a human threat of violence. A Shelter-In-Place is to protect from an airborne biological or chemical agent.

### **Recess Rules**

- Students will go outside for recess whenever possible. Students are expected to wear appropriate clothing during cold weather and take these items from their class to recess. Students cannot return to class or back in the building from recess for outdoor clothing or playground equipment.
- Always stay inside the fenced schoolyard areas.
- Line up as soon as the bell rings.
- No hitting, pushing, kicking, or using profanity.

### **Recognition of Student Achievement**

Students who have displayed significant achievements during each report card period will be recognized for their accomplishments. Areas that may merit recognition include, but are not limited to, academics, attendance and citizenship.

### **Report Cards**

Report cards are distributed four times a year. Three conferences are held during the school year. Conference slips notify parents of conference dates and times, and are given to students prior to conferences. Parents receive report cards during the conference. Final report cards are mailed in June.

### **School Bus Rules**

**Be at the bus stop ten minutes early. Wait for the bus in an orderly fashion in your assigned area. Board the bus in an orderly fashion and take your seat immediately.** Remain seated while the bus is moving or when instructed to do so by the bus driver or other authorized individual(s) assigned to the bus. **Keep your head and arms inside the bus windows at all times.** Fighting, throwing objects, shouting and other loud noises is extremely dangerous and distract the driver, causing the unsafe operation of the bus. Eating and drinking are not allowed on school buses. **Leave the bus in a quiet and orderly manner. Pay attention to the instructions of the bus driver or other authorized individuals.**

**Students who violate these rules may lose their riding privileges for a period of time, or permanently. In the event that a student is removed from a bus, it will be the responsibility of the parents to make provisions for transporting their child to and from school. Parents are also reminded that under Pennsylvania State Law they are not permitted to board a school bus without permission.**

### **School Communication**

Every Tuesday students take home the communication folders. These folders are to be returned to school Wednesday. Look for your child to bring home books, completed class work, teacher feedback, school updates and other important information. Contact your child's teacher by notes and/or phone with questions or concerns. Parental involvement is stressed and valued!

### **School Day Admission/Dismissal**

**Students are due promptly at 8:30 am and should arrive no earlier than 8:15 am when supervision is available. Prompt arrival is essential. Students arriving after 8:45 a.m. must go to the late desk where a late slip will be issued. Late students will not be admitted to class without a late slip. Please make sure your child is picked up no later than 3:09 p.m. Late pick ups will result in a warning letter and police contact.**

### **School Dress Code**

All students are required to wear **white or navy blue collared shirts/blouses and tan bottoms (no denim)**. Black, blue or brown shoes are required. **Flip flops, open front footwear and large hoop earrings (larger than a quarter) are not permitted due to safety concerns. Hoodies may not be worn in class or during the school day.** On gym days, navy blue sweat sets or shorts and sneakers continue to be a requirement. Students must wear their uniforms every day.

### **School Visitations**

Please come to the **Main School House Office** to sign in. The classroom or office that you want to visit will be contacted. If this is a scheduled visit or the person you need to see is available, you will be issued a Visitor's Pass. Please do not proceed to any part of either building without following this procedure. This allows us to maintain a safe and secure environment for all of our children and staff.

### **Textbooks**

Each student is responsible for all issued books and supplies, even if they are damaged, lost, or stolen. If a book is damaged or lost, it must be paid for before another will be issued. Payment should be made in the office, and a receipt will be issued. The teacher will then issue another book.

### **Title I**

Dunbar is a Title I school. We receive funds from the federal government to help our students improve their performance in school. In the past years money has been used to purchase computerized reading interventions, consumable reading and math books, before, after and Saturday tutoring and other intervention supplies. All parents will receive a copy of the School-Parent Compact and the Parent Involvement Policy (both are included in this handbook).

### **Trespassing on School District Premises**

The Trespassing Ordinance, Philadelphia Code of Ordinances, Chapter 10-824, was passed by City Council to prevent unauthorized entry on school premises.

The provisions of the ordinance are as follows:

- **No one may enter any facility of the School District of Philadelphia without the consent of the person in charge of the facility.**

- Failure to obtain consent within fifteen minutes of entering any facility or the creation of a disturbance may be considered a violation of the ordinance.
- Employees and pupils of the School District of Philadelphia may not enter any facility to which they are not regularly assigned without the consent of the person in charge.
- **Persons who violate this ordinance are subject to a fine of not more than \$300 and imprisonment for not more than ninety days.**
- Persons found in rooms other than the office or in hallways not located between an authorized entrance and the office will be considered in violation of this ordinance.

**Persons asked to leave the building or who have been given a written notice of exclusion, including students on suspension, transferred from the school, or expelled from the District, are subject to arrest and prosecution under the defiant trespass section of the Pennsylvania Crimes Code.**

### ***Vandalism/Property Damage***

Students who destroy or vandalize school property will be required to pay for the losses and damages. Damage often results from horseplay in the hallways or classrooms, and students are liable for either accidental or malicious damage.

## **THE SCHOOL DISTRICT OF PHILADELPHIA PAUL LAURENCE DUNBAR ACADEMY SCHOOL-PARENT COMPACT**

*The Paul Laurence Dunbar Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act*

*(ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

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

## **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

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

### **School Responsibilities**

**The Paul Laurence Dunbar Promise Academy will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - School staff will work together striving to maximize student achievement of established standards in reading and math.
  - Implementing the MTSS model to meet the needs of all students.
  - Provide highly qualified teachers and School-wide Title I services.
  - Provide the necessary materials for effective instruction to achieve the State's high academic standards. The School District of Philadelphia Learning has aligned the curriculum and instruction to the performance standards through: using the following materials for implementation: ***Ready Gen*** as our core reading program for grades K-5 and ***Collections*** for our 6<sup>th</sup> - 8<sup>th</sup> grade students. ***Envisions*** will be our core mathematics program for grades K-8. In addition, ***I-Ready, Lexia Reading and Compass Learning*** materials and programs will provide interventions and acceleration for student achievement.
  
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
  - Back to School Night September 28, 2017
  - Parents will conference on the child(ren)'s academic progress three times a year. Afternoon conferences will be conducted November 20, 21 and 22. Evening conference will be conducted on November 21. Afternoon conferences will be conducted for a second time on February 14, 15 and 15. Afternoon conferences will be conducted for a third time on May 2, 3 and 4.
  
- 2. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
  - Parents will be provided with Interim reports in October, January, March and May or when needed.
  - Parents will receive copies of all PSSA testing results
  - Teachers will communicate with parents to discuss their child (ren)'s academic progress or lack of progress, behavior, and ways parents can help their child(ren) achieve his/her greatest potential.
  - Parent Handbook will be distributed during the first weeks of school. Title I Parent Involvement funds will pay for the printing of the Parent Handbook.
  - Parents will be presented assessment results at informational meetings.

- Power point presentations in an easy to understand format will be created.

4. **Provide parents reasonable access to staff.** Specifically, staff will be providing For consultation with parents as followed:

- Parent teacher conferences will be scheduled and conducted upon written or verbal request.
- Conferences can be scheduled before and after school and during a teacher's prep period.
- The Principal maintains an open door policy for all parents and guardians.

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

- Parents are welcome to visit their child's classroom. Visitor passes must be obtained from the office.
- Parents are encouraged to volunteer. Many parents volunteer in the office, front desk, crossing guard assistants, field trips and classroom assistants.

### **Parent Responsibilities**

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

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



### **Student Responsibilities (revise as appropriate to grade level)**

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

- Do my homework every day and ask for help when I need it.

- Read at least 30 minutes every day outside of school time. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

The Paul Laurence Dunbar Promise Academy will: **(must be in all compacts)**

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

The State's high academic standards, the Paul Laurence Dunbar Promise Academy will:

1. Recommend to the Regional No Child Left Behind District Liaison, the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the School District of Philadelphia to ensure that a copy of the State Education Agency's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
<b>School</b>	<b>Parent(s)</b>	<b>Student</b>

_____	_____	_____
<b>Date</b>	<b>Date</b>	<b>Date</b>

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**

**SCHOOL DISTRICT OF PHILADELPHIA  
PAUL LAURENCE DUNBAR ACADEMY**



# PARENT INVOLVEMENT POLICY

## **PART I. GENERAL EXPECTATIONS**

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

The Paul Laurence Dunbar Promise Academy agrees to implement the following statutory requirements:

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

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

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

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

1. **P.L. Dunbar School** will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:
  - Conduct meetings to engage parents in discussions of the Parent Involvement Plan, the School Improvement Plan, and the School Compact.
  - Invite and encourage parents to participate in Parent University and the School Advisory Council.
  - Invite parents to a meeting on September 28, 2017 to review and revise Dunbar's Parental Involvement Policy.
2. **P.L. Dunbar School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Conduct meetings at various times of day to obtain parent input on the School Improvement Plan.
  - Provide adequate notice to parents of meetings through bulletin boards, phone messages, and letters.
  - Obtain parent recommendations and secure a written record of parent involvement in the School Improvement Plan.
3. **The School District of Philadelphia** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - In collaboration with the Grants Compliance Monitor, School-Community Liaisons, Philadelphia Home and School Council (PHSC), Title I Parent Advisory Committee, The Philadelphia Right to Know Educational Task Force, PARENT POWER, and other parent groups, provide workshops to schools on parent engagement.
  - Provide professional development by parents/caregivers for new and existing principals and other administrators on how to develop promising partnerships with parents/caregivers.
  - Train new and existing staff with parental engagement duties (e.g., School Improvement Support Liaisons, School-Community Liaisons, School Community Coordinators, and Bilingual Counselor Assistants) to assist school sites in implementing parental engagement.
  - Make available the staff of the Office of Educational Equity, Office of Specialized Instructional Support, and Office of Family and Community Engagement staff for technical assistance.
  - The Grants Compliance/Title I Office will provide technical assistance to schools and parent organizations, such as the Title I Parent Advisory Committee (PAC), Home and School

- Associations, The Philadelphia Right to Education Task Force, PARENT POWER, and other organized parent groups.
- Provide coordination of professional development efforts through the Office of Leadership and Development.
  - Provide workshops to parents on supporting student achievement and parent engagement.
  - **Conduct meetings in collaboration with the school counselor to provide workshops that promote parent involvement.**
  - Train staff on strategies to promote effective parent engagement.
  - Inform parents of district resources in the Office of Specialized Instructional Support as well as the Office of Parent, Family, Community Engagement and Faith-based Partnerships.
  - Invite and encourage parents to participate in Parent University and the School Advisory Committee.
  - Collaborate with the district Home and School Office to nominate and to promote and active Home and School Association.
  - Provide professional development activities that assist teachers with encouraging parent engagement and participation in school activities.
  - Provide workshops to parents on supporting student achievement and parent engagement.
4. **P.L. Dunbar School will** coordinate and integrate parental involvement strategies in Part A with parental involvement strategies with Pre-K programs: by:
- Conducting joint trainings or presentations.
  - Involving parent groups from early childhood programs in Parent University.
5. **P.L. Dunbar School** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A programs. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- The Principal, Teacher Leader, Lead Teachers and Counselor will identify barriers through parent meetings and surveys.
  - The Principal, Teacher Leader, Lead Teachers and Counselor will address barriers and collaborate with parents and district personnel to improve parental involvement.
6. **P.L. Dunbar School** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- A. **P.L. Dunbar School will**, with the assistance of the School District, provide assistance to parents, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
- the State's academic content standards,
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Title I-Part A,
  - how to monitor their child's progress
  - how to work with educators.
  - Back to School Night on September 28, 2017
  - New Student Meeting
  - Report Card Conferences on November 21, 22 and 23; February 15, 16 and 17; April 19, 20 and 21

- Annual Title I Meeting scheduled during Back to School Night on September 28, 2017.
- B. The **P.L. Dunbar School** will, with the assistance of the School District, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- The school will provide parents and guardians access to information and resources regarding their child’s school and serve as a liaison between the parents, community, and District personnel. The principal and Teacher Coaches will conduct monthly workshops that address topics including, but not limited to promoting student success, counseling services, therapeutic services, PSSA administration, and homework support. The MTSS Champion in conjunction with the MTSS Leadership Team will assist students with academic and behavioral issues that have the potential to impede student achievement. When appropriate, information will be provided in languages other than English.
- C. **P.L. Dunbar School** will, with the assistance of the School District, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- The principal and Teacher Coaches will conduct monthly meetings with parents to provide a forum for parents to share their voice, to offer suggestions, and to address any concerns.
  - The parents will be encouraged to become actively engaged in the daily school operations through the Dunbar Volunteer Program.
- D. **P.L. Dunbar School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Parents will be informed through letters and phone messages of school programs including, but not limited to Extended Day, Extra-Curricular Clubs, and athletic activities.
  - Kindergarten registration will be advertised by hosting a kindergarten open house for parents and prospective students. Parents will be invited to visit the kindergarten classrooms with their children to learn about the program.
- E. **P.L. Dunbar School** will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- The school will collaborate with community organization to disseminate information to our families.
  - A parent bulletin board will be updated with pertinent information throughout the school year.
  - Parents who require translation services will be accommodated through bilingual staff members as well as Pacific Interpreters.
  - Report cards will be provided in the parents’ native language.
  - Parents will be presented assessment results at informational meetings.

- Power point presentations in an easy to understand format will be created.

**PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, in order to maximize parental involvement and participation in their children’s education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.]

\* \* \* \* \*

**PART IV. ADOPTION**

**This P.L. Dunbar Academy Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by: Nakia Short, Kelly Seabron on August 31, 2017.**

*Dawn Moore*

*(Signature of Principal)*

**August 31, 2017**

