

The School District of Philadelphia
H.A. BROWN ACADEMICS PLUS ELEMENTARY

1946 E. Sergeant Street Philadelphia, PA 19125

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Connie Carnivale, Principal
cacarnivale@philasd.org

Parent/Student Handbook
2020-2021



BROWN SCHOOL PLEDGE

I will respect others and myself by the way I speak and behave.

I will be on time and present every day unless I am ill.

I will not fight or be unkind.

I will act in such a way that I will be proud of myself and others will be proud of me too.

I come to school to learn, and I will learn.

I will have a good day.

“At H.A. Brown, where everybody is somebody”

VISION

*Our vision at H.A. Brown Elementary School is that all students can **achieve** academic **growth**. At H. A. Brown, this will be an **on-going** process that is based upon collaboration and **feedback** from assessments. Student achievement will be sustained in the quality of **professional development** practice, which will be modified and monitored in order to provide the **best education possible** for every student. We will **communicate** and **collaborate** with all school **stakeholders** including students, **parents**, teachers, and **community partners**. The instructional program will support **creativity**, **problem-solving** abilities, and **technological awareness** so that we prepare students to be **competitive** in today's economy. It is our **goal** to develop their 21st century skills in order to enhance the abilities of our students to be **successful in society**. We prepare our students with the skills necessary to be successful in high school while providing the necessary foundation to be college-bound and **career-ready**.*

Our core values: Connections Collaboration Respect

MISSION

At H.A. Brown Elementary School our Mission is to provide a safe environment where children can become technologically creative life long learners developing the needed academic and social skills to think critically and independently. School-wide instructional strategies that will be implemented to support these skills are cooperative learning, higher-order thinking, and focused small group instruction. There is an emphasis on staff development and learning, student participation in authentic and meaningful work, as well as opportunities to share and collaborate among staff, students, parents, and community partners. Our mission also promotes multicultural and cultural awareness. All of these systems collaboratively, will support and sustain the achievement of all students.

EXPECTATIONS

Our Positive Behavior System at H.A. Brown has the following expectations that are addressed daily throughout our building:

Be Responsible
Be Respectful
Be Peaceful
Be Positive Leaders
Be Problem Solvers

NON-NEGOTIABLES

- 1. RESPECT is given to all members of our school community.***
- 2. Hallway and stairwell ETIQUETTE is used at all times.***
- 3. HOODLESS uniform sweaters or sweatshirts are used (no hoodies, hats, vests, or head scarves).***
- 4. Eating and drinking is ONLY in the cafeteria during your scheduled lunch period.***



H.A. Brown Academics Plus Elementary School, #521

1946 E. Sergeant Street, Philadelphia, PA 19125

School: 215 400-7490 / Fax: 215 400-7491

Connie Carnivale, Principal Email: cacarnivale@philasd.org

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Dear Parents, Guardians, and Students,

Hello and welcome back to the 2020-2021 academic school year at H.A. Brown Elementary School. We are looking forward to working with you and your child. The staff has worked hard to develop a variety of programs to enhance the education offered at H.A. Brown. I am very excited about the activities we have planned. For example, we have our in-school clubs including Robotics, Broadcast news, Yearbook, choir and many more fun activities for your child. In May, we will again hold our annual community a Multicultural Fair and Art Show, as well as the ever-popular Talent Show. The H.A. Brown staff is committed to offering a well-rounded education to all of our students. We also look forward to working with our parent and community partners to develop college and career-ready students. We simply ask for your support and commitment to provide a quality education.

We are already gearing up for an incredible new school year. Our teachers have attended training sessions to better help all students learn and grow. Our front office team is updating student files and ordering new materials. Our hard-working custodians have spent the summer cleaning our school. And, our cafeteria workers are preparing to serve your children delicious, healthy and free breakfast and lunch each school day.

The school is providing you with a handbook to help facilitate communication between the school and home. This handbook can be used as a reference. Please read it carefully and refer to it frequently. We hope you find the information enclosed useful and informative.

Please feel free to contact our school if you have any concerns. We look forward to seeing all of our students for the first day on September 2 2020. We will begin completely Digital Learning so please review the Digital Learning Schedules carefully.

Sincerely,

Connie Carnivale

Connie Carnivale, Principal
cacarnivale@philasd.org

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SCHOOL PROFILE

H.A. Brown Elementary School is a Kindergarten through 8th grade school. There are currently 375 enrolled students. The student population consists of 46.9% Hispanic, 19.9% Asian, 17.5% African American, 11.6% Caucasian, and 4.9% other ethnic origins. The School provides a breakfast and lunch program for all students. Programs offered to students include a comprehensive curriculum based on Pennsylvania State Common Core Standards with Special Education, Mentally Gifted, and ESOL services. These services include supports at different levels of learning in the classroom, as well as supports through program teachers. Multi-Cultural education is addressed throughout all aspects of the curriculum. We serve a mobile population whose needs are addressed through a standards-driven curriculum by utilizing the following researched based learning series in Math and Literacy. Programs for students with special needs are provided from itinerant to full-time services. The school also includes a wireless network computer lab where students receive instruction in computer technology that includes research and presentation models. The school averages a 94% student attendance rate.

The teaching staff consists of 24 teachers; 9 special education teachers; 2 ESOL teachers; a guidance counselor; a nurse; a Music teacher; an Art teacher; a Physical Education teacher; and a Digital Literacy teacher. The school has a Leadership Team that helps develop interventions in Reading, Writing, and Mathematics through the monitoring of classes and by working with students individually and in small groups. The school is also supported by an after-school program through PAEP Steam for students in Grades 5-8 and after-school enrichment clubs to support reading and math in various grades. All programs also encourage team building and other social issues.

H.A. Brown Academics Plus School provides a safe, caring environment that will empower students to become productive and contributing citizens in our society.

CONTACTS

<i>Principal</i>	<i>Connie Carnivale</i>	<i>215-400-7490</i>
<i>Secretary</i>	<i>Liz Vazquez</i>	<i>215-400-7490</i>
<i>Teacher Leader Math</i>	<i>Heather McCoy</i>	<i>215-400-7490</i>
<i>Teacher Leader Literacy</i>	<i>Keren Tal</i>	<i>215-400-7490</i>
<i>Special Ed. Compliance Monitor</i>	<i>Niki Vazquez</i>	<i>215-400-7490</i>
<i>School Nurse</i>	<i>Jessica Roman</i>	<i>215-400-7490</i>
<i>Guidance Counselor</i>	<i>Marketa Graham</i>	<i>215-400-7490</i>
<i>Home & School/SAC President</i>	<i>Cathy Le</i>	<i>215-400-7490</i>

ACADEMIC CALENDAR

(2020 – 2021)

September 2, 2020	First Day for Grades K-12 - <i>Student Attendance</i>
September 7, 2020	Labor Day - <i>Administrative Offices and Schools Closed</i>
September 28, 2020	Yom Kippur - <i>Administrative Offices and Schools Closed</i>
October 16, 2020	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
October 21, 2020	Interim Reports (available using Parent Portal)
November 3, 2020	Election Day - <i>Schools Closed</i>
November 11, 2020	Veterans' Day Observed - <i>Schools Closed</i>
November 23-25, 2020	Report card Conferences Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
November 26-27, 2020	Thanksgiving Holiday - <i>Schools Closed</i>
December 11, 2020	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
December 23, 2020	Interim Reports
December 24-31, 2020	Winter Recess - <i>Schools Closed</i>
January 1, 2021	New Year's Day - <i>Schools Closed</i>
January 15, 2021	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
January 18, 2021	Dr. Martin Luther King Day - <i>Schools Closed</i>
February 3-5, 2021	Report card Conferences Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
February 12, 2021	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
February 15, 2021	President's Day - <i>Schools Closed</i>
March 26, 2021	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
March 29-April 2, 2021	Spring Recess - <i>Schools Closed</i>
April 7-9, 2021	Report card Conferences Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
May 4, 2021	Election Day- TENTATIVE that Schools are Closed
May 12, 2021	Interim Reports
May 13, 2021	Eid-al-Fitr - <i>Schools Closed</i>
May 28, 2021	3-Hour Early Dismissal (12:00 PM) - <i>ALL K-8 students</i>
May 31, 2021	Memorial Day - <i>Schools Closed</i>
June 10, 2021	Move-Up Day Kindergarten at 9:00 AM in H.A. Brown Cafeteria Move-Up Day 8th Grade at 12:00 PM in Kensington CAPA Auditorium
June 11, 2021	Last Day for ALL Students K-8: Students MUST be present in order to receive Final Report Card; Summer Bridge Workbook; Supply List & Room Assignment for September 2021

“DIGITAL LEARNING” SCHEDULES

Digital Instructional Schedule K-8

Student Schedules

GRADE	8:30	9:00	9:45	10:30	11:15	12:00	12:45	1:30	2:15
K	Morning Meeting	Literacy	Literacy	Small Group	Lunch	Specials	Math	Math/SS or Science	Complete Classwork
1	Morning Meeting	Literacy	Literacy	Small Group	Lunch	Math	Math/SS or Science	Specials	Complete Classwork
2	Morning Meeting	Literacy	Literacy	Small Group	Lunch	Math	Math/SS or Science	Specials	Complete Classwork
3	Morning Meeting	Literacy	Literacy	Small Group	Lunch	Specials	Math	Math/SS or Science	Complete Classwork
4 Rm. 151	Morning Meeting	Literacy	Literacy	Small Group	Lunch	Math	Specials	Math/SS or Science	Complete Classwork
5	Morning Meeting	Literacy	Literacy	Specials	Lunch	Math	Math/SS or Science	Small Group	Complete Classwork
6	Morning Meeting	Literacy	Literacy	Specials	Lunch	Math	Math/SS or Science	Small Group	Complete Classwork
202, 209, 211, 217, 317	Morning Meeting	Reading DI	Specials	Reading DI	Lunch	Math DI	Math DI/ SGI	Social Studies or Science	Complete Classwork

Gr. 7-8	8:30	9:00	9:45	10:30	11:15	12:00	12:45	1:15	2:15
7324	Morning Meeting	Specials	Social Studies/ Reading	Math	Lunch	Science	Reading	Small Group Work	Complete Classwork
7325	Morning Meeting	Specials	Math	Social Studies/ Reading	Lunch	Reading	Science	Small Group Work	Complete Classwork
8322	Morning Meeting	Specials	Reading	Science	Lunch	Math	Social Studies/ Reading	Small Group Work	Complete Classwork
8323	Morning Meeting	Specials	Science	Reading	Lunch	Social Studies/ Reading	Math	Small Group Work	Complete Classwork

- **Specials includes Digital Literacy, Art, Music, or Physical Education. The specialist teacher will work with the students in their classroom Google Class. (The Google Classroom Schedule will show the daily Specials Class)**
- **2:15 is for all students to complete assignments for the day so that a teacher can support the next day if needed.**

“HYBRID” SCHOOL DAY

- ***Students will be arranged into A Group or B Group by the Student Information System***

<i>Group</i>	<i>A</i>	<i>B</i>
<i>In-School Learning</i>	<i>Mondays and Wednesdays</i>	<i>Tuesdays and Thursdays</i>
<i>Digital Learning</i>	<i>Tuesday, Thursday and Friday</i>	<i>Monday, Wednesday and Friday</i>

HYBRID “ADMIT”

Kindergarten has it’s own separate entrance and yard on Sergeant Street

Grades 1-4 will enter into the Gym using Jasper and Sergeant Gymnasium doors

Grades 5-8 will enter into the cafeteria using Jasper and Sergeant cafeteria doors

Bus students will enter in the front of the school to two Classroom Assistants

HYBRID “DISMISSAL”

Kindergarten has it’s own separate exit and yard on Sergeant Street

Grades 1-4 will exit into the Gym using Jasper and Sergeant Gymnasium doors

Grades 5-8 will exit into the cafeteria using Jasper and Sergeant cafeteria doors

Bus students will exit in the front of the school with teacher to go on their bus or leave with their parent

Student Attendance

For digital and hybrid model student participation is expected daily. Absences follow the same procedures and rules as for in-person learning (***Refer to pages 19-21 for the School District of Philadelphia Attendance Policy***).

“In-Person” SCHOOL DAY

The school day begins promptly at **8:21 AM**. K-6 students line up in the schoolyard. Grade 7&8 students line up on Sergeant St. Students are to line up quietly and wait for their classroom teacher to pick them up and escort them to the classroom. **Students are NOT to come to school before 8:10 AM.**

Attendance and Lateness

Students need to be at school, and in class on time. If absent, they need to bring a written excuse note from their parent/guardian the next day they attend school. **Any students arriving after 8:30 AM are considered late.** Late students must report to the late desk and must have a slip to be admitted to class. Lateness is entered on the student's permanent school records.

SCHOOL HOURS

School begins at **8:21 AM** for grades K-8. Dismissal time is the same for all students, **3:00 PM**. Students are not allowed to enter school before 8:10 AM because there is no staff to supervise them. At dismissal, students are NOT allowed to loiter anywhere around the school. The policy at H.A. Brown is for all students to go straight home once dismissed. All grade 5-8 students are automatically dismissed. Grade 5-8 students are not brought to the Main Office if a parent is late.

BELL SCHEDULE (full days)

8:11 AM Start time for Teachers and designated staff

8:21 AM Start time for Students

3:00 PM Dismissal

Period	Time
0	8:21-9:00
1	9:00-9:45
2	9:45-10:30
3	10:30-11:15
4	11:15-12:00
5	12:00-12:45
6	12:45-1:30
7	1:30-2:15
8	2:15-3:00

BREAKFAST PROGRAM

Breakfast will be served daily to **ALL grades in the classroom from 8:21-8:45 AM.**

LUNCH PROGRAM

Noontime aides supervise our lunch program. There are 4 lunch periods, 45 minutes each. If you would like to provide a personal lunch for your child, kindly send it with your child in the morning to avoid classroom interruption. The Main Office will not accept lunches to be delivered to the classroom nor the lunchroom. All students receive a free lunch and breakfast so your child will eat. Parents or guardians are NOT permitted in the cafeteria to have lunch with their child. **CANS, GLASS, or BOTTLES OF**

SODA ARE NOT PERMITTED! NO Food nor beverage can leave the cafeteria either.

LUNCH PERIODS		GRADE
First	10:30-11:15	3 & 4
Second	11:15-12:00	Kindergarten, 1, & 2
Third	12:00-12:45	7 & 8
Fourth	12:45-1:30	5 & 6

*Lunch periods are subject to change depending on student enrollment numbers.

Students are expected to follow rules and demonstrate respect for each other and for the adults in charge. This is encouraged while eating lunch and during socialized recess in the yard.

LUNCHROOM RULES

1. Stay in your seat
2. Use inside voices
3. Raise your hand to use the bathroom or to throw out trash
4. Adult says, **“Who are we?”**

Students say **“Brown’s Best”**

Then SILENCE

Food or drinks may not leave the lunchroom. Students should use the restroom while at lunch.

DAILY ATTENDANCE

Students are encouraged to attend school daily from 8:21-3:00 PM. In the event of an absence, a note explaining the absence must be submitted to a teacher within three days of the student returning to school. Any absence without an appropriate note will remain unexcused. After 8 unexcused absences the school district policy mandates that appropriate forms be completed and submitted to the Truancy Office. Your child is expected to attend school before or after doctor and dental appointments. Doctor or dental notes must indicate that a student was directed to stay home for the entire day or the note cannot be used to excuse a student absence. Please try to make doctor’s appointments for after-school hours. Also, **there will be NO early dismissals after 2:30 PM.** For questions regarding absences and lateness please contact the Main Office.

INCLEMENT WEATHER

Listen to KYW for the announcements on the closings of “ALL Philadelphia Public Schools” due to snow or excessive heat.

During inclement weather: **(Doors open at 8:10 AM)-use the JASPER STREET DOORS**

- Students in **Kindergarten through 4th grade report to the gymnasium.**
- Students in **Grades 5-8 report to the cafeteria and must remain seated.**

Students will NOT enter our building before 8:10 AM. The teachers will pick up students at 8:21 AM from their designated areas and escort them to their classrooms. Parents are advised not to send their children to school until a few minutes before 8:21 AM on rainy or very cold days.

PARENT VOLUNTEER’S CHILDREN IN SCHOOL

Any child who is not regularly enrolled as an H.A. Brown student may not be permitted in the school without approval from the Principal. Approval will not be granted to non-H.A. Brown children, including relatives of parent volunteers. Any “emergency” situation must be discussed directly with the Principal. **All volunteers must have current Criminal Background and Child Abuse clearances** in order to

volunteer or chaperone a field trip. The clearances cannot be older than one year from the date of the event.

In order to volunteer or chaperone a field trip, you need to hand in the following information:

1. **Criminal Background Check:** epatch.state.pa.us
2. **Child Abuse Clearance:** www.compass.state.pa.us/cwis
3. **Volunteer Video Orientation:** www.philasd.org/face/volunteer-video-orientation/

- After watching the video and completing the quiz, you will be able to **print out the certificate**

Once you have all of the paperwork, bring all the information to the office any day from 9 AM to 12 PM, so it can be placed on file. Please write your child's name at the top of each document so that we can inform the teacher.

PARENT VISITATION

Parents are encouraged to visit H.A. Brown School at anytime. In order to expedite and enhance your visit, please follow these guidelines before visiting:

1. Send a note to your child's teacher requesting a time for your appointment.
2. Report directly to the Main Office to receive a visitor's pass. No parent or guest is permitted to go directly to the classroom.

EARLY DISMISSALS MUST BE BEFORE 2:30 PM DAILY.

STUDENT BIRTHDAY PARTIES

The parent must get approval in advance from the classroom teacher. Only one item can be brought to school. The parent or guardian will drop the item to the Main Office and teacher will retrieve the one item to bring it to the classroom, therefore a parent should drop off the one item by 10:30 AM.

STUDENT HOMEWORK, LUNCHES, AND PROJECTS

Student homework, projects, and lunches will not be accepted in the Main Office. Please ensure your child brings these items with them upon arrival at school. All students receive free breakfast and lunch so they will be fed. We also do not accept fundraiser or field trip money in the Main Office. These items must be sent in with your child so that your child can give the money directly to the teacher. Please also ensure that your child is aware how to get home each day. Messages will not be sent up to a student. Due to FERPA laws we also cannot confirm over the phone if your child is in attendance at school.

SCHOOL UNIFORM

Mandatory during in-person teaching.

All students are required to dress in the manner adopted by their schools. Students must wear sneakers on the days of physical education. Students not in uniform will be issued an in-school detention.

Grades: Kindergarten to 5th:	Grades: 6th, 7th and 8th:
TOPS: Light blue collar uniform tops. Long-sleeve shirts are to be worn UNDER the uniform shirt. Uniform sweater or cardigan ONLY. NO HOODED SWEATSHIRTS OF ANY FASHION ARE ALLOWED.	TOPS: Dark blue collar uniform tops. Long-sleeve shirts are to be worn UNDER the uniform shirt. Uniform sweater or cardigan ONLY. NO HOODED SWEATSHIRTS OF ANY FASHION ARE ALLOWED.
BOTTOMS: Navy blue pants or uniform skirts. Navy blue sweatpants are only allowed on scheduled gym days. Oversized pants, skinny jeans, jeans, or stretch pants are NOT ACCEPTABLE.	BOTTOMS: Khaki pants or uniform skirts. Khaki sweatpants are only allowed on scheduled gym days. Oversized pants, skinny jeans, jeans, or stretch pants are NOT ACCEPTABLE.

All Grades:

SHOES: Closed shoes or sneakers are ACCEPTABLE. The following footwear is not permitted: slip-on shoes, slipper-shoes, slippers, clogs, crocks, sandals, flip-flops, platform shoes, shoes that do not have a back on them, any shoes that expose the toes, healies, any wheels, or shoes with more than a one-inch heel. Again, these types of shoes are a safety hazard. Wheels will immediately be confiscated and returned on the last day of school in June.

NO HOODED SWEATSHIRTS OF ANY FASHION ARE ALLOWED.

HEADWEAR: Hoods, hats, head-scarves, bonnets, bandanas, chopstick hair accessories, etc. are NOT permitted.

Dress Code: What's In?

- Uniform shirts and bottoms approved by the school
- Pants worn correctly at waist
- Belts worn with trousers
- Clothing that fits – not too tight, too big, too small, too short, or too long
- ONLY Uniform sweaters or cardigans

Dress Code: What's OUT?

- Oversized T-shirts
- Exposure of undergarments
- Stocking caps, "doo rags," bandanas, or hats
- Muscle shirts or halter tops
- Spaghetti straps or see-through clothing
- **NO JEANS can be worn under uniform pants or skirts, NO ripped jeans**
- **Big earrings, larger than a quarter, are NOT permitted**
- **Skirts, skorts, or shorts that are above the knee.**
- **Ear buds and cell phones or any type of electronic devise**
- Students not in uniform will be issued an in-school detention.

CELL PHONES/ELECTRONIC DEVICES

Cell phones and electronic devices **are not allowed** in schools. Therefore, lost or stolen cell phones will not be investigated. Families then sending a student to school with a cell phone are done at their own risk. Cell phones are not permitted in school and definitely are not to be used in schools. Students with

cell phones and text-messaging devices must leave them inside their book bag and off during school hours (8:21-3:00 PM).

Cell phones and electronic devices that are brought to school will be confiscated, and returned only to a parent or guardian who comes to school.

In addition, please follow School District policy and procedures concerning student personal electronic use.

If a student is seen with an electronic device during instructional hours (8:21-3:00 PM), the following procedures will be followed:

First Confiscation

If a staff member sees any electronic device in the building, the device will be confiscated and given to the main office. A student will be returned the device at 3:00 PM on that same day.

Second Confiscation

If a staff member sees any electronic device in the building, the device will be confiscated and given to the main office. A caregiver will be required to pick up the device from the office with valid identification.

Third Confiscation

If a student has the same electronic device or another device confiscated, it will not be returned until the last day of school for students in June.

COLOGNE and PERFUMES

Students are not permitted to bring any cologne, perfumes, or deodorant products to school due to allergies and asthma. This is a health and safety code violation.

HALL PASS

Students are expected to have a hallway pass at all times. Using students to run errands during the instructional day should be kept to a minimum. However, if the need presents itself, the student must have a hallway pass. Indicating the time on the hallway pass will encourage the student to return to the classroom as soon as possible. While students are encouraged to go to the restroom during their lunch period, some students will need to use the restroom more often. Students with permission to use the restroom must have a hallway pass at all times.

HOMEWORK

Homework is given to reinforce or strengthen skills taught, as an extension of classroom learning. Projects are never given the night before they are due. Students are expected to read and write a minimum of 20 minutes each night. Students are expected to complete all homework assignments. Parents or guardians should review each assignment to ensure completion. Homework is assigned 5 nights a week. Please call the Main Office if your child is not assigned homework.

REPORT CARD CONFERENCES

Report cards are distributed four times a year. Three conferences are held during the school year. The conference schedule is as follows:

<i>First Quarter</i>	<i>November 23-25, 2020</i>
<i>Second Quarter</i>	<i>February 3-5, 2021</i>
<i>Third Quarter</i>	<i>April 7-9, 2021</i>

As partners in the success of your child, it is essential that you attend report card conferences. This time is provided to discuss the academic success and needs of your child.

SECURITY SCANNING

The School District Police Officers will conduct random Administrative scanings throughout the school year in Grades 5-8. The School District Police Officers conduct wand scanning, as well as desk and book bag searches. After a scan is conducted a letter will be sent home to the parents from the principal. Please remind your children of the importance of safety and following school district rules and policies.

TESTING

The School District of Philadelphia has a Core Curriculum aligned to the state Common Core Standards. Throughout the year, various assessments will be administered in all content areas. Teachers use these results to guide instruction aimed at student success and achievement. Students in Grades 3-8 participate in the PSSA's, a state standardized test, which assesses their independent abilities in reading, math, and science. Below are the PSSA testing dates for the 2019-2020 school year:

<i>TBD</i>	<i>Grades 3-8</i>	<i>Reading</i>
<i>TBD</i>	<i>Grades 3-8</i>	<i>Math & Science</i>

Student attendance is essential during these testing periods. Please also ensure that students get a good night's sleep, eat a healthy breakfast, and practice their reading and math skills DAILY.

SCHOOL TRIPS

The teacher arranges class trips. Prior to going on any trip, the parent/guardian must sign a consent form allowing his/her child to participate. Telephone calls to the teacher are NOT acceptable consent. **No child will be permitted to attend a class trip without a signed permission slip.** Chaperones are NOT permitted to transport their child or any other child in their own vehicle. Chaperones MUST have a current Child Abuse and Criminal Background check on file in the Main Office in order to chaperone any field trip. The clearances cannot be older than one year from the date of the event.

Any child who is not regularly enrolled as an H.A. Brown student may not be permitted to participate in the field trip. Approval will not be granted to non-H.A. Brown children, including relatives of parent volunteers. Please send all money for the trip in a sealed envelop with your child's name, room number, and teacher's name on it. Parents are encouraged to participate as chaperones. If child does not attend trip and the trip location has already been paid, then the trip money will not be refunded.

SCHOOL EVENTS

For a student to participate in an after-school hours event, the following criteria is considered:

1. Student Attendance Record (especially attending school on the day of the event)
2. Uniform Compliance
3. Homework Completion
4. Classwork Completion
5. Behavior (compliance with the school district code of conduct)

Parents can contact the Main Office at 215-400-7490 on the day of an event to confirm their child's eligibility.

VOLUNTEERS

We strongly encourage community members to volunteer throughout the school year. We always need parent volunteers to assist with class trips, supervision of hallways, yard, and cafeteria. If you would like to volunteer please speak to our School Improvement Support Liaison. All volunteers must have required clearances and the principal designates the volunteer assignments. Volunteers **MUST have a current Child Abuse and Criminal Background check** on file in the Main Office in order to volunteer in any area of the school. The clearances cannot be older than one year from the first date that the parent begins to volunteer.

SCHOOL SUPPLIES

A Welcome Letter will be sent to each parent via the classroom teacher describing the supplies requested for his/her grade. Copies of grade appropriate supplies are available in the Main Office. Please do your best to acquire school supplies as soon as possible.

TEXTBOOK/LIBRARY BOOKS

It is the policy of the School District of Philadelphia to distribute a textbook compact to all parents and students. This compact will be sent home during the month of September. Please be sure to review this compact with your child(ren) as both parties will be responsible for the maintenance and return of all books issued during the school year. Return the signed compact to your child's teacher.

The school library is open to all students on a regularly scheduled basis. Students are responsible for all books they borrow. **Any books that are lost or damaged must be paid for by the parent or legal guardian.** Students who have not paid to replace a lost or damaged book, will not be allowed to continue to borrow books.

HOME & SCHOOL ASSOCIATION/SCHOOL COMMUNITY ADVISORY COUNCIL (SAC)

We value and appreciate the time committed to the academic progress of your child. Parents can show support through our Home & School Association. Our association contributes to various student functions throughout the school year, as well as helping needy families. All parents and guardians are asked to be members through the simple act of becoming a dues paying member. Meetings will be listed in the Brown monthly newsletter. The yearly membership drive is initiated every year during Back to School Night.

FUND RAISING

The Home and School Association organizes various fundraisers throughout the school year to support our children. Participation in these fundraiser events is greatly appreciated. The approval of the Principal is required prior to any fund raising activity.

CAUSE FOR SUSPENSION

Under most circumstances when students fail to observe basic and essential courtesies and school regulations, parents of the student are notified to attend a parent-school conference to discuss the behavior and mutually seek a positive solution. However, when the situation is of a very serious nature (i.e. fighting, damage to property, insubordination, use of profanity, possession of a weapon) suspension from school for a brief time may be necessary as outlined in the Student Code of Conduct. All students are expected to follow the Student Code of Conduct. When making decisions about student behavior or discipline, the H.A. Brown School will also use the Student Code of Conduct as mandated by the School District of Philadelphia.

BULLYING/CYBER-BULLYING

Bullying is a serious matter affecting all schools. In order to help our students feel safe, bullying incidents and/or behavior must be addressed. Bullying happens when someone hurts or scares another person on purpose. The child bullied has a hard time defending himself or herself.

What is bullying?

- Hitting, kicking, shoving, and other physical kinds of bullying
- Taunting, teasing, name-calling
- Spreading rumors about others
- Excluding or ignoring others in a mean way
- Taking money or other belongings
- Cyber-bullying includes sending mean e-mails, text-messages, Facebook, Twitter or notes

PROHIBITION OF HARASSMENT

Students shall not violate the Anti-Harassment Policy of the District, which can be found at www.philasd.org. A student is considered in violation of this policy if he/she demands sexual favors, threatens, intimidates, or otherwise creates a hostile environment because of someone's age, gender, race, color, sexual orientation, national origin, religion, disability, socioeconomic status, and/or political beliefs.

OFFENSIVE LANGUAGE

Everyone in school (students, staff, and visitors) should use polite and courteous language with each other. Everyone should listen to each other's ideas and beliefs, and respond politely. Threatening or intimidating language is not permitted in school. **Cursing, foul, and offensive language is never appropriate on school grounds, or while traveling to and from school.** Students who use foul language may face punishment under the Code of Conduct. Obscene or offensive writing or images are not permitted in schools.

SCHOOL DISTRICT OF PHILADELPHIA BULLYING POLICY

WHAT IS BULLYING?

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

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

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

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

THE DISTRICT PROHIBITS ALL FORMS OF BULLYING BY DISTRICT STUDENTS

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

Reporting Bullying Incidents:

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

WHAT WILL HAPPEN WHEN AN INCIDENT OF BULLYING IS REPORTED?

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

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

WHAT HAPPENS TO STUDENTS WHO BULLY?

Consequences for Violations:

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

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

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

LET'S DEFINE WHAT WE ARE TALKING ABOUT.

WHAT IS BULLYING? Every conflict isn't bullying. Bullying is severe, pervasive or persistent behavior that substantially interferes with a student's education or the school environment. Bullying is a person repeatedly abusing their power against another person.

WHAT IS HARASSMENT? Harassment is unwelcome verbal, written, graphic or physical conduct relating to an individual's gender, age, race, color, sexual orientation, gender identity expression, national origin, religion, disability, English language proficiency, socioeconomic status or political beliefs.

➤ WHAT SHOULD PARENTS AND GUARDIANS DO?

TELL YOUR KIDS that bullying and harassment are prohibited. It's wrong, they shouldn't do it, and if it happens to them, they should tell you and their teacher.

EXAMPLES are the best way to show kids what we mean. For example, mocking or threatening to hurt someone because of their race, or their native language, or their sexual orientation is not ok – it's harassment! Threatening someone over the internet is cyberbullying!

➤ IF YOU SUSPECT YOUR CHILD IS BEING BULLIED OR HARASSED, you should:

REPORT the situation to your child's teacher and/or school administrator. Ask your child: who is involved, what did they do, when and where did it happen. Complete the District's Bullying and Harassment Reporting and Investigation Form (available at the school and on the District's website, click [here](#)) and give it to the teacher or principal. If you need interpretation services to make the report, ask the school. If there is no response, call the District's bullying hotline (215) 400-SAFE.

OFFER your child positive strategies, such as asking the teacher for help, requesting a meeting with a counselor, and avoiding the bully.

What **DOESN'T** work? Encouraging your child to fight back. Encouraging your child to ignore it. Approaching the child who is bullying.

➤ WHAT SHOULD YOU EXPECT?

The school must conduct an investigation to find out if the conflict is bullying, harassment or other some conduct that must be addressed. You should be informed of the outcome of the investigation, and what steps the school will take next. However, federal privacy laws prohibit the sharing of information related to another student's discipline or interventions.

➤ QUESTIONS?

Talk to your child's teacher and principal. Attend parent meetings throughout the year to discuss these issues. Call or email the District Compliance Officer for Bullying and Harassment at 215-400-5610.

***For more information, contact the Office of Student Rights and Responsibilities at
(215) 400-4230***

204. STUDENT ATTENDANCE POLICY

The School Reform Commission requires that school age students enrolled in district schools attend school regularly, in accordance with state laws. The educational program offered by the district is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in district schools during the days and hours that school is in session, except that a principal may excuse a student for temporary absences upon receipt of satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and does not permit irregular attendance.

The SRC considers the following conditions to constitute reasonable cause for absence from school:

1. **Illness.**
2. **Quarantine.**
3. **Recovery from accident.**
4. **Required court attendance.**
5. **Death in family.**
6. **Educational tours and trips, with prior approval.**

All absences shall be treated as unlawful/unexcused until the district receives a written excuse explaining the reason(s) for the absence, to be submitted within three (3) calendar days of the absence. Failure to provide a written excuse within three (3) days will result in the absence being counted permanently as unlawful/unexcused.

All absences of three (3) or more consecutive school days shall be supported by a physician's statement verifying the illness.

All absences of nine (9) or more cumulative school days shall be supported by a physician's statement verifying the illness

The SRC shall report to appropriate authority's infractions of the law regarding the attendance of students below the age of seventeen (17). The SRC shall issue notice to those parents/guardians who fail to comply with the requirements of compulsory attendance that such infractions will be prosecuted according to law.

Attendance need not always be within school buildings. A student shall be considered in attendance if present at any place where school is in session by authority of the SRC; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction.

The absence and/or early dismissal of students shall not be granted for private instruction in activities such as music, dancing, etc.

The SRC shall permit a student to be excused for participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group upon written request prior to the event.

The SRC will recognize other justifiable absences for part of the school day. These shall include medical or dental appointments, court appearances, family emergencies, authorized school activities, and other legitimate reasons determined by the building principal.

The SRC shall excuse the following students from the requirements of attendance at district schools, upon request and with the required approval:

1. Students enrolled in special schools conducted by the Philadelphia Intermediate Unit No. 26 or the Department of Education.

Religious Holidays and Religious Instruction

Upon written request by a parent/guardian, an absence for observance of a student's religion on a day approved by the SRC as a religious holiday shall be excused.

The SRC shall, upon written request of the parents/guardians, release from attendance a student participating in a religious instruction program acknowledged by the SRC. Such instruction shall not require the child's absence from school for more than thirty-six (36) hours per school year, and its organizers must inform the SRC of the child's attendance record. The SRC shall not provide transportation to religious instruction.

No student so excused shall be deprived of an award, eligibility to compete for an award, the opportunity to make up a test or work missed, or penalized in any way due to an absence for a religious holiday or religious instruction.

Educational Tours/Trips

The SRC may excuse a student from school attendance to participate in an educational tour or trip not sponsored by the district if the following conditions are met:

1. The parent/guardian submits a written request for excusal prior to the absence.
2. The student's participation has been approved by the Superintendent or designee.
3. The adult directing and supervising the tour or trip is acceptable to the parents/guardians and the Superintendent.

The SRC may limit the number and duration of tours or trips for which excused absences may be granted to a student during the school term.

The Superintendent or designee shall annually notify students, parents/guardians and staff about the district's attendance policy by publishing such policy in student/parent handbooks, district web site and other efficient methods.

The Superintendent or designee shall develop administrative procedures necessary for the implementation of this policy which:

1. Ensure a school session that conforms with requirements of state law and regulations.
2. Govern the keeping of attendance records in accordance with law.
3. Distribute annually to staff, students, and parents/guardians SRC policies and school rules and regulations governing student attendance, absences and excusals.
4. Impose on truant students appropriate incremental disciplinary measures for infractions of school rules, but no penalty may have an irredeemably negative effect on the student's record beyond that which naturally follows absence from classroom learning experiences.
5. Identify the habitual truant, investigate the causes of truant behavior, and consider modification of the student's educational program to meet particular needs and interests. Habitually truant refers to absences for more than three (3) school days or their equivalent following the first notice of truancy given after a student has been absent three (3) days without lawful excuse.
6. Ensure that students legally absent have an opportunity to make up work.

7. Issue written notice to any parent/guardian who fails to comply with the compulsory attendance law, within three (3) days of any proceeding brought under that law. Such notice shall inform the parent/guardian of the date(s) the absence occurred; that the absence was unexcused and in violation of law; that the parent/guardian is being notified and informed of his/her liability under law for the absence of the student; and that further violations during the school term will be prosecuted without notice.

916. VOLUNTEERS

1. Purpose The SRC supports and encourages the participation of parents/guardians and community residents to enhance the educational, co-curricular and extracurricular programs of the district.

2. Authority SC 510

The SRC may adopt and enforce reasonable rules and regulations governing volunteers and their participation in the activities of the district.

SC 510 The SRC directs that all volunteers shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of SRC policies, administrative regulations, rules and procedures.

Pol. 824 All volunteers shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment.

3. Definitions The following words and phrases, when used in this policy, shall have the meaning given to them in this section: 23 Pa. C.S.A.Sec. 6303; 23 Pa. C.S.A.Sec. 6344, 6344.2

Adult - an individual eighteen (18) years of age or older.

Certifications - refers to the child abuse history clearance statement; the state criminal history background check; and where applicable, the federal criminal history background check, required by the Child Protective Services Law.

Direct volunteer contact - the care, supervision, guidance or control of children and routine interaction with children.

Person responsible for the child's welfare - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control.

Routine interaction - regular and repeated contact that is integral to a person's volunteer responsibilities.

Visitor - a parent/guardian, adult resident, educator, official or other individual who is not a school employee or independent contractor, and who visits a school or attends or participates in an event or activity at a school, but whose role is less substantial than would be sufficient to meet the definition of volunteer for purposes of this policy.

Volunteer – is an adult, whose role is more than that of a visitor, who voluntarily offers a service to the district without receiving compensation from the district. A volunteer is not a school employee.

The two (2) classifications of volunteers are:

1. Position Volunteer - an adult applying for or holding an unpaid position with a school or a program, activity or service, as a person responsible for the child's welfare or having direct volunteer contact with children. Examples include, but are not limited to, field trip chaperones, tutors, coaches, activity advisor, recess or library aides, etc.

2. Guest Volunteer - an adult who voluntarily provides a service to the district, without compensation, who: (1) works directly under the supervision and direction of a school administrator, a teacher or other member of the school staff; and (2) does not have direct volunteer contact. Examples include, but are not limited to, volunteering to assist in classroom celebrations, school assemblies, or school concerts; reading to students; collecting tickets at sporting events; working concession stands; participating in "Career Day," etc.

4. Delegation of Responsibility

The Principal shall be responsible for the selection and management of volunteers and for ensuring compliance with SRC policies, administrative regulations, rules and procedures. At the discretion of the Principal, a volunteer's service may be discontinued at any time.

The Superintendent or designee shall develop administrative regulations to implement this policy and manage the selection, use and supervision of volunteers.

5. Guidelines Each prospective position volunteer shall complete and submit a volunteer application. The names of all guest and position volunteers shall be submitted for approval by the building principal or designee. Upon approval, volunteers shall be placed on the list of approved volunteers. Approval shall be required prior to beginning service as a volunteer.

Certifications

Prior to approval, all position volunteers shall submit the following information:

1. **PA Child Abuse History Certification** - which must be less than sixty (60) months old.
2. **PA State Police Criminal History Record Information**-which must be less than sixty (60) months old.
3. **Disclosure Statement for Volunteers** - which is a statement swearing or affirming the applicant has not been disqualified from service by reason of conviction of designated criminal offenses or being listed as the perpetrator in a founded report of child abuse. If a position volunteer has not been a resident of Pennsylvania during the entirety of the previous ten (10) year period, the position volunteer must also submit the following information:

1. Federal Criminal History Report - issued at any time since the volunteer established residency.

The Principal shall review the information and determine if information is disclosed that precludes service as a volunteer. 23 Pa. C.S.A. Sec. 6344.4

Position volunteers shall obtain and submit new certifications every sixty (60) months. A student, eighteen (18) years of age or older, who is volunteering for an event or activity sponsored by the school in which the student is enrolled and occurring on the school's grounds, shall not be required to submit certifications except when the event or activity is for children in the care of a child-care service or the student will otherwise be responsible for the welfare of a child. SC 1418 Title 28 Sec. 23.44

Tuberculosis Test

Prior to participating in student activities, volunteers shall undergo a test for tuberculosis, when required by and in accordance with the regulations and guidance of the Pennsylvania Department of Health.

Arrest or Conviction Reporting Requirements 23 Pa. C.S.A. Sec. 6344.3

Position volunteers shall report to the Principal, in writing, within seventy-two (72) hours, an arrest or conviction required to be reported by law or notification that the volunteer has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law. 23 Pa. C.S.A. Sec. 6344.3

The Principal shall immediately require a position volunteer to submit new certifications if the Principal has a reasonable belief that the volunteer was arrested for or has been convicted of an offense required to be reported by law, was named as a perpetrator in a founded or indicated report, or has provided written notice of such occurrence. Failure to accurately report such occurrences may subject the position volunteer to disciplinary action up to and including denial of volunteer service and criminal prosecution. 23 Pa. C.S.A. Sec. 6311 Pol. 806

Child Abuse Reporting

All volunteers who have reasonable cause to suspect that a child is the victim of child abuse shall make a report of suspected child abuse in accordance with applicable law, SRC policy and administrative regulations Supervision. Each volunteer shall be under the supervision of a designated school administrator, teacher or other member of the school staff. Pol. 123, 123.1, 123.2, 806

Training Volunteers shall attend orientation and training sessions, as appropriate to the nature of their volunteer service. When training is provided for school employees relating to the legal obligations of employers and educational institutions, consideration shall be given to which volunteers should also receive that training.

Confidentiality

No volunteer shall be permitted access to confidential student information unless the supervisor has determined that such access is necessary for the volunteer to fulfill his/her responsibilities. Volunteers with access to confidential student information shall maintain the confidentiality of that information in accordance with district policies and procedures and applicable law. If a volunteer has questions about the confidentiality of student information, the volunteer should consult with the building principal Appeals.

Any volunteer who is barred from volunteering in a school as a result of a clearance may appeal that school based decision to parentappeals@philasd.org.

Acknowledgement

Each volunteer shall affirm in writing that s/he has been provided with a copy of, has read, understands and agrees to comply with this policy.

SECTION: 900 COMMUNITY TITLE: District-wide Parent and Family Engagement Policy

ADOPTED: August 24, 2011 REVISED: December 15, 2016

918. DISTRICT-WIDE PARENT & FAMILY ENGAGEMENT POLICY Purpose

The School District of Philadelphia (the District) recognizes that a child's education is a responsibility shared by parents, families, schools, and the community during the entire period the child is enrolled in school. Creating positive, home, school, and community partnerships is essential to carrying out the shared responsibility necessary to improve schools and reinforce the importance of academic achievement. The Parent and Family Engagement Policy is being adopted in order to:

1. Support and secure strong effective partnerships among parents, families, schools and the community that serves to improve academic quality and student performance;
2. Provide the coordination, technical assistance and other support necessary to assist schools in planning and implementing effective family engagement activities to improve student academic achievement and school performance; and
3. Comply with Title I, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 of the Every Student Succeeds Act (ESSA). This policy shall serve as written documentation of the District's commitment to ensure parents and families are welcomed, engaged, and valued as stakeholders in the education of their children.

Definitions

District— refers to the School District of Philadelphia.

Caregiver— these terms are used interchangeably and shall include parent, family, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker).

Parent and Family Engagement- shall mean the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring— a) that caregivers play an integral role in assisting their child's learning; b) that caregivers are encouraged to be actively involved in their child's education at school; c) that caregivers 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; and d) the carrying out of other activities, such as those described in section 1116 of the ESSA.

Title I- Title I, Part A of the Every Student Succeeds Act, provides financial assistance to local educational agencies (LEAs) and schools to improve the academic achievement of disadvantaged students. This grant is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Guidelines**PART I. GENERAL EXPECTATIONS**

THE SCHOOL DISTRICT OF PHILADELPHIA is committed to fostering and promoting family engagement, and strives to maximize engagement by implementing programs, activities and procedures that emphasize effective family-school-community partnership and shared responsibility for high academic achievement and student success. To accomplish this goal, these initiatives will be planned and implemented by:

- Fostering a welcoming and responsive environment for all families regardless of race, color, national origin, religion, gender identity or expression, sexual orientation, disability, age, socio-economic status, political beliefs, or any other protected affiliations;
- Promoting family and community engagement participation in school district, learning network and school level decisions;
- Increasing access to information to assist caregivers in navigating the school district so their children can obtain the resources required to help them achieve their maximum academic potential;
- Responding to caregiver concerns and/or complaints to ensure children's educational needs are met;
- Providing caregivers opportunities to acquire necessary information, knowledge, and skills to build

capacity for leadership and advocacy to support their children's education at home and at school;

- Ensuring accountability of staff at all levels throughout the District in working with caregivers as partners; and
- Setting high expectations for excellent customer (caregiver/family) service. District-wide programs and initiatives include:
 - Offering multiple entry points that caregivers and community can use to access information and get support in resolving their concerns through:
 - The School District Call Center 215-400-4000, which provides front-end information about District services, initiatives and programs, facilitates links between customers and appropriate District offices and works directly with schools and learning networks to address parental questions and concerns through one-on-one case management support;
 - Parent and Family Resource Center which offers caregivers in person support in resolving concerns and exploring ways to better support their child's education, helps caregivers navigate the School District of Philadelphia, offers information about District's policies, procedures, programs and services, shares information about community based programs and resources and hosts a variety of caregiver workshops and events; and
 - Family and Community Engagement Coordinators and Family Engagement Liaisons, whose many functions include assisting schools in expanding family engagement opportunities and building stronger school-family partnerships, supporting caregivers in resolving their concerns through one-on-one case management support, acting as a liaison between central office/school staff and families, collecting and disseminating information about services and resources, organizing and facilitating caregiver workshops and information fairs, helping schools form a School Advisory Council, and providing other services and resources to meet the diverse needs of all families.
 - Improving Access to Information
 - Making information about District programs, services, processes and procedures available on the School District of Philadelphia website www.philasd.org;
 - Using Facebook and Twitter and working with traditional media partners to share information with families and community;
 - Implementing AskPhilaSD (<http://ask.philasd.org>) – a web-based knowledge management system which leverages technology to offer instant answers to most frequently asked questions; Launching Parent and Family Portal which offers caregivers a new way to stay abreast of everything happening at the District and their child's school through a web based account which allows them to update their contact information as it changes, select the means of communication that work best for them (texting, phone calls or e-mails), sign up for specific types of updates they are interested in, as well as get online access to their child's attendance and grades.
 - Securing Input and Feedback
 - Provide updates on the latest happenings in the School District by inviting all stakeholder groups, including caregivers, students, staff and community members, to participate in the Superintendent's Listening Tours, meetings with Assistant Superintendents, and other school-based meetings to receive input, get new ideas and solicit feedback to inform District policies and priorities.
 - Strengthening family and community involvement in school-based decision making through the District-wide implementation of the School Advisory Councils (SAC) – an advisory body that ensures school-wide representation when discussing matters that affect the whole school. Bringing together peer-elected representatives from all stakeholder groups: caregivers (who have a majority voice on the SAC), school leadership and staff, community partners and students (in high schools). SACs provide a platform for discussion and collaboration to ensure success of all students.
 - To provide more opportunities for caregivers to participate in dialogue to inform and influence policy and decision-making related to district-wide issues, the District will initiate activities to establish a District-wide Family Advisory Council.
 - Working closely with interested caregivers and community stakeholders to raise awareness about the importance of their involvement at the school and district level and encourage them to invest in

building relationships with teachers, principals and schoolbased staff, attend Back to School Nights and parent-teacher conferences, stay in constant communication with the schools, visit their child's classroom, come to school meetings and events, volunteer, join parent groups and assume leadership roles.

- Supporting Linguistically and Culturally Diverse Families—ensuring that multilingual families have access to information, support and family involvement opportunities through the:

- School District Translation and Interpretation Center, which provides an array of services and tools to facilitate communication with multilingual families, including access to telephonic interpretation service in over 170 different languages and dialects, translation of district-wide and school-specific documents, maintaining an online database of translated documents and managing web pages for caregivers and community in eight most used District languages (Spanish, Chinese, Arabic, Vietnamese, French, Khmer, Russian, and Albanian).

- Multilingual Family Support Services, which helps multilingual families establish ongoing communication with the school and access District information and resources in their native language through the services of Bilingual Counseling Assistants, provides access to live interpretation at meetings, conferences, district and schoolwide events, builds partnerships with immigrant and refugee serving organizations and supports families through workshops and trainings for immigrant and refugee families called Welcome Wagons. Welcome wagons are delivered in the community at the times convenient for the caregivers and in their native language. They address a variety of topics of importance to immigrant community, including literacy, college application process and financial aid resources, employment safety, access to health benefits, asthma management, HIV prevention, transition to life in the United States, acculturation and parent/child conflicts, child rearing practices and discipline, recognizing and seeking treatment for depression, recognizing domestic violence, and child abuse prevention.

- Improving Customer Service

- Through a partnership between the Office of Technology Services and the Office of Family and Community Engagement, the District will improve the call ticketing system and publicize and further develop ask.philasd.org, the one-stop-shop for District information, to better respond to caregivers and stakeholders.

- Actively solicit and respond to feedback on the effectiveness of our schools and our key departments through surveys, focus groups, and town halls. The District will utilize and seek to increase participation in the Office of Research and Evaluation's annual student survey and parent and guardian survey; support the operations division's surveys and focus groups; invite students, caregivers, and community stakeholders to participate in focus groups to solicit ideas for improving the educational experiences of students; expand best practices for incorporating student voice; and schedule town hall meetings in all of the District's learning networks.

- The School District will provide customer service training to administrators, teachers, secretaries, central office staff, and support staff designed to improve interactions between families and schools.

- Implement a customer service approach that moves toward family-friendly schools and offices that focuses on the following principles when engaging with families:

- Recognize. Accept caregivers as partners in children's care and education.

- Respect. Value caregivers as people and actively listen to what they say.

- Respond. Act promptly and sincerely to answer their questions and resolve problems.

- Research. Study child and family issues in the community and support professional development.

- Resolve. Work together with caregivers to resolve any concerns and problems.

- Re-establish trust. If trust falters, communicate often, keep promises, and demonstrate integrity.

PART II. STATUTORY REQUIREMENTS

THE SCHOOL DISTRICT OF PHILADELPHIA agrees to implement the following statutory requirements:

- The School District will put into operation programs, activities, and procedures for the engagement of caregivers in all of its schools, consistent with section 1116 of the Every Student Succeeds Act

(ESSA), Title I, Part A programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with caregivers of participating children.

- Consistent with section 1116, the School District will work with its schools to ensure that the required school-level family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.

- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the School District and its schools will provide full opportunities for the participation of caregivers with limited English proficiency, caregivers with disabilities, and caregivers of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language caregivers understand.

- The School District will involve the caregivers 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, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools for caregiver-related activities as agreed upon between the parents and the school administration with approval of the School Advisory Council (SAC) or similar organized parent/family groups and the school administration.

- The School District will ensure that all District schools host at least one parent meeting a year to involve all interested caregivers in the discussion of eligible family engagement programs and activities should be implemented at the school with the use of Title I funds set aside for family engagement, and reach an agreement with the caregivers on the expenditures and further collaboration in the implementation of these programs and activities.

- The School District will communicate to the schools that failure to comply with the requirements outlined in this section and in the rest of this policy may jeopardize their Title I funding.

- The School District central office will host a series of caregiver meetings prior to the start of the annual District-wide budget process to solicit input on the allocation of federal dollars as contained in the District's Consolidated Federal Application with the Pennsylvania Department of Education.

PART III. DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

THE SCHOOL DISTRICT OF PHILADELPHIA will take the following actions to involve caregivers in the joint development of its district-wide parent and family engagement plan under section 1112 of the ESSA:

- Annually, the District will conduct an evaluation of the content and effectiveness of the district-wide parent and family engagement policy, activities and programs.

- In the spring, caregivers and community stakeholders are invited to participate in multiple focus groups to provide valuable feedback regarding the district-wide parent and family engagement policy. Caregivers are notified of the focus groups in multiple ways, email, flyers, robo calls, social media, and website announcements posted on the District's website. During the focus groups, participants hear the latest updates and provide input on the new/revised policy. Additions/deletions/revisions are discussed and agreed upon during the meetings. Formatting and revisions are made after the meeting and then sent back to participants for comment. Families and community stakeholders unable to attend the focus groups in person have an opportunity to participate via online format, allowing them time to review the document and submit input and feedback electronically.

- Caregivers will be welcomed to submit feedback at any time throughout the year via the District's website or by submitting comments to their child's school. All feedback and input received will be used in consideration when updating the proceeding year's policy.

- Once the district-wide parent and family engagement policy is finalized, the final document will be placed on the District's website, hard copies will be available at Annual Title I meetings held at each school, and will also be distributed and sent home with all students.

- The School District will send a directive (signed by the Superintendent) to Assistant Superintendents

and Principals regarding the distribution of the District's policy to caregivers and staff.

THE SCHOOL DISTRICT OF PHILADELPHIA will take the following actions to involve caregivers in the process of school review and improvement under section 1114 of the ESSA:

- All District schools shall have an active and engaged School Advisory Council (SAC) composed of majority family members, the school principal, teachers or other school based staff, students and community members, which champions the work for improved student achievement, effective teaching in the classroom, caregiver and community engagement in the educational process, and facilitates communication and support.
- Appropriate District representatives will be available to work collaboratively with caregiver leaders and the Office of Family and Community Engagement staff to provide District, learning network, and school level trainings on various aspects of Title I, including understanding school data, comprehensive school plans and budgeting process.
- Schools will develop means to obtain caregiver input and signatures of non-school district personnel on the Comprehensive Plan, Title I budget and School Improvement Plan (SIP).
- Provide adequate advance notice to caregivers of meetings and cancellation of meetings through newsletters, robo calls, bulletin boards, organized parent/family groups and notices sent home.
- Professional development will be provided to School Advisory Councils (school-based staff, students, families and community partners) or other organized parent/family groups to help understand the roles and responsibilities of all parties in this process.
- The District's Translation and Interpretation Center and Multilingual Family Support will provide caregivers with limited English proficiency with full access to translation and interpretation services.

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 family engagement activities to improve student academic achievement and school performance:

- In collaboration with parent and family groups, provide workshops to schools on family engagement.
- Provide professional development facilitated by caregivers for new and existing principals and other administrators on how to involve and engage caregivers effectively.
- Train new and existing staff with family engagement job duties (e.g., School Advisory Councils, Family Engagement Liaisons, Community Relations Liaisons, School Improvement Support Liaisons, and Bilingual Counseling Assistants) to assist school sites in implementing family engagement best practices and programs.
- The Title I Office and the Office of Family and Community Engagement will provide workshops and technical assistance to schools and parent and community organizations.
- Provide trainings for caregivers to include, but not be limited to, reading, math, sciences, PSSA and Keystone testing preparation.
- Provide workshops to caregivers on school safety, cultural diversity, conflict resolution, how to engage in schools, improve family involvement, and other topics, as requested.
- Train caregivers to serve as liaisons to principals and SACs on District and Network level initiatives.
- In compliance with the District's Action Plan 3.0, encourage caregiver access to teachers and principals.

THE SCHOOL DISTRICT OF PHILADELPHIA will coordinate and integrate family engagement strategies in Title I, Part A with family engagement strategies under the following other programs: Head Start, Bright Futures, and Education Leading to Employment and Career Training (ELECT), by:

- Holding quarterly meetings between Pre-K and ELECT program staff responsible for family engagement and the Office of Family and Community Engagement. Minutes from these meetings will be available upon request.
- Inviting caregivers of Pre-K students and teen parent students to participate in District meetings, events, and activities.

THE SCHOOL DISTRICT OF PHILADELPHIA will conduct an annual District-wide Parent/Guardian survey to collect data on school level and District-wide family engagement outcomes,

and will reach out to caregivers to get their input and feedback during the survey design and review process.

Survey results will be used to identify barriers to greater participation by caregivers in family engagement activities (with particular attention to caregivers who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The School District will use the findings of the evaluation to design strategies for more effective family engagement, and to revise, if necessary (and with the involvement of caregivers) its family engagement policies. The primary goal of the Parent and Family Engagement Policy is to increase family engagement within The School District of Philadelphia. Within this primary goal, three subgoals have been identified:

- a) inviting caregivers' input into District policies and procedures;
- b) making the schools and its educational and physical resources more accessible for caregivers and;
- c) providing opportunities for caregivers to gain as much information as possible about their children's academic achievement and how to access resources to support their children's education.

Depending upon available resources, the Office of Research and Evaluation (ORE) or an external evaluator, functioning under the direction of ORE, will employ the following methods to evaluate the status of the goal and subgoal attainment: electronic and paper (including the District Wide Survey of administrators, teachers, caregivers, and students), caregiver focus groups, record analysis, as well as observation of meetings and training workshops.

THE SCHOOL DISTRICT OF PHILADELPHIA will implement the following activities to build the schools' and caregivers' capacity for strong family engagement in order to ensure effective involvement of caregivers and to support a partnership among the school involved, caregivers, and the community to improve student academic achievement:

A. The School District, with the assistance of its administrative offices (Family and Community Engagement, Grant Compliance and Fiscal Services, Management and Budget, Specialized Instructional Services, Curriculum, Instruction and Assessment), will undertake the following actions to provide assistance to caregivers of children served by the School District or school in understanding topics such as the following:

- the State's academic content standards;
- the State's student academic achievement standards;
- the State and local academic assessments including alternate assessments;
- the requirements of Title I, Part A;
- how to monitor their child's progress; and
- how to work with educators.
- The Office of Grant Compliance and Fiscal Services will be available to collaborate with various offices and parent groups to provide presentations and workshops about Title I requirements and parents' right-to-know under the Every Student Succeeds Act.
- Recommend that principals include caregivers during staff development days at school sites when appropriate.
- Recommend that principals add a caregiver's component to staff development days at school sites.
- Sponsor and encourage schools to support caregiver attendance at conferences and workshops such as the annual State Parent Advisory Council conference, Annual Family Involvement Conference (PA Coalition for Parent Involvement), and others.
- Require caregivers who wish to attend conferences to verify that turnaround trainings are completed either at the school and/or District level. Verification will be: 1) sign-in sheet(s); 2) agenda; and 3) copies of documents distributed.
- Ensure that any caregiver who is selected to participate on a state or national level regularly attends the District's family engagement meetings and submits a report (verbal or written).
- Provide information to caregivers in clear and simple language.
- To the extent practicable, provide workshops in the native language to families whose first language is not English.

- Disseminate to Caregivers materials from the Office of Curriculum and Instruction and other offices that will be useful references at home, including, to the extent feasible, translations.
- B. The School District, with the assistance of its schools, will provide materials and training to help caregivers work with their children to improve their children's academic achievement, such as literacy and technology workshops, as appropriate, to foster family engagement by:
- Implementing caregiver workshops throughout the city to provide a range of educational offerings by School District personnel and other providers, including on how to support one's child in school and computer literacy.
 - Providing computer literacy training and other trainings for caregivers, including on how to use Parent and Family portal as a tool to monitor their children's achievement.
 - Supporting schools in planning and implementing school based activities such as family literacy and family math nights and other workshops to help caregivers understand how to support their child's academic achievement with the assistance of appropriate District offices.
 - Making available District personnel to do trainings and presentations for caregiver and community organizations.
 - Providing the above workshops at community locations besides schools, such as libraries, community organizations, and faith-based organizations, where families may feel more comfortable.
 - Providing the above workshops and materials, where appropriate, in languages other than English.
- C. The Office of Family and Community Engagement with the assistance of caregivers will be available to conduct professional development sessions at schools to educate teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with caregivers as equal partners, in the value and utility of contributions of caregivers, and in how to implement and coordinate programs and build ties between caregivers and schools, by:
- With the help of caregiver facilitators providing professional development opportunities for principals and other administrators on how to develop promising partnerships with caregivers.
 - Plan regular meetings between the Office of Family and Community Engagement SAC representatives or other caregivers to participate in a review of the schools' Title I Parent and Family Engagement Policy and Parent-School Compact (as needed).
- D. The School District will, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with Head Start, Bright Futures, ELECT and other programs, and conduct other activities, such as parent resource centers, that encourage and support caregivers in more fully participating in the education of their children by:
- Increasing collaboration between Pre-K and ELECT program staff responsible for family engagement and Office of Family and Community Engagement.
 - Recruiting caregivers of Pre-K students to participate in District-based meetings, events and activities.
- E. The School District will take the following actions to ensure that information related to the school and caregiver-programs, meetings, and other activities, is sent to the caregivers of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the caregivers can understand:
- To the extent practicable, provide communications in clear and simple language.
 - Post caregiver communications on the District's website and Facebook page.
 - Ensure that the District's communications include a telephone number that caregivers can call for clarification.
 - Share important information with the School District of Philadelphia's Call Center and Main Information Center 215-400-4000, Family and Community Engagement Coordinators, Family Engagement Liaisons and Bilingual Counseling Assistants, so they can share information with families and provide clarifications of important District communications.
 - Host caregiver and community meetings and workshops to address the most important topics.
 - Ask community partners, including libraries, recreation centers, community-based organizations, and faith-based organizations, to assist in disseminating information.

- Provide language access services to families whose first language is other than English through on-site or telephonic interpretation services, as appropriate.

PART IV. OTHER DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

- Involving caregivers in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Paying reasonable and necessary expenses associated with family engagement activities, including transportation and child care costs, to enable caregivers to participate in school-related meetings and training sessions, as budgets allow;
- Training caregivers to enhance the involvement of other caregivers;
- 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 caregivers who are unable to attend those conferences at school; in order to maximize family engagement and participation in their children's education;
- Researching, adopting and implementing model approaches to improving family engagement;
- Establishing a representative and inclusive district-wide parent advisory council to provide input on all matters related to family engagement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities; and
- Providing other reasonable support for family engagement activities under section 1116 as caregivers may request.

PART V. ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with caregivers of children participating in Title I, Part A programs, as evidenced by agendas, sign-in sheets, and feedback provided online and during meetings. This policy was adopted by THE SCHOOL DISTRICT OF PHILADELPHIA on November 17, 2016 and will be in effect until further revision. The School District will distribute information about this policy to all caregivers on or before November 30, 2016.

BULLYING/CYBERBULLYING: The School Board is committed to providing a safe, positive learning environment for district students. The School Board recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The School Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the School Board prohibits bullying by district students. Definitions Bullying means an intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following: [1] 1. Substantial interference with a student's education. 2. Creation of a threatening environment. 3. Substantial disruption of the orderly operation of the school. Bullying is characterized by the following three (3) criteria: 1. It is aggressive behavior or intentional harm doing. 2. It is carried out repeatedly over time. 3. It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one (1) person is physically larger, stronger, mentally quicker or socially more powerful). Bullying can take many forms and can include a variety of behavior. As defined in this policy, bullying refers to direct or indirect action, which may include but is not limited to: 1. Physical – hitting, kicking, pushing, shoving, getting another person to hurt someone. 2. Verbal – racial slurs, name-calling, teasing, taunting, harassment, gossiping, spreading rumors. 3. Nonverbal – threatening, obscene gestures, isolation, exclusion, stalking, cyberbullying (bullying that occurs by use of electronic communication devices through means of social networking, e-mail, instant messaging, text messages, tweets, blogs, photo and video sharing, chat rooms, dash boards, or web sites). It is the intent of this policy that the term bullying includes, but not be limited to, incidents that are reasonably perceived as being motivated either by any actual or perceived characteristic, such as gender,

age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs. School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school. [1] Student shall mean an individual enrolled in a district school. Authority The School Board prohibits all forms of bullying by district students. The SRC encourages students or parents/guardians of students who have been bullied or witness bullying to immediately report such incidents to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. Any staff member who receives such a report shall immediately notify the principal or designee of same. If the behavior continues or if the school does not take action, students or parents/guardians should report the incident to the district's hotline at 215-400-SAFE. [1] The School Board directs that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. All parties will be treated with dignity and due process. No reprisals or retaliation shall occur as a result of good faith reports of bullying. Delegation of Responsibility in order to maintain an educational environment that discourages and prohibits bullying, the School Board shall designate a district Compliance Officer to coordinate the district's efforts to comply with this policy and applicable laws and regulations. The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer. Each student shall be responsible to respect the rights of others and to ensure an atmosphere that is conducive to learning and free from bullying. The Superintendent or designee shall develop administrative procedures to implement this policy. The Superintendent or designee shall ensure that this policy and administrative procedures are reviewed annually with staff, students, and parents/guardians. [1] The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the School Board. [1] District administration shall annually provide the following information with the Safe School Report: [1] 1.Bullying Policy. 2.Report of bullying incidents. 3.Information on the development and implementation of any and all research-based bullying prevention and intervention programs.

Guidelines The Code of Student Conduct, which shall incorporate this policy, shall be disseminated annually to students. [1][2][3] This policy shall be accessible in every classroom, posted in a prominent location within each school building and posted on the district website. The policy shall be made available in English and all other languages necessary to facilitate understanding by district residents. Education The district shall implement research-based bullying prevention and intervention programs. Such programs shall provide training for district staff for effectively responding to, intervening in and reporting incidents of bullying. [1][4] Complaint Procedure Step 1 – Reporting A student or his/her parent/guardian who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. A school employee who witnesses, suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or designee. The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable. Step 2 – Investigation Upon receiving a complaint of bullying, the building principal or designee shall investigate the complaint, unless the building principal or designee is unable to conduct the investigation. The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation. The investigator shall attempt to secure statements from all participants in, and witnesses to the complaint. The complainant shall not be required to meet face-to-face with the accused. The obligation to conduct this investigation shall not be negated by the fact that a criminal or other

investigation of the incident is pending or has been concluded. Consequences for Violations If the allegations are confirmed, the building principal or designee shall: 1. Inform the student(s) found to have violated this policy and his/her parents/guardians of the results of the investigation, including the actions of the student and the consequences for his/her actions. 2. Review the definition of bullying and the district's policy on bullying with the student(s) and his/her parents/guardians. 3. Administer the consequences for the behavior relative to the number of offenses and the severity of the behavior. A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which shall include: [1][3][5] 1. First Offense - documented warning and parent/guardian notification. 2. Second Offense -parent/guardian conference, loss of school privileges, exclusion from school-sponsored activities, detention, and/or counseling within the school. 3. Third Offense - suspension or transfer to another classroom, school building or school bus. If the first offense is notably severe, a student may immediately be disciplined in accordance with the Code of Student Conduct. This could result in a long-term suspension (4-10 days); a referral for placement in an alternative education program; or expulsion. [5]



H.A. Brown Academics Plus Elementary School, #521

1946 E. Sergeant Street, Philadelphia, PA 19125

School: 215 400-7490 - Fax: 215 400-7491

Connie Carnivale, Principal - Email: cacarnivale@philasd.org

Twitter: @habrown1946 - Website: <http://webgui.phila.k12.pa.us/schools/b/brown>

Grade 8 Move-Up Day Criteria Contract

1. All students must attain an academic achievement grade of C or better as certified by the homeroom teacher. This includes all major subjects: literacy, math, social studies, and science as well as specialist classes which include art, physical education, music, and computers.
2. No student shall participate who has a chronic record of being absent without satisfactory reason. A doctor must verify any lengthy absence due to illness. If a student's total number of days of absence exceeds 5 illegal absences of the total school days and no verification of illness is forthcoming, that student will be declared ineligible to participate in graduation ceremonies. Also less than 5 latenesses for the school year.
3. Any student who anticipates participating must maintain a respectable level of conduct with no more than three (3) referrals and no suspensions. It will be up to the discretion of the Principal if there is a single occasion of severe behavior that warrants a student to be denied the privilege of participating in graduation ceremonies.
4. Any student who anticipates participating cannot have more than five (5) dress code violations. This does not include designated dress-down days that have been approved by the principal.
Move-Up Day dress code: Appropriate clothing must be worn for the ceremony. Clothing that is too revealing will NOT be permitted. No shorts, sunglasses, inappropriate clothing, or accessories will be allowed unless approved by administration prior to the ceremony.
5. Any 8th grade student who enrolls during the last five weeks of his/her last year will not be included in the Move-Up Day ceremonies unless acceptable documentation is received by the district that the student has achieved an academic level commensurate with the district standards.
6. Students must meet the Social Promotion requirements of the district. A student's certificate and report card will not be released if there are any outstanding charges for library, instruments, textbooks or etc. for the parent or student.
7. Any misconduct during Trip, Assemblies, School Dances, or school gatherings may result in being ineligible to participate in the Move-Up Day ceremony.
8. The Move-Up Day ceremony is meant to be a dignified event with proper decorum. Students not exhibiting proper decorum during the ceremony may be removed from the ceremony.
9. Any student with any of the above violations will have their report card and certificate mailed to them. The students will not be able to participate in any of the Move-Up Day activities or in the Move-Up Day ceremony.
10. Any student found to be extremely disrespectful to school personnel shall be refused permission to participate in the ceremony.

8th Grade Trip Criteria

1. No student shall attend the 8th Grade trip that has a chronic record of absence or lateness without satisfactory reason. A doctor must verify any lengthy absence due to illness. If a student's total number of days of absence exceeds 5 illegal absences of the total school days and no verification of illness is forthcoming, that student will be declared ineligible to participate.
2. No student shall attend the 8th grade trip if he/she receives more than three (3) referrals and no suspension during the school year.
3. Any student who anticipates going on the trip must maintain a respectable level of conduct. It will be up to the discretion of the Principal and homeroom teacher if a student's public behavior warrants a dismissal from the trip.
4. Any student found to be extremely disrespectful to school personnel shall be refused permission to take the trip.
5. Trip money is NON-REFUNDABLE.

I have read, understand and will comply with the Guidelines provided by my school and my teachers. This criteria is effective on November 2021 until the Move-Up Day ceremony.

Student: _____ Date: _____
(signature)

Parent or guardian: _____ Date: _____
(signature)

Homeroom teacher: _____ Date: _____
(signature)

Counselor: _____ Date: _____
(signature)

Principal: _____ Date: _____
(signature)

Enrichment Club Contract

Dear Parent or Guardian,

Your child would like to participate in an Enrichment Club offered during the school day. In order to participate, the student, must maintain a 'C' average or better in all subject areas including specials. The student must also have fewer than three student code of conduct violations. This applies to all four marking periods. There will be a three level warning system if a student violates either of the requirements.

First Offense: Student and parent conference with teachers and/or Administrator.

Second Offense: Student is suspended from participation for 30 days. Student will need a log from all teachers that grades and/or behavior have improved.

Third Offense: Student is removed from the Enrichment Club.

Types of Enrichment Clubs:

1. Choir Grades 1-8 (Mr. Nulty)
2. Girls Athletic Club Grades 5-8 (Mrs. Morris)
3. Boys Athletic Club Grades 5-8 (Mrs. Morris)
4. Art Enrichment Club Grades 3-8 (Mrs. J. Miller)
5. Yearbook Grades 7-8 (Ms. Le)
6. Records Grades 1-4 (Mr. Nulty)
7. Broadcast News Grades 5-8 (Ms. Tal)
8. Robotics Grades 2-8 (Mr. Delligatti)

Students must return the permission slip to the Enrichment Club teacher with signatures from parent or guardian, homerooms teacher, the enrichment club teacher, the student, and the principal.

Clubs will begin the week of September 14, 2020. Again, clubs take place during the school day. There are a limited number of spaces available for the Enrichment Clubs. Therefore, your child may have to go onto a "Wait List".

Contrato Enriquecimiento del Club

Estimado padre o tutor,

Su hijo le gustaría participar en un club de enriquecimiento que ofrece durante el día escolar. Para participar, el estudiante, deben mantener un promedio de "C" o mejor en todas las materias, incluyendo ofertas especiales. El estudiante también debe tener un mínimo de tres violaciones por el código estudiantil de conducta. Esto se aplica a los cuatro períodos de calificaciones. Habrá un sistema de advertencia de tres niveles si un estudiante viola cualquiera de los requisitos.

Primera Ofensa: El estudiante y reunión de padres con los maestros y / o Administrador.

Segunda ofensa: El estudiante está suspendido de participar durante 30 días. Estudiante tendrá un registro de todos los maestros que las calificaciones y / o conducta han mejorado.

Tercera Ofensa: El estudiante se retira del Club de enriquecimiento.

Tipos de enriquecimiento Clubes:

1. Coro para grados 1-8
2. Chicas del Club Atlético grados 5-8
3. Niños del Club Atlético grados 5-8
4. Arte enriquecimiento del Club grados 3-8
5. Las calificaciones Anuario grados 7-8
6. Equipos de grabación grados 1-4
7. filo de la noticia grados 5-8
8. Robótica grados 2-8

Los estudiantes deben devolver el permiso a la maestra de enriquecimiento del club con las firmas de los padres o tutor, profesor de salones de clases, el maestro club de enriquecimiento, el estudiante y el

director.

Clubs comenzarán la semana del 14 de septiembre de 2020. Una vez más clubes se llevan a cabo durante el día escolar. Hay un número limitado de plazas disponibles para los clubes de enriquecimiento. Por lo tanto, su hijo podría tener que ir a una "lista de espera".

Làm giàu hợp đồng Club

Thưa quý phụ huynh hoặc người giám hộ,

Con quý vị muốn tham gia vào một câu lạc bộ giàu được cung cấp trong ngày học. Để tham gia, các sinh viên, phải duy trì một "C" trung bình hoặc tốt hơn trong tất cả các môn học bao gồm đặc biệt. Học sinh cũng phải có ít hơn ba đang sinh viên vi phạm đạo đức. Điều này áp dụng cho tất cả bốn học kỳ. Sẽ có một hệ thống cảnh báo ba cấp nếu một học sinh vi phạm một trong các yêu cầu.

Hành vi phạm tội đầu tiên: Sinh viên và hợp phụ huynh với giáo viên và / hoặc Quản trị viên.

Hành vi phạm tội thứ hai: Sinh viên bị đình chỉ tham gia trong 30 ngày. Sinh viên sẽ cần một bản ghi từ tất cả các giáo viên mà lớp và / hoặc hành vi đã được cải thiện.

Hành vi phạm tội thứ ba: Sinh viên được lấy ra từ các câu lạc bộ giàu.

- Các loại câu lạc bộ giàu:
1. Dàn hợp xưởng cho các lớp 1-8
 2. Cô gái Athletic Club các lớp 5-8
 3. Chàng trai Athletic Club các lớp 5-8
 4. Nghệ thuật làm giàu Câu lạc bộ các lớp 3-8
 5. Niên giám các lớp 7-8
 6. Máy ghi 1-4
 7. Phát sóng Tin tức Gr. 5-8
 8. Robotics Gr. 2-8

Học sinh phải trả lại phiếu phép giáo viên Câu lạc bộ giàu có chữ ký của cha mẹ hoặc người giám hộ, homerooms giáo viên, giáo viên câu lạc bộ làm giàu, học sinh, và hiệu trưởng.

Câu lạc bộ sẽ bắt đầu tuần 14 tháng 9 năm 2020. Một lần nữa câu lạc bộ diễn ra trong ngày học. Có một số hạn chế về không gian có sẵn cho các câu lạc bộ giàu. Vì vậy, con bạn có thể phải đi vào một "danh sách chờ đợi".

Enrichment Club Contract (2020-2021)

Student Name: _____ Grd: _____ Room: _____

Parent Signature: _____ Date: _____

Homeroom Teacher Signature: _____ Date: _____

Enrichment Club Teacher 1: _____ Date: _____

Enrichment Club Teacher 2: _____ Date: _____

Club(s) you are applying for: 1. _____

2. _____

Principal's Signature: _____ Date: _____

H.A. Brown Academics Plus Elementary School, #521

Parent and Family Engagement Policy

School Year 2020-21

Revision Date: 3/11/2020

In support of strengthening student academic achievement, **H.A. Brown Academics Plus 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 **H.A. Brown Academics Plus 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**

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT

REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

Section A: JOINTLY DEVELOPED

H.A. Brown Academics Plus 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.

- Parents will be invited to have their input included in this document prior to its Completion.
A meeting was held on March 11, 2020 to allow parents to give input into the development of the parent and family engagement policy and school parent compact. Input will be solicited again at the Spring parent meeting in 2021.
- The parents will complete a survey consisting of questions pertaining to:
 - Safety and Climate
 - Academic Program
 - Parent Workshops
- Parents will be invited to attend monthly school advisory council meetings

Section B: ANNUAL TITLE I MEETING

H.A. Brown Academics Plus 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 school-wide plan, and the school-parent compact.

At our annual back to school night on September 23, 2020, the principal or designee will make a presentation to parents that will include information about the requirements of Title I part A, parent rights and responsibilities, state content standards and assessments, working with educators and ways to monitor student progress.

Section C: COMMUNICATIONS

H.A. Brown Academics Plus 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.

Information related to the school, programs, meeting and activities will be distributed via:

- | | |
|----------------------------------|-----------------------|
| 1. Monthly Calendar | Monthly |
| 2. Principal Newsletter | Monthly |
| 3. Interim/Progress report cards | Quarters 1, 2, 3, & 4 |

Title I Documents

- | | |
|---|------------------------|
| 1. Parents and Family Engagement Policy | Annually |
| 2. The School-Parent Compact | Annually |
| 3. The School District's Family Involvement Policy | Annually |
| 4. Parents Right to Know | Annually |
| 5. Notice regarding Non-Certified Teachers | Annually and as needed |
| 6. Letter regarding the school's improvement status | Annually |

All communication will be sent home in parent-friendly language and in a format parents can understand. Translations into multiple languages are available through the office of translation services as needed and identified. Parent meetings and conferences are held at various times during the day to accommodate parent schedules.

Section D: SCHOOL-PARENT COMPACT

H.A. Brown Academics Plus 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.

Annual Spring Meeting to review the school's upcoming budget, parental engagement policy and compact. This year, a parent input meeting was held on March 11, 2020 for parents to give input into the development of the School Parent Compact.

The school parent compact is distributed to all students through the Parent-Student Handbook which is given to each student in the fall, or as students register throughout the year.

Section E: RESERVATION OF FUNDS

H.A. Brown Academics Plus 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:

During our Annual Spring Meeting, we review the school's upcoming budget, parental involvement and compact. This meeting took place on March 11, 2020. During this meeting, budget information is shared with parents and parents have the opportunity to give input into how Title I dollars are spent, including the 1% parent set aside.

Section F: COORDINATION OF SERVICES

H.A. Brown Academics Plus 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:

- Monthly school advisory council meetings
- Parent resource center in the Library where the monthly meetings are held
- School Advisory Council Office in the school
- "Friends of H.A. Brown" group holds fundraisers to support family events
- The East Kensington Neighborhood Association also sponsors community events that benefit students and families as well as school activities.

Section G: BUILDING CAPACITY OF PARENTS

H.A. Brown Academics Plus 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
 - e) How to work with educators to improve the achievement of their child

- Monthly school advisory council meetings- topics for workshops and presentations are derived from

parent surveys regarding perceived needs.

- Parent resource center in the Library where the monthly meetings are held
- School Advisory Council Office in the school
- During our Annual Back To School Night, the principal or designee will make a presentation to parents that will include information about the requirements of Title I part A, parent rights and responsibilities, state content standards and assessments, working with educators and ways to monitor student progress.
- Parent teacher conferences allow parents to get information about the school curriculum and ways to support student learning at home.

Section H: BUILDING CAPACITY OF SCHOOL STAFF

H.A. Brown Academics Plus 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:

- Annual staff meeting during a district PD day in the Fall or Winter will be held to train staff on effective parent engagement and communication strategies. Additionally, the results of the parent surveys will be shared with the staff at this meeting.

H.A. Brown Academics Plus School will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- Annual Meetings will be held on Back to School Night and in November to inform parents of the school's participation in the Title I Program, and explain the requirements of the program and their rights to be involved.
- Workshops will be offered throughout the year to provide parents with information to assist them in the use of technology, interpreting assessment data and preparing their children for the PSSA assessment, understanding the State's academic content and achievement standards, understanding monitoring student progress and working with their child's teacher's.
- During Report Card Conferences and Back to School Night the teachers will assist the parents in becoming familiar with the Core Curriculum, charting their child's progress by interpreting curriculum assessments and report card marks, and monitoring homework and projects.

PARENT AND FAMILY ENGAGEMENT POLICY DISCRETIONARY COMPONENTS

- ☐ Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training.

- Back to School Night focus on literacy
- Winter Family Engagement workshop focused on literacy
- Summer Bridge workbooks to support literacy for every student

Connie Carnivale

Principal Signature

Date



THE SCHOOL DISTRICT OF PHILADELPHIA, NN-5

H.A. Brown Academics Plus Elementary School, #521

1946 E. Sergeant Street, Philadelphia, PA 19125

School: 215 400-7490 - Fax: 215 400-7491

SCHOOL-PARENT and FAMILY COMPACT

School Year 2020-2021
Revision Date: 3/11/2020

Dear Parent/Guardian,

JOINTLY DEVELOPED

The H.A. Brown Academics Plus Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) 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 2020-2021. A parent meeting was held on March 11, 2020 to allow parents input into the development of this Compact.

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:

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

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

School/Teacher Responsibilities

- H.A. Brown Elementary School will implement the School District of Philadelphia's Core Curriculum and Planning and Scheduling Timeline with fidelity. Professional Development will be provided to ensure that teachers are able to provide a high quality instructional program aligned to the Core Curriculum and driven by student data. As teachers meet in grade group meetings, they will analyze student data in order to differentiate instruction, and collaborate and share ideas for enrichment and research-based instructional strategies to enhance the learning environment. We utilize research-based on-line Reading and math intervention programs.
- H.A. Brown Elementary School will hold parent-teacher conferences at the conclusion of each of the first three report card periods. At these conferences, parents will be given information about student progress and tools for tracking student progress through Infinite Campus.
- IEP meetings will be held annually for every applicable student and additional amendment meetings as needed. RTH Meetings will be held as needed for students demonstrating needs in behavior, attendance, or academics.
- Parents are welcome to meet with the staff and administrators. It is recommended that parents make appointments to meet with a staff member as we do not want to interrupt the instructional program. By sending a note or calling for an appointment time, meetings can be arranged. Parents may also arrange to volunteer for a specific school event or observe in a classroom by making arrangements with the classroom teacher. Parents are asked to participate on class trips as chaperones as well. In addition, parents will receive invitations to participate/attend assemblies, school shows, and evening activities.

Parent Responsibilities

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

- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities

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 my guardian all notices and information received by me from my school every day.**

COMMUNICATION ABOUT STUDENT LEARNING:

H.A. Brown 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:

- Parent & Family Portal and Flyers
- Notifications of Parent Teacher Report Card Conferences
- Provide to each parent an individual student report about the performance of their child on the State assessment at least math, language arts and reading.
- Robo-Calls through School Messenger system

ACTIVITIES TO BUILD PARTNERSHIPS:

H.A. Brown School offers ongoing events and programs to build partnerships with families.

- School Advisory Council (SAC) meetings
- Parent Volunteer Orientations
- Parent Cafes

Connie Carnivale
School

Date

Cathy Le
Parent(s)

Date

Student

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

PLEASE COMPLETE

THE FORMS ON THE FOLLOWING PAGES;
TEAR OFF
AND
HAVE YOUR CHILD RETURN TO THE TEACHER.

KINDLY KEEP THE HANDBOOK FOR YOUR RECORDS.
Thank you for your cooperation.

POR FAVOR COMPLETE

LOS FORMULARIOS EN LAS PÁGINAS SIGUIENTES;
CORTE
Y
DEVUELVA ESTAS FORMAS A EL MAESTRO A TRAVÉS
DE SU HIJO.

POR FAVOR GUARDE EL MANUAL PARA SUS
ARCHIVOS.

Gracias por su cooperación



H.A. Brown Academics Plus Elementary School, #521

1946 E. Sergeant Street, Philadelphia, PA 19125

School: 215 400-7490 - Fax: 215 400-7491

Connie Carnivale, Principal - Email: cacarnivale@philasd.org

Twitter: @habrown1946 - Website: <http://webgui.phila.k12.pa.us/schools/b/brown>

Parent/Student Handbook 2020 - 2021

Please complete this portion and return to your child's teacher verifying that you and your child have read the Parent/Student Handbook as well as reviewed the Summer Bridge workbook my child will receive on the last day of school **June 2021** in order to support their academic achievement.

We will ensure that our child returns the completed Summer Bridge workbook to their new teacher for **September 2020**.

Date: _____

Student Name _____ Grade/Room: _____
(print)

Student Name _____
(sign)

Parent/Guardian: _____
(print)

Parent/Guardian: _____
(sign)



The School District of Philadelphia / Distrito Escolar de Filadelfia
H. A. BROWN ACADEMICS PLUS, LOCATION #521

Emergency Contact Form / Hoja de Contactos en Caso de Emergencia

(EH-4) A8625

2020 – 2021

STUDENT NAME: _____ **ID#** _____

GRADE/ROOM: _____ **DATE OF BIRTH:** _____

HOUSEHOLD INFORMATION			
Student Resides with: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian			
Parent/Guardian Name: _____ Circle One: Mother Father Guardian Address: _____ Home Phone: _____ Cell: _____ Work: _____ Email: _____		Parent/Guardian Name: _____ Circle One: Mother Father Guardian Address: _____ Home Phone: _____ Cell: _____ Work: _____ Email: _____	
SIBLING INFORMATION			
Please list ONLY all school aged children (ages 5 and above)			
Name	D.O.B	Current School	Grade
EMERGENCY CONTACT INFORMATION			
• Please list two (2) LOCAL emergency contacts and their relationship to the child in the event a parent/guardian cannot be reached:			
#1 PRIMARY NAME: _____ Relationship: _____ Phone (1): _____ Phone (2): _____		#2 SECONDARY NAME: _____ Relationship: _____ Phone (1): _____ Phone (2): _____	
LANGUAGE INFORMATION			
In what language would you prefer information sent home? Circle one below English, Spanish, Vietnamese, Chinese (Mandarin), Other: _____			

Only (2) Emergency Contacts (*relative or friend*) permitted per student.

Photo identification is required for all parents, relatives and/or visitors to the school.
No student will be permitted an early dismissal without a photo identification of the adult.
Thank you for adhering to this School District of Philadelphia Policy

FERPA Release of Directory Information Opt-Out Form

ONLY RETURN THIS FORM IF YOU DO NOT WANT DIRECTORY INFORMATION RELEASED.

The School District of Philadelphia may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures.

Directory information includes the following: name, address, phone number, date and place of birth; field of study; participation in recognized activities and sports; height/weight, if member of athletic team; dates of attendance; degrees, awards, photographs, rosters; previous school(s) attended; and primary language.

The primary purpose of directory information is to allow The School District of Philadelphia to include this type of information from your child's education records in certain school publications, including: a playbill, showing your student's role in a drama production; school newsletters, the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for basketball, showing weight and height of team members.

This information may also be made available to qualified outside organizations upon request. Qualified outside organizations include, but are not limited to, scholarship providers, trade/technical schools, and potential employers. In recognition of a family's right to privacy, it is the policy of The School District of Philadelphia that directory information will not be provided to commercial enterprises.

Parents or eligible students (18 years old or above) have the right to have directory information withheld upon written request. If you prefer to deny release of directory information without prior written consent, please complete and return the entire form to your child's school. Once this form is completed and returned to the school, your choice will not change until you complete and submit a new form. Use a separate form for each child.

I DO NOT want directory information to be released and request **ONE of the following:**

- ☐ Do not release my student's directory information at any time. No information for school publications, school activities, trade schools, scholarship providers or employers.
- ☐ Do not release my student's directory information at any time, except for school publications, school activities and to qualified outside organizations.
- ☐ Do not release my student's directory information at any time, except for school publications and school activities.
- ☐ Do not release my student's directory information to military recruiters (11th and 12th grade only)

Student Name (Please Print)	Name of School (Please Print) <i>H.A. Brown Elementary</i>	Student ID#
Parent/Guardian Name (Please Print)	Parent/Guardian Signature	
Date	Student Signature (if 18 years or older)	

Permission Form for Use of Student Picture, Voice, Video, Work and/or Full Name on a School District of Philadelphia Website

This letter is to both inform you and request permission for your child's picture, voice, video, work and/or full name to be published on the School District and/or an individual school's website.

Student images are used on the Internet to promote student activities and celebrate student work. However, there are potential

dangers associated with posting personally identifiable information on a website because global access to the Internet means that the School District cannot control who may view the website.

Accordingly, the School District will not release any information without prior written consent from you as the parent or legal guardian. Please return this form to your child's teacher or the representative of the sponsoring School District department to indicate if your child's image, voice, video, work and/or full name maybe used on the Internet. This permission will be applicable to any use of full name, picture, voice, work or video taken in the school year in which permission is given and will remain in effect until the full name, picture, video, work or voice is removed from the website or until consent is withdrawn. As parent, legal guardian, you may withdrawal your consent at any time by sending a written letter, along with a new form, the the principal of your child's school. Thank you for your cooperation.

In addition, I agree to release and hold harmless the School District, its School Reform Commission member and Board of Education, agents, officers, contractors, volunteers, and employees from and against any and all claims, demands, actions, complaints, suits or other forms of liability that shall arise out of or by reason of, or be caused by the use of my child's picture, voice, video and/or full name on the Internet.

Permiso para el uso del cuadro del estudiante, de la voz, del vídeo, del trabajo y/o del nombre completo en un distrito de la escuela del Web de Filadelfia

Esta letra está a le informa y solicita el permiso para que el cuadro de su niño, la voz, el vídeo, el trabajo y/o el nombre completo sean publicados en el Web del distrito de la escuela y/o de una escuela individual. Las imágenes del estudiante se utilizan en el Internet para promover actividades del estudiante y para celebrar el trabajo del estudiante. Sin embargo, hay peligros potenciales asociados a fijar personalmente la información identificable sobre un Web porque el acceso global al Internet significa que el distrito de la escuela no puede controlar quién puede ver el Web.

Por consiguiente, el distrito de la escuela no lanzará ninguna información sin consentimiento anteriormente escrito de usted como el padre o el guarda legal. Vuelva por favor esta forma al profesor o al representante de su niño del departamento del distrito de la escuela que patrocina para indicar si la imagen de su niño, voz, vídeo, trabajo y/o nombre completo usados quizá en el Internet. Este permiso será aplicable a cualquier uso del nombre completo, cuadro, voz, trabajo o el vídeo tomado en el año escolar en el cual seguirá habiendo el permiso se da y en efecto hasta el nombre completo, el cuadro, el vídeo, el trabajo o la voz se quita del Web o hasta consentimiento se retira. Como el padre, guarda legal, usted puede retiro su consentimiento en cualquier momento enviando una letra escrita, junto con una nueva forma, el principal de la escuela de su niño. Gracias por su cooperación.

Además, convengo el lanzamiento y sostengo inofensivo el distrito de la escuela, su miembro de la Comisión de la reforma de la escuela y tablero de la educación, los agentes, los oficiales, los contratistas, los voluntarios, y los empleados y contra de cualquiera y todas las demandas, las demandas, las acciones, las quejas, los juegos u otras formas de responsabilidad fuera de las cuales se presente o por causa de, o sea causado por el uso del nombre del cuadro, de la voz, video y/o completo de mi niño en el Internet.

H.A. Brown Academics Plus School 2020 - 2021

Student Name: _____
(nombre del estudiante)

Grade/Room: _____
(grado/salon)

This form must be returned if you do NOT want your child to participate. If this form is not returned the the child is being given permission to participate. The form is only returned if your answer is NO.

- ☐ **NO**, I/We DO NOT GRANT permission for any photo/image, voice, video, work and/or full name of this student to be published on the school and/or School District's public Internet site.
Yo/Nosotros NO ESTAMOS DE ACUERDO en darle el permiso para ninguna foto/imagen, la voz, el vídeo, el trabajo y/o el nombre completo de esto estudiante que se publicará en el sitio de Internet público de la escuela y/o del distrito de la escuela.

Print Name Parent/Legal Guardian: _____ Phone/telefono: _____
(nombre del padre/guardián legal por letra mayúscula)

Signature Parent/Legal Guardian: _____ Date Signed/fecha: _____
(firma del padre/guardian legal)

PARENT INVOLVEMENT SURVEY

Parent Name (Optional): _____

Do you feel our school provides a welcoming environment for parents? ____ Yes ____ No	Are you kept informed about parent involvement activities by the school? ____ Yes ____ No
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<p>What would enable you to participate in parent meetings, workshops, and activities? (check all that apply)</p> <p><input type="checkbox"/> Childcare Assistance</p> <p><input type="checkbox"/> Transportation Assistance</p> <p><input type="checkbox"/> Morning Meetings (9:00 am – 10:00 am)</p> <p><input type="checkbox"/> Evening Meetings (5:00 pm – 6:00 pm)</p> <p><input type="checkbox"/> Access to information online</p> <p><input type="checkbox"/> Additional Translation Support/Interpreters</p> <p><input type="checkbox"/> Other (explain) _____</p>	<p>How would you like the Title 1 Parental Involvement funds used at your child's school? (check all that apply)</p> <p><input type="checkbox"/> Parent workshops</p> <p><input type="checkbox"/> Parent Resource Center books</p> <p><input type="checkbox"/> Parent Resource Center computer</p> <p><input type="checkbox"/> Books for parents to read with their children</p> <p><input type="checkbox"/> Summer materials for use at home</p> <p><input type="checkbox"/> Other (explain) _____</p>
<p><i>What would help you participate more in decision-making and the overall academic achievement in your child's school?</i></p> <p><input type="checkbox"/> More encouragement from the school to get involved</p> <p><input type="checkbox"/> More information on how to get involved</p> <p><input type="checkbox"/> More information about school issues to be addressed</p> <p><input type="checkbox"/> More opportunities to share my opinion about school issues</p>	<p><i>What Parent Workshop topics would be most helpful for you to support your child's education?</i></p>
<p>How can teachers and school staff improve your connection to the school and value what you have to offer?</p>	

Encuesta a Padres para la Participación Escolar

Nombre del padre o encargado (Opcional): _____

<p>Usted piensa que la escuela provee un ambiente de bienvenida para los padres? <input type="checkbox"/> Sí <input type="checkbox"/> No</p>	<p>La escuela, le provee información sobre como participar activamente? <input type="checkbox"/> Sí <input type="checkbox"/> No</p>
<p>Qué podemos hacer para ayudar a que usted pueda participar más en talleres y actividades escolares? (marque lo que aplique)</p> <p><input type="checkbox"/> Cuido para los niños durante reuniones</p> <p><input type="checkbox"/> Asistencia con la transportación</p> <p><input type="checkbox"/> Reuniones en la mañana (9:00 am – 10:00 am)</p> <p><input type="checkbox"/> Reuniones en la tarde (5:00 pm – 6:00 pm)</p> <p><input type="checkbox"/> Más acceso en la red electrónica</p> <p><input type="checkbox"/> Interpretes en su idioma</p> <p><input type="checkbox"/> Otras (explique) _____</p>	<p>De que manera piensa que debemos utilizar los fondos escolares de Capitulo I ? (marque lo que aplique)</p> <p><input type="checkbox"/> Talleres para los padres</p> <p><input type="checkbox"/> Recursos de libros y folletos para las familias</p> <p><input type="checkbox"/> Computadoras para el uso de los padres en el centro de recursos</p> <p><input type="checkbox"/> Libros para alfabetización (destrezas de apresto)</p> <p><input type="checkbox"/> Materiales de lectura para uso durante el verano</p> <p><input type="checkbox"/> Otras (explique) _____</p>
<p><i>Qué podemos hacer para que usted pueda ser participe en las decisiones para la mejoría académica de la escuela de sus hijo/a?</i></p> <p><input type="checkbox"/> Más apoyo de parte de la escuela para la participación</p> <p><input type="checkbox"/> Más información sobre como participar en la escuela</p> <p><input type="checkbox"/> Más información sobre temas escolares que se ofrecen</p> <p><input type="checkbox"/> Más oportunidades para compartir su opinión sobre temas escolares</p>	<p><i>Qué temas y talleres le interesarían y serían beneficiosos para el apoyo de la educación de su hijo/a?</i></p>
<p><i>¿Como pueden los maestros y el personal escolar mejorar su sentido de conexión a la escuela y tambien valorar lo que Ud. tiene que ofrecer ?</i></p>	

