

THE SCHOOL DISTRICT OF PHILADELPHIA

THOMAS HOLME ELEMENTARY SCHOOL FAMILY HANDBOOK 2017 – 2018



Dr. William Hite, Superintendent

Dr. Richard Jeffrey Rhodes, Assistant Superintendent
Neighborhood Network 9

Dr. Crystle Roye-Gill, Principal

THOMAS HOLME VISION

We are committed to being a learning environment where all students are challenged to reach their maximum potential by learning at their functional level, to provide a solid foundation of skills, knowledge and values that enables each student to become a well-educated, productive adult capable of coping with an ever-changing world.

MISSION STATEMENT:

We believe that all learners must become:

*Effective Communicators who will use verbal, written, artistic and technological forms of communication to give, send, and receive information,

*Productive Workers who perform collaboratively and independently to create quality products that reflect personal pride and responsibility, and

*Responsible Citizens who have a global and multi-cultural perspective, and who take the initiative for improving the quality of life for self and others.

THOMAS HOLME ELEMENTARY SCHOOL
9125 Academy Road
Philadelphia, PA 19114
215-335-5656
www.philasd.org/schools/holme

Dr. Crystle Roye-Gill,
Principal

School Year Calendar: 2017 – 2018

The calendar is subject to change during the course of the school year.

August 28-31, 2017	Staff Only- Professional Development
September 1, 2017	Staff Only-Reorganization
September 4, 2017	Labor Day- NO SCHOOL
September 5, 2017	First day of Grades Pre-K; 1-12 Pupil Attendance
September 5-11, 2017	Kindergarten, parent/teacher interviews
September 12, 2017	First day of Kindergarten
September 19, 2017	Back to School Night**
September 21-22, 2017	Rosh Hashanah
October 11, 2017	Interim Report sent home
October 27, 2017	Staff Only- Professional Development
November 1, 2017	District Benchmark Exams begin (Gr. 3-8)
November 7, 2017	Election Day- Schools Closed
November 10, 2017	Veterans Day Observed- Schools Closed
November 13, 2017	School Selection Process Ends
November 20-22, 2017	Report Card Conferences-Early Dismissal
November 23-24, 2017	Thanksgiving Holiday- Schools Closed

December 8, 2017	Staff Only- Professional Development
December 25 - 29, 2017	Winter Recess- Schools Closed
January 1, 2018	New Year's Day Observed- School Closed
January 2, 2018	Staff Only- Professional Development
January 5, 2018	Interim Reports sent home
January 15, 2018	Dr. Martin Luther King Day- Schools Closed
*January 23, 2018	ACCESS Testing (Tentative)
January 29, 2018	District Benchmark Exam 2 begins (Gr. 3-8)
February 14-16, 2018	Report Card Conferences- Early Dismissal
February 19, 2018	Presidents' Day- Schools Closed
February 20, 2018	PASA- Limited Scope
March 16, 2018	Professional Development- Administrative Offices Closed
**March 3, 2018	ACCESS Testing Ends (tentative)
March 14, 2018	Interim Reports sent home
March 16, 2018	Early Dismissal- Professional Development
March 29-30, 2018	Spring Recess- School Closed
April 2, 2018	Spring Recess- Schools Closed
April 9-27, 2018	PSSA ELA/MATH/ SCIENCE
April 27, 2018	Staff Only- Professional Development
May 2-4, 2018	Report Card Conferences- Early Dismissal
May 9, 2018	Interim Reports sent home
May 15, 2018	Election Day- Schools Closed
May 18, 2018	Staff Only- Professional Development

May 28, 2018

Memorial Day- School Closed

June 12, 2018

Last Day for Students

*June 13, 2018

Last Day for Staff

PARENTAL INVOLVEMENT

GOOD NEWS NOTES

Staff members are encouraged to send good news notes to parents. The notes may be sent home with the student; written in the homework books.

STUDENT COMMUNICATION FOLDERS

The school provides a specific folder which is sent home with the student each Wednesday. The parent is expected to empty the folder, review the material, and return it to the teacher on Thursday as well as any documentation requiring parent signatures.

HOLME HIGHLIGHTS

This monthly newsletter for students and parents is distributed in the communication folder on the first Wednesday of the month. Articles about classrooms, clubs, teams, and staff members are requested so the school community can be kept informed.

INTERIM PROGRESS REPORTS

Interim reports are available to keep parents informed of student progress between report card conferences. Teachers are encouraged to use this report as a vehicle to communicate both student concerns and improvements to parents. Whenever a student is in danger of retention, an interim report will be sent to parents as early as possible.

HOME AND SCHOOL ASSOCIATION

The Holme Home and School Association is a vital component to the school community. The Association meets regularly; usually the third Thursday of each month. Please contact them at 215-400-3130 ext. 1080 for further details.

SCHOOL ADVISORY COUNSEL

The SAC is new to Thomas Holme and works along side the Home and School Association to effectively plan workshops, fundraisers and special activities for the school and students. The main difference between the SAC and the H & S Association is that at least one student and one teacher is also a member of SAC; this way all voices are part of the planning process and the SAC cannot facilitate a fundraiser but H & S can.

SCHOOL EXPECTATIONS

These are the School-wide Rules or Positive Behavior Strategies. Few other class rules should be posted.

Have a positive attitude

Own your behavior

Listen and learn

Make responsible choices

Engage in safe practices

Student Incentive Programs

Attendance

A student's daily attendance is one of the most important ways to ensure success. It is important for students to arrive to school on time and ready to learn. To encourage students to meet the attendance expectations Thomas Holme has an incentive program to recognize their achievement.

Individual:

Students with perfect attendance each quarter are given a certificate of recognition accompanied by a small reward.

Students who have perfect attendance for the year are given a certificate of recognition and a keepsake.

Class:

The class with the best attendance record for the month is also recognized each month.

Thomas Holme has implemented the Positive Behavior Support Strategies program into the school. This program emphasizes five examples of positive behavior, which are have a positive attitude, own your behavior, listen and learn, make responsible choices, and engage in safe practices. Staff members are expected to recite the PBS each morning along with their class and have a brief discussion about what the behaviors look like from day to day.

All staff members also expected to give a "Dragon Buck" to all students observed engaging in any of these positive behaviors throughout the course of a school day. Students should put their names on the "Dragon Buck" and turn them in at the close of the day. At the end of each month all "Dragon Bucks" collected will be entered into a drawing by grade and the students will receive a small prize. Additionally, teachers are encouraged to submit the names of students who have received "Dragon Bucks" for the purpose of having "Shout-outs" during morning announcements.

Students On the Rise

One student from each homeroom is selected on a monthly basis by the teacher to be recognized for his/her **efforts**. The student may have shown **behavioral or academic growth or an increase in his/her effort to be successful**. Students who earn this recognition receive a certificate and award and are recognized quarterly.

Likewise, one student from each homeroom is selected on a monthly basis by the teacher to be recognized for his/her continuous achievements in academics and behavior. The students who receive this recognition receive a certificate and award during the recognition assemblies to help celebrate their success.

Individual and classroom attendance will also be recognized. Students who have 100% attendance at the end of each month will have their photo displayed on a bulletin board and receive a certificate of recognition and a small prize for their diligence. Classrooms with the highest attendance will also be recognized as a whole and will have a banner displayed outside of their classrooms for the entire month in order to share their accomplishment.

Saluting Our Students

Assemblies will be held at the close of specific marking period to recognize our students for their successes. Students from every class are awarded for helping Thomas Holme Elementary School be a respectful community for learning. Parents and family members are encouraged to attend.

Dragon Bucks

A “Dragon Buck” is given to any student who is caught showing the positive behavior strategies. Students place their buck into a bin located in the Principal’s office (Rm. 113) for their grade level. Each month several drawings occur, names called before dismissal, and students are able to select from various prizes. “Dragon Bucks” not picked are placed in a larger bin until the end of the year.

SCHOOL SCHEDULE

1. Arrival to School

The instruction for students begins at 8:30 A.M. However, students may have breakfast starting at 8:05. All students grades 1-6 enter through the cafeteria doors. Parents who bring their children to school may escort them to the cafeteria doors by 8:30 A.M. drop off and then move behind the doors for other children to enter. This will facilitate the students’ entrance into the building. At 8:15 students in grades 4-6 exit to the auditorium. Teachers of grades 1-3 pick students up from the cafeteria at 8:30 while teachers in grades 4-6 meet their classes in the auditorium. Students are to silently enter the halls in line with their teacher. No child is to enter the school building until admitted by an adult. **Parents may not**

bring their children into the school using the front doors as an entrance. No child is permitted to use the front doors for entrance into the school. The breakfast room entrance is supervised beginning at 8:05 A.M. **Children may not come to school before that time.**

Students or students with their parents should not enter the building using doors other than those designated for the regular admission to the building. Parents who need to report to the office should do so using the main entrance. Parents wanting to confer with a teacher must enter school using the main door and then proceed to the office to make a request. **No parents or visitors may go directly to a classroom.**

1a. Inclement Weather

During inclement weather, please do not send your child to school early. **On snowy or icy mornings, listen to KYW (1060 AM)** for weather-related school closing information. **Please do not call the school office for this information.** Listen to the radio or watch the 6:00 -7:00 A.M. local news on the television for school closing information.

1b. Early School Closing

In the event of an early school closing due to weather or any other emergency, students will be dismissed to their homes or to a location designated in advance by the parent. The school may attempt to make telephone contact to a responsible adult in special situations. Please understand that the school may have little advance notice of the emergency closing and that there are a limited number of staff and phone lines available. **It is imperative that an emergency contact telephone number be on file and up to date in the main office.** A form for this purpose will be sent home. Keep the emergency contact information up to date by notifying the teacher and office of changes. Parents should be sure their children know what to do if they are dismissed early or if they arrive home at a time when the usual person is not there.

1c. Emergency Procedures

Each year the school distributes an Emergency Contact Card that indicates where guardians can be located in case of an emergency. **IT IS VERY IMPORTANT THAT PARENTS PROVIDE ALL OF THE INFORMATION NEEDED.** If there is a change in emergency numbers, the school office should be notified. In case of serious injury, police will take a child to the nearest hospital. In addition, you may be asked to complete an emergency reconciliation form. Please be sure to complete and return this form to the school. We must have your directions/emergency contacts on file.

Messages from home cannot be relayed to children since such action interrupts both a teacher and a class. Messages can only be taken in a real emergency and then only when serious enough to be personally delivered to the child by the principal. **No students will be called to the phone.**

2. Attendance

Regular attendance insures the continuity of the educational program essential for growth. If your child is absent or sent to school late, it is the responsibility of the parent to notify the teacher in writing of the reason for the absence or lateness. If we have no note, the absence is coded unexcused. The names of students who have excessive absence or lateness will be sent to truancy court. The loss of instructional time due to multiple absences may result in low academic performance. Fines/removal of child from the home due to neglect may also result.

Medical, dental, or other business appointments should not be scheduled during the school day except in the case of an extreme emergency. If a student must have such an appointment, the student may be brought back to school on that same day by his/her parent if the appointment concludes before the end of the school day. There are no early dismissals for appointments or other reasons between 2:30 and 3:09 P.M.

2a. Lateness Procedures

Students are considered late if they arrive after **8:30 A.M.** Children who arrive after 8:30 A.M. must first report to the main lobby area for a late note before they will be admitted to class. If there is no one on duty in the cafeteria, the late student will be sent to the office for a late note. **Excessive lateness may result in an after school detention and referral to truancy court as well as loss of activities for students. Parents who repeatedly bring students to school late may be excluded from chaperoning school trips and activities.**

3. End of School Day

Dismissal is at **3:09 P.M.** each day by the rear doors. Upon dismissal, all students are to leave the school building. **No student is permitted to leave the building through the front doors.** Students staying for after school activities should report immediately to their assigned location. They may not go home and then return for extracurricular programs. **No parent is permitted to wait in the school halls for their child/children,** as this is unsafe and disruptive to the instructional program.

At dismissal, all students must leave the school grounds immediately. No one may remain in the schoolyard after school unless accompanied by a parent or designated adult. **Students must obey crossing guards and cross streets at corners.**

4. Scheduled Early Dismissals

Scheduled early dismissals are announced in advance in the monthly newsletter, Holme Highlights, and repeated during weekly voicemail messages. Parents must make the necessary arrangements for childcare. Sometimes emergency early dismissals are necessary. Parents should take advantage of half-day dismissals to schedule doctor, dentist, and other appointments.

5. Early Dismissals

When it is necessary for a parent to request the early dismissal of his/her child, the parent or a responsible adult listed on the emergency contact form (defined as 18 years or over with valid picture i.d.) must come to the school to sign out the child. No child will be released to another student or by a phone call. This is the only way we can release a child during the school day. **We cannot honor Early Dismissals beyond 2:30 daily.**

MEAL PROGRAM

1a. Breakfast

Breakfast is served daily from 8:05 to 8:25. Children enter through the schoolyard door. Students who finish breakfast after 8:30 (because their schoolbus was late) should walk quickly and quietly through the hallways to their classrooms.

1b. Lunch

All students eat in the cafeteria and are not permitted to leave the school grounds at any time during the school day. The Holme School is part of the federally funded lunch program; all students are eligible to receive free meals. A monthly school menu is posted on the school's website. If the cafeteria is serving something your child does not eat for whatever reason, we recommend that you send lunch on that day. Remember, the free beverage comes with the lunch and is provided only when the lunch is taken.

If, in an emergency, you must bring your child's lunch to school, please bring the lunch to the office. Be sure the lunch is clearly marked on the outside with the child's name and room number and inform your child before he/she leaves home in the morning to stop in the office at lunch time for his/her lunch. Do not bring the lunch to the classroom or the cafeteria. If a situation requires that a student must leave school during a lunch period, the parent must come to school and sign out the student. **Parents may not go directly to the cafeteria.**

No food items other than the occasional bake sale or soft pretzel are sold during the school day. **Soda, sunflower seeds, candy and gum** should not be brought to school. No bottles, cans or glass containers are permitted in school and will be confiscated. To maintain sanitary conditions in and around the building, cellophane packaged snacks are to be eaten in the cafeteria only. Students should bring healthy snacks such as fruits or vegetables. No food may be eaten outside the lunchroom.

In the cafeteria, students should talk in a **conversational tone** to their neighbors. They must remain in their seats except when getting directed by an adult. Students participate in recess in conjunction with lunch, which is only served in the cafeteria. A bathroom schedule is followed by each class before entering the cafeteria. Please remind your child/ren that they should use the bathroom at this time or they will have to wait until the next supervised trip to the bathroom. Students should dress appropriately for the weather since they will be going outside.

SOCIALIZED RECESS AT THOMAS HOLME ELEMENTARY SCHOOL

Rationale:

Children are born without any culture. It is the responsibility of the adults in their lives (parents, teachers, etc.) to transform them into culturally and socially adept beings; this is socialization. There is a language for children that is associated with playtime just as there is a language associated with school and learning. During socialization children will learn the language of the culture as well as the roles they are to play in life.

Olga Jarrett, professor of child development at Georgia State did a study on academic performance and recess. Professor Jarrett found that things could be learned at recess that are not readily apparent in the classroom such as who the bully is and who is being bullied. This is because through socialization statuses are learned and the roles associated with them

A study conducted by Tony Pellegrini of the University of Georgia shows that children are more attentive after recess.

Goal: To develop structured activities planned for both outdoor and indoor recess.

Outcomes: For children to participate in organized play to ensure peaceful playgrounds where fights and injuries are reduced and students return to class prepared for their afternoon instruction.

Students in grades K-3 who wish to participate will rotate around each activity (station) as a class.

Possible activities for K-3 are as follows:

- Hop Scotch relay race (Area E on map)
- Jump rope (Area A on map)
- Chinese rope (Area C)
- Hula Hoop (Area B on map)
- Parachute Play (Area D on map); younger children
- Various balls will remain available to students who prefer time alone or smaller groups (pairs)

Possible activities for students in grades 4-6 are as follows:

- Co-ed flag football- grade 4-5 (Nerf)
- Co-ed flag football- grade 6 (leather)
- Chinese Rope
- Double Dutch
- Reader's Corner (books, pre-teen magazines)
- Frisbee Toss
- Co-ed Kickball
- Co-ed dodgeball

Indoor recess will be utilized during cold or inclement weather with board games, puzzles, brainteasers, arts and crafts, etc. will be provided.

PARENT VISITATIONS

Parents are encouraged to visit the Holme School; however, please follow these suggestions before visiting:

1. Send a note to your child's teacher or call the school requesting a time for an appointment. Parents may not visit their child's classroom unannounced. Interruptions to instruction are not permitted.
2. Upon entering the building report directly to the school office to receive a visitor's pass. For the safety of all children, no one is permitted to walk through the building without this identification.

3. Classroom visits must be kept to a ceiling of one 45 minute instructional period. The teacher is not able to have discussion with the parent during this time; additional time must be scheduled for follow up dialogue between teacher and parent.

4. Older children should not be sent to school to pick up keys. This disrupts instruction in the classroom. It is the responsibility of the parent to have extra keys made for various members of the family.

PREPARATION FOR SCHOOL

Before your child leaves for school, please check that he/she has used the bathroom, has books, pencils, lunch and homework. Please check and sign your child's homework each evening. Check your child's book bag for toys or games, and electronic devices. These items will be confiscated and will require a parent meeting for return.

1a. Daily Homework Book

Each student uses a Homework Assignment Book. It is the student and parent's responsibility to take care of the assignment book just as you would care for a textbook. The Homework Assignment Book must be taken home each day. If the Homework Assignment Book is lost, another must replace it. Parents are expected to check the Homework Assignment Book daily to monitor student homework and behavior. Parents may respond to teacher messages in the same book.

1b. Homework

Homework is an integral part of the educational program at Holme School. It provides an opportunity for children to strengthen basic skills, reinforce study habits, stimulate independent thinking and develop initiative, responsibility and self-direction. Homework projects are related to classroom work and are designed to help students learn how to study. Homework should be completed when students are absent. Each student should have the telephone number of several students in the class so he/she can get assignments they missed. Completion of homework assignments becomes a part of a student's achievement and, as such, will be reflected in the student's report card mark. Parents are encouraged to take an active interest by providing a definite time and a suitable place for study or written work, making resource materials available, and checking to make sure assignments are neat, complete, on time, and signed by a parent.

2. Textbooks

It is the responsibility of the student to keep textbooks in good condition. If a textbook is lost, it is the student's and parent's responsibility to pay the cost for replacement of the book. This is also true of library books. All lost or damaged books must be paid for in a timely manner.

3. Personal Property

Only materials related to a student's education should be brought to school. Balls and other sports equipment should not be brought to school without prior permission. These are generally provided as part of the "Socialized Recess" program at lunchtime. Toy guns are NOT permitted. Playing cards, baseball or other collectors' cards should not be brought to school as staff members will not be responsible for conflicts about items. **Headphones, electronic/computer games, and any other electronic equipment may not be brought to school or carried/used on school buses unless there has been previous permission granted by the principal via BYOD (Bring Your Own Device) program. Cell phone use of any kind is NOT permitted during school times but we do understand some students have them for safety purposes. If they are observed by any school personnel they may be confiscated and only returned to a parent. Students do NOT have the right to post images of others onto social media sites without the approval of all involved, their parents and school personnel. Any postings observed without approval may be considered a violation of the FCC and subject to consequences. This includes instances of cyber bullying (see bullying/harassment policy).**

Personal care items such as colognes, hair sprays, brushes, makeup and the like have no place in school. Students will be warned to put it away and if matters persist, **Parents may come claim all confiscated items.** Valuables (expensive jewelry) and large sums of money should not be brought to school. Only money needed for lunch or snack should be brought to school and held by the student. If money is being collected for a trip, school activity, or fundraiser, it must be brought to school in a labeled envelope and turned in at the beginning of the day. Students are responsible for their own money in school.

4. School Notices -- Student Communication Folders

One way to contact all of our parents is through School Messenger; the voice mail messaging system. Please make sure you have up to date phone numbers on file and that you accept the call when it comes to you. These calls may include updates or reminders related to school events and the calendar or they may inform parents of an emergency closing, etc. It is critical that you take these calls. Additionally, a form of communication is notices sent home with the children. We will not be using the large manila envelope for school messages. A two sided folder requested as part of school supplies will act as the Student Communication Folder. This communication folder will be sent home every Wednesday with any announcements, newsletters, bulletins, tests or other important information and papers. Parents should review the contents of the folder, sign on the next line and give it back to the student so it is returned on Thursday. Please impress upon your child the importance of taking all notices home. The monthly Holme Highlights, will be sent home on the first Wednesday of each month. It will list meetings, early dismissals, and school closings in advance. Please keep these newsletters in a safe place and refer to them whenever a question arises.

5. Dress Code -- **Mandatory Uniform**

All students must be well groomed and appropriately dressed at all times. "Appropriately dressed" means in the school uniform. Clothing should be clean and neat, should not be hazardous to the health and safety of the pupil or to others, and should not be capable of causing any disruption to the school's educational program.

Boys are expected to wear navy blue trousers and light blue shirts **with a collar. Tee shirts are not permitted.** They may be dress shirts or golf type knit shirts with either long or short sleeves. Girls are expected to wear navy blue skirts, jumpers or trousers and light blue blouses, all with a collar. A navy blue cardigan sweater may be worn over the school uniform on cold days. **Jeans, jeggings, or tights are not permitted.** Students may not wear head wear/hats/sunglasses of any kind in the building. On days the students have gym, they may wear either the navy gym shorts and a plain red tee shirt (free of slogans or logos) or the navy blue sweat suit sold by the Home and School Association.

The dress code for our students reflects the importance of school as a place for focused work and not play. If your son/daughter wears shorts, the length **must** reach the knees. We are striving for excellence in every aspect of school life, and we appreciate your cooperation. There is a definite correlation between students' appearance and their performance.

For students not in uniform, the uniform exchange program will be implemented (or parents will be contacted and required to bring the student's uniform to the school). Failure to follow the school uniform policy will result in, but is not limited to, the following consequences.

- Parent notification of the violation of School District policy
- Lunch and afterschool detentions
- Exclusion from clubs
- Exclusion from receipt of month awards
- Exclusion from Fun Day and other school activities
- Exclusion from classroom helper, messenger responsibilities

We feel that children should develop pride in how they present themselves. One important expression of that pride is in grooming and appropriate dress. We appreciate your support of our efforts to help your child become the kind of mature person who displays pride in self.

SCHOOL SAFETY

1. Visitor's Policy

In order to maintain a safe and orderly environment, it is the School District's Policy that any parent, guardian or visitor entering the school **must first report to the school office.** With the exception of prearranged report card conferences on the designated days, no one may go to any area of the building without the express permission of the principal or her designee with an escort. No person

may go to a classroom without an appointment and without the office first calling the teacher in that classroom. Failure to adhere to this policy is in direct violation of the Trespass Ordinance and will be dealt with accordingly.

The Holme School staff takes all possible precautions to insure the safety of every student. Exterior doors are locked during the school day. After 8:30, entrance to the building is only through the main door at the front of the building. No one is permitted access to any part of the building without permission from the office and the issuance of a visitor's pass. Any parent or visitor who does not have a pass will be referred to the office. Any parent or visitor who does not demonstrate a respect for the school environment, staff and students will be asked to leave the premises and possible exclusion will follow. This is inclusive of but not limited to loud tones, combative demeanors or use of foul language. School staff are assigned to supervise students in the yard. All students are counseled by staff members in ways to avoid contact with strangers.

2. School Bus Safety

Some of our children spend long hours each day traveling on buses; and it is our endeavor, with your help, to make this experience safe, efficient and pleasant. The telephone number of transportation services is (215) 400-4350. Call this number if there is a problem.

- Students must be at the bus stop ten minutes before pickup time.
- While waiting to board the bus, students must stay on the sidewalk in an orderly fashion until the bus stops and red lights are flashing.
- Students **must remain seated at all times during the ride**. Do not stand, change seats or leave until the bus has stopped.
- There is to be no loud noise, shouting, or screaming on the bus. Students may talk quietly.
- Students may not open bus windows without permission from the driver.
- Students must keep all parts of their bodies inside the bus windows.
- Students are not to eat, drink or throw objects on or off the bus.
- Students must obey the bus driver/aide at all times.
- At dismissal, students go to their designated location for boarding the bus. Proper behavior is required while waiting to board the bus just as it is on the school bus.
- Just as cellphones, headphones, and electronic games are not allowed in school, they are not allowed on the school bus unless prior approval is given by the driver.

Please understand that students who violate these rules will be prohibited from riding the bus for a period of time. (In the event that a student is removed from a bus, it will be the responsibility of the parents to make provision for transportation for the student to and from school. School bus safety procedures apply not only to students using school bus transportation to and from the school, but also to students riding a school bus for any reason, such as trips. Parents are also

reminded that under Pennsylvania State Statute (The Act of July 27, 1967, P.L. 186, 11P.S. 2001 et seg.) they may be fined up to \$300 for any damage or vandalism caused by their children.

Consequences for disciplinary referrals from bus drivers:

First Offense: Parent notification,

Second Offense: Parent notification, one-hour detention

Third offense: One-day suspension from the bus

Fourth offense: Three-day suspension from the bus

Fifth offense: Five-day suspension from the bus

Sixth offense: Permanent removal from bus

3. Parent Parking and Safety Regulations

The picking up and dropping off of children at school can be a very hazardous situation. Buses are often unloading children and must have a safe area to accomplish this task. When cars are close by or parked in the bus zone, the supervision of children becomes more difficult. Clear areas are needed to watch the children. Parents are urged to load and unload away from the bus parking areas and away from the school sidewalks. It is unlawful to even stop in school bus zones. Police issue tickets for parking violations around the school. Cars may park beyond the school property where the playground begins (grassy area). If a student is dropped off across the street, he/she must walk to the crossing guard to cross the street. Illegal stopping or double-parking on Willits and Academy Roads are a major problem and serious safety hazards. **Double parking is illegal.** Please obey parking regulations. Parents should not jay walk with their children or send them from their car to the schoolyard unless the student crosses at the corner.

4. Safety in the Neighborhood

Parents can help guarantee the safety of their children in the following ways:

- Escort your children to and from school, if possible.
- Have children walk to and from school in pairs or groups.
- Speak to your children about the dangers of talking to strangers.
- Have children report strangers to you and the school.
- Volunteer at school to help enforce our safety program.
- Be sure students walk to school using sidewalks and not driveways, store parking lots, wooded areas, or through private property.

SCHOOL RULES, REGULATIONS AND PROCEDURES

1. School Office Hours

The school is open from 8:30 A.M. to 3:09 P.M. on regular days. However, the main office hours are as follows: 8:30-12:00; 1:15-3:30. The office telephone number is (215) 400-3130. The fax number is (215) 400-3131.

2. Use of Telephones

Students may not use the telephone in the main office. Students are not permitted to receive calls from home and only under extreme emergencies will

any messages be relayed to students. After school arrangements should be made between parents and students **before** the student comes to school.

3. Lost and Found

A Lost-and-Found Box is located in the cafeteria and auditorium. Parents are asked to mark all children's clothing and personal property with their child's name. **The school will not accept responsibility for lost articles or money.**

4. School Vandalism

It is important that the Thomas Holme School continues to be a building that is attractive and offers an excellent educational program for all students in a safe and healthy environment. Graffiti on any school property (inside or outside the school) is **NOT** permitted. Violators of this rule are subject to legal prosecution as well as school suspension. This includes marking in/defacing textbooks. Pupils and/or parents will be directly responsible for any type of vandalism to school property, injury to a person, or theft. All incidents will be fully investigated. All graffiti must be removed. The School District's Office of Legal Services will be contacted for prosecution of all unsettled claims.

5. Smoking, Profanity, and Gambling on School Premises

Smoking, profanity and gambling are prohibited in the school and on school grounds including the schoolyard by anyone; guardians, staff or students. Students are not permitted to have cigarettes, lighters, or matches in school. These items may not be carried by a student or in book bags. School/city police will be called for noncompliant persons.

6. Use of Restrooms

For the safety of all students, there are scheduled times for bathroom use. At these times the restrooms have adult supervision. Students should use the restrooms in the morning, during the designated class time before lunch and when taken as a class. These are the only times the restrooms are supervised. If a student has a medical problem, we must have a note from the student's physician.

7. Custody and Other Legal Papers

A copy of relevant, current legal papers should be brought to the office where they will be safely filed. Legally it is assumed that both parents listed on the record card and school application in the office has custody of the student. The school in special situations requires legal papers, not verbal information. Legal papers are binding in the event of any custody case. Notify the principal of unique situations and counselor.

HOLME SCHOOL PROGRAMS

1. Supportive Services

In addition to classroom teachers, Holme School is also served by art, dance, computer science, music, and physical education. Speech, hearing, physical

therapy, instrumental music and RtII provide services for small groups of children. Programs for special needs students as well as a program for gifted youth are also available.

2. Kindergarten

Holme School has full-day kindergarten classes. Children must be five years old before September 1 of that school year to be eligible. The program is designed to provide each child with readiness skills, math and language arts experiences, a love of learning, an ability to follow directions and the ability to work independently. The development of strong minds and life skills can contribute to the development of a positive attitude and self-image in each child that should lead to successful school experiences.

Parents must have their children in the schoolyard by 8:30 A.M. and meet them at the classroom door at 3:05 P.M. All kindergarten parents must sign students out and be prepared to show identification. Kindergarten students must wear the school uniform.

3. Head Start: An Early Childhood Program

Head Start, a preschool program for 3 and 4-year-old children provides the foundation for later school success. For further information and eligibility requirements for entrance into this program call: Head Start: (215) 400-4270.

4. Gifted Youth Program

Eligibility for this program is determined through standardized testing scores and individual testing. The program provides enrichment experiences using a variety of materials and activities.

5. Speech Program

The Speech Resource Room teacher works with individual students or small groups of students identified through a screening process as needing these services. This program is aimed at correcting students' speech defects. The Speech Resource Room teacher services the school three days a week.

6. Counseling Program **(Monday- Friday 2017-2018 term)**

A full-time professional counselor is available to all students to address any difficulties that they may experience. Students are seen individually and in small groups and can be referred by teachers and/or parents. Parents can reach our counselor at (215) 400-3130 press #1. Students wishing to see the counselor must write a note and give it to the teacher at the beginning of the school day. The request will be sent to the office and the counselor will contact the student. If there is a crisis situation when the student has an urgent need to see the counselor, the student should ask the teacher for special permission. At no time should the student stop to see the counselor without permission.

The school counselor's role is to work with children, parents, and other school personnel and with community agencies around school-centered problems.

Some children require the additional support of a one-to-one relationship. School problems may center on learning difficulties, home and neighborhood problems, personality or emotions, behavior, recreation or attendance; which may require referral to outside agencies. In addition, the counselor provides lessons in conflict resolution and conducts group counseling.

7. School Health Services

The goals of Health Services are to detect specific health problems at an early stage and to facilitate their resolution. Programs include growth, vision, hearing, scoliosis, dental screenings, physical examinations of all students upon admission and periodic tuberculin testing. This year nursing services are provided 5 days per week.

If your child complains of illness or injury at home, please do not send him/her to school expecting the nurse to administer to his/her needs. The health room is not a treatment center. Emergency care is provided for illness or injury. Further care/treatment is the responsibility of the parent. If a child becomes ill in school, it is the parent's responsibility to come for the child and to follow through with medical care at home.

Chronic medical conditions such as asthma, diabetes, and behavioral disorders must be reported to the nurse. When medically recommended, students with such conditions may receive long-term medications in school provided the parents comply with the School Health Services policy. Short-term medications are not normally dispensed in school. The parent must fill out the necessary forms if a medication needs to be taken at any time during the year even if this is only in sporadic situations. **The school nurse can be reached at (215) 400-3130 #2.** Call her regarding any medical matter involving a student. Parents must submit Health Insurance information (provider and policy numbers) to the nurse indicating coverage. The nurse will assist in getting coverage for uninsured children. Contact her for help.

It is important that all library books be returned on time. Parents will be required to pay for lost or damaged books. Any book lost or damaged must be paid for in a timely manner so as not to interfere with a student's borrowing privilege.

8. Extra Curricular Activities

Students may participate in extracurricular activities that may be held during lunch periods and/or after school. A list of these activities will be sent home with additional information as the year progresses along and depending upon the availability of staff.

9. Home and School Association/ School Advisory Counsel

The Home and School Association/SAC are integral parts of our school. Many worthwhile activities are sponsored by these organizations. All parents are urged not only to join the Home and School Association but also to participate in its activities and meetings. The Holme Highlights gives the date and time of the

Home and School Association's monthly meetings. In addition, monthly memos are sent home which provide information about events, activities and fundraisers. Please remind your child of the importance of giving you all communications sent home.

All students benefit from funds raised by the Home and School Association, so we urge all parents to actively support and attend all Home and School Association functions and meetings. Please complete the form at Back-to-School Night for membership. The cost is just \$5.00.

SCHOOL-WIDE SERVICE

Multi-Tiered System of Supports (MTSS)

The Multi-Tiered System of Supports is a multidisciplinary team of School district personnel working together to analyze and assist students experiencing difficulty in their educational program. Academic, behavioral and attendance problems of students are referred to them. The MTSS team makes recommendations for remediation and, if deemed appropriate, formal evaluations of all referred students. The MTSS team may include, among others, the principal or designee, nurse, school psychologist, teacher(s), counselor (where available), therapist(s), parents and others who have been invited by the parent or principal. If you have any questions or concerns, please contact your child's teacher at (215) 400-3130.

CODE OF DISCIPLINE

A. PHILOSOPHY

The Thomas Holme School recognizes its responsibility to create an atmosphere of learning that will contribute to the development of academic skills as well as teaching our children to become reliable, respectful and responsible citizens of their classroom, school and community. A code of rules is required to inform the entire Holme family (staff, students, and parents) of their individual and joint responsibilities in creating such an atmosphere.

Discipline or self-control is a necessary ingredient of life. While schools must accept their share of responsibility for citizenship training, it must be recognized that schools cannot do the job alone. The influence of the family, community and preschool training of the children in our school cannot be minimized. Parents cannot evade the important role they play in the development of proper behavior in their children. **THE PARENT IS THE CHILD'S FIRST TEACHER AND REMAINS THE MOST IMPORTANT TEACHER THROUGHOUT THE FORMATIVE YEARS.**

B. RESPONSIBILITIES

1. Home Responsibility

Parents will be expected to support the school's disciplinary policy and to guide their children towards patterns of conduct, which encourage cooperation and effective learning for all.

Parents can expect to have communications from the school when a student is having academic, adjustment and/or attendance problems. The school expects parental involvement in homework assignments and follows up on reports of misbehavior, academic problems, adjustment problems and/or attendance problems.

The staff of Thomas Holme School welcomes contacts from the parents. Please call or write a note requesting a conference. The teacher will set up an appointment time to discuss your concern.

2. Student Responsibility

Students will be expected to show respect and concern for the individual rights and responsibilities of staff members and other students. Good manners and respect for others will be expected of all students.

3. Staff Responsibility

The classroom teacher is the key element in setting and maintaining the proper learning atmosphere in the school. It is recognized that sound principles of classroom management are the basis for creating the proper classroom climate. The teachers will be primarily responsible for control of students in the classroom.

The teacher will handle most discipline cases. However, other members of the staff may be called upon to lend their support and guidance.

Be aware, no teacher is to engage in corporal punishment of any student for any reason. According to the Pennsylvania Code, Title 22; Chapter 12 paragraph 5:

(a) Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited.

(b) Teachers and school authorities may use reasonable force under the following circumstances:

(1) To quell a disturbance.

(2) To obtain possession of weapons or other dangerous objects.

- (3) For the purpose of self-defense.
- (4) For the protection of persons or property.

4. Administration's Responsibility

The principal assumes a leadership role in the development of an acceptable level of discipline in the school. An administrator will deal with single serious incidents and/or cumulative pattern of unacceptable behavior, which has not improved despite multiple interventions initiated by the classroom teacher. Students will be called in for conferences in the above cases. Records will be kept of all conferences and follow-up made to determine the degree of adjustment. Parents will be contacted for their support. Conferences will be held with parents to discuss the problems and to arrive at workable solutions. The principal will make the final decision on school suspensions.

C. DISCIPLINE OF STUDENTS

Students' misbehavior or violations of school policies will be judged on an individual basis taking the following issues into account: type of offense, circumstances leading to the offense, and past history of the offender.

The penalties in these cases may range from a verbal reprimand to a suspension. Penalties may include: parent conferences, detention, in-house suspension, Saturday School, out of-school suspension, transfer to another school, etc. The Teacher, Counselor where available, and Principal determine the degree of consequence and will keep records. (Repeated offenses will be treated more seriously.)

Students involved in violence against other students perpetrated by groups of students or violence against a staff member will receive at minimum a 5-day suspension and will be recommended for transfer to an alternative educational environment.

Suspension of Students

A temporary suspension is exclusion from school and all school related activities for a period of from one to three school days by the principal. It may be extended to five school days provided the student and parent are offered the opportunity for an informal hearing by the Principal. Suspension procedure includes:

1. Before a student is suspended, he/she is informed as to the reason for the suspension. The student is given the opportunity to explain his/her side of the story.
2. Notification of suspension shall be in writing to the parent and shall contain the number of days of suspension, the reinstatement date, the reason(s) for suspension and the date of the conference or informal hearing.

3. One purpose of any suspension is to have both student and parents understand that the pupil is involved with disruptive, non-acceptable behavior that cannot be permitted to continue.
4. A parental conference will be held as soon as practical between the principal (or her designee), the parents and the student. The result of this conference should be to have the student reinstated and returned to class with the understanding that the problem and/or behavior causing the suspension are not to be repeated.

CODE OF CONDUCT

The School District of Philadelphia has adopted a Code of Conduct. A copy of the code will be placed on the school's website. Parents are encouraged to view the Code of Conduct.

STUDENT STATEMENTS

In accordance with "best practice", students are given the opportunity to provide a written account involving disciplinary incidents. The school generally retains student statements until the end of the school year.

DETENTIONS

Before school, during lunch or recess, or after school may be used as a consequence for misbehavior, lateness or lack of homework. To retain students after school, the following procedures need to be observed:

1. An entire class should not be detained. It is inappropriate to punish all students for the misbehavior of some students. To retain a student whose behavior does not warrant punishment creates resentment in the innocent parties and may encourage them to misbehave in the future.
2. Students cannot be assigned an after-school detention on the day that it was given.
3. Parents/guardians must receive a written 24-hour notice. Students who receive detentions will be given a form to be signed by the parent acknowledging their awareness of the need to remain after school and informing the parents the reason why the detention was assigned.
4. The teacher will make every attempt to speak with the parent directly and document the conversation in the Parental Contact Logs. The Principal must be notified of any detentions assigned by a teacher or staff member. Be sure you know how the student will get home at the end of an after school detention.
5. When retaining students for detention, teachers will not leave those students unsupervised in the classroom while they escort the remainder of the class to the exits at dismissal time. Those students must accompany the teacher with the class in line and then return with the teacher to the classroom.

6. When dismissed from an after school detention, the teacher will escort the students to the front door.
7. When dismissed from a recess or lunch detention, the student must have a note to go to a different classroom.

Detentions can be given for the following reasons:

1. Disrespectful behavior
2. Use of vulgar/ profane language
3. Persistent lateness
4. Repeated offenses
5. Repeated classroom violations
6. Failure to complete assignments (home and classroom)
7. Any other reason as determined by the faculty, or Principal in keeping with the Student Code of Conduct

IN-SCHOOL SUSPENSION

In order that our school goals may be met, the following rules apply to all aspect and spaces on our school campus, including school buses and school activities:

Thomas Holmes Students will:

- Comply with school rules and climate expectations, including the Student Code of Conduct and the Holme Family Handbook.
- Respect authority of all school personnel and the rights of other students.
- Comply with School District's attendance, dress code, zero tolerance, and bullying policies.
- Behave in a manner that focuses on academic success.
- Be responsible and accountable for the school rules.

In-school suspension (ISS) is an in-house program to which a student may be assigned for a short period of time in lieu of out-of – school suspension (OSS). It is designed to counteract many of the negative effects of suspension. Instructional time can continue without interruption and special academic help can be provided as needed. Counseling services for students experiencing personal, academic, or behavioral difficulties can result in behavioral changes such as an improved self-image and greater self-discipline (Gushee, 1984).

DRIVING FORCES BEHIND IN-SCHOOL SUSPENSION

- A. ISS overcomes the major shortcoming of traditional suspensions because it does not deprive students of an educational experience. Students can still accomplish their assigned work as prescribed by classroom teachers, have the assistance of an adult to insure completion of tasks, and receive additional support for their academic or

- personal problems.
- B. ISS is a response to the increasing number of out-of-school suspension, truancies, and the general public's perception of discipline laxity in schools.
 - C. ISS can reduce the juvenile crime rate, which has been correlated with out-of-school suspension. Students can be isolated from their specific learning environment (which is an effective punitive aspect) but remain in a school setting with adult supervision and work provided (Sheets, 1996).

ACT 26 WEAPONS

The Pennsylvania General Assembly has enacted legislation (Act 26), which requires all public schools to take a mandatory course of action in dealing with students who are found in possession of weapons. The law defines a weapon to include, but not limited to, any knife, cutting instrument, cutting tool, firearm, shotgun, rifle and any other tool or implement capable of inflicting serious bodily injury. There is no requirement that the student use or try to use the weapon; and possession for self-protection is not a defense. Parents are encouraged not to send tools or supplies such as metal or pointed scissors to school with your children unless you receive a written request from the teacher. Students found with weapons of any kind or any article used as a weapon are in violation of the law and subject to arrest and expulsion from the school district for at least one year.

SCHOOL DISTRICT OF PHILADELPHIA
Thomas Holme Elementary School
PARENT INVOLVEMENT POLICY
2017-2018

PART I. GENERAL EXPECTATIONS

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

The Thomas Holme Elementary School agrees to implement the following statutory requirements:

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

I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

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

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

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

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

1. The **Thomas Holme Elementary School** will take the following actions to involve parents in the joint development of its school-wide parental involvement plan under section 1112 of the ESEA:
 - Home and School Association/ School Advisory Council, 3rd Thursday of the month
 - Involvement of parents on the SAC for their participation in the writing of the plan,
 - Solicit opinions/interests of parents at *Back-to-school night meeting, September 19, 2017*

Request parents' participation in appropriate school based activities and committees such as during Back-to-School Night, Monthly H& S and SAC meetings, as well as the Spring budget meetings

2. The **Thomas Holme Elementary School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- *Completion of Parent Survey 2x's per year; first and third marking periods*
- *Participation in the writing of the School Improvement Plan March 2018*
- Spring 2018 meeting
- Principal, SBTL, & Counselor, arts integration director

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

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

- Regional PREP parents will serve as advisors to principals and SAC members on how to address the needs of students and parents in their school's Action Plan and Title I Budget.
 - In compliance with Imagine 2014, facilitate parent and family access to teachers and principals.
 - *Weekly Wednesday Envelopes contain communication with parents of instructional materials used in classrooms and student's progress*
 - *Quarterly Interim reports*
 - *Family handbook outlines process for communicating with teachers and principal;*
 - *Parent communication forms used;*
 - *Mailboxes and phone conferences*
4. The **Thomas Holme Elementary School** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
- *Head Start parent volunteer program, Kindergarten Open house*
 - *Include Head Start personnel on various school committees (Building Bridges)*
 - *Informing parents through school newsletter and school and district website about school events*
5. The **Thomas Holme Elementary School** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A programs. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- *Spring meetings held with parents,*
 - *Budget parent meeting and luncheon during Spirit Day. Parents are provided with data outcomes, samples of instructional resources, and*

budgeting facts. Parents are also given a survey 2x's per year during report card conferences and recitals.

- *The evaluation instrument will be sent home to provide other parents the opportunity to evaluate the program*

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

- Parent workshops monthly (academic, School Net),
- Quarterly report card conferences;
- MTSS parent meetings, w/ summary provided;
- IEP/ Re-Eval/Evaluation meetings,
- Interim reports quarterly
- Parent orientation meeting
- Student achievement celebration events
- Partnerships with :
 - Settlement Music School
 - Walnut Street Theater
 - Family and Schools Together

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

-
During Back-to-School Night and Title One meetings topics for parents will be

- the State's academic content standards through 'make it take it' workshops
- 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.
 - *Home and School monthly meetings where educators unpack standards in a parent friendly way*
 - *Family Math/ Family Literacy events where parents can participate in working with the standards*
 - *School Net training,*
 - *School Choice meeting*

B. The Thomas Holme Elementary School will, with the assistance of the School District, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy

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

- *Monthly parent workshops,*
- *Monthly newsletter (with translations),*
- *Informational publications,*
- *School District website,*
- *Community Outreach programs*

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

- *Provide teachers with PD regarding the most effective techniques in parental involvement through respectful and informative conversations*
- *Data collection for MTSS Parent Meetings (Sept. 28, 2017)*
- *Use of SchoolNet and Student Google Accounts to Stay Informed (Oct. 19, 2017)*
- *Use of the 'Sandwich Method' for Report Card Conferences (Nov. 2017)*

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

- *Involve parents in routine activities at the school;*
- *The special assemblies for their students and the quarterly recitals/performances;*
- *Kindergarten open house*

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

- *Send translated documents monthly identifying school events, anytime upon request*
- *Use of translator for meetings*

PART III. SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

* * * * *

PART IV. ADOPTION

This Thomas Holme Elementary School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by agenda(s) from Home and School meeting on April 7, 2016 and June 10, 2016.

The school will distribute this policy to all parents on or before September 29, 2016.

(Signature of Principal)

(Date)

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

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

This school-parent compact is in effect during school year 2017-2018.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Thomas Holme Elementary will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - By following the core curriculum with fidelity**
 - By differentiating instruction to meet the needs of the students**
 - By including students with IEP into the general education curriculum**
 - By providing intervention in both math and reading during the school day**
 - By providing after school enrichment in math, reading and vocabulary development**
- 2. Hold parent-teacher conferences (at least quarterly in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
In the Fall following Back-to-School Night and during the Spring prior to PSSA's

3. **Provide parents with frequent reports on their children's progress.**
Specifically, the school will provide reports as follows:
At least quarterly at report card conferences; mid-way of each marking period as interim reports but also as needed at the desire of the parent/ teacher (MTSS).

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows: By phone during preparation periods, by appointment; during report card conferences quarterly.

Any parents who wish to meet and or talk to any of the school personnel should first contact the staff members to make appointments to discuss matters of interest. If they do not get a response within 24-48 hours after the contact, they should call the administration to help expedite the meeting. In matters of concern parents can also complete a Parent Concern Form to have their issue resolved.
The School Improvement Support Liaison is available through the School District to parents for support of truancy and attendance matters, linkages to community resources, or with matters between other students and their families.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
The parent volunteer program will be surveyed during the last week in September for desired participation. There will be training workshops identified for participants, the appropriate clearances obtained and followed by the actual volunteerism. In addition to the above volunteer program, parents are asked to chaperone on class trips on a first come, first served basis. The same is true for special events, i.e. Spirit Day, 6th grade picnic, etc. Any parent interested in visiting their child's classroom need only provide 24 hour notice via a Parent Concern form with the understanding that this is not a volunteer opportunity.

Parent Responsibilities

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

Such as...

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

Student Responsibilities:

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

such as:

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

The Thomas Holme Elementary will:

1. **Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
2. **Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.**
3. **Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.**
4. **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
5. **Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**

6. **On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
7. **Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**
8. **Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).**

To help build and develop a partnership with parents to help their children achieve the Pennsylvania Common Core standards, the Thomas Holme Elementary will:

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

School

Parent(s)

Student

Date

Date

Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

