

South Philadelphia High School

Established 1907



Home of the Rams



***Parent/Student Handbook
2017-2018***

South Philadelphia High School
2101 South Broad Street
Philadelphia, PA 19148

Principal: *Kimlime Chek-Taylor*

Assistant Principal: *Nina Gavula*

Assistant Principal: *Aliyah Catanch-Bradley*

Climate Manage: *Antonio Anderson*

SCHOOL PHILOSOPHY & VISION

The vision of our school is to create a safe, dynamic, and vivacious teaching and learning environment that promotes risk-taking, progressive methods of instruction and assessments to foster 21st century skills.

Principal's Message

Dear Students and Parents/Guardians:

This booklet has been created to explain many of the policies and procedures connected with South Philadelphia High School. It is our expectation that you will review this handbook and follow the rules and regulations of our school.

As part of the South Philadelphia High School family, ***students are expected to be responsible, mature young adults who understand, and are sensitive to your peers, faculty and staff, to foster a safe, healthy academic environment. It is our responsibility that all those that serve you, treat you all in the same manner.*** *Together*, we must champion a culture of mutual respect, high expectations with high supports for each other with the hope to building one of the best schools in the city.

Therefore, students must arrival to school everyday, on time, adhere to our dress code, and prepared for a productive day of learning. Parents/Guardians, you must support your child, collaboratively with the school, to ensure that our students are successful. Our students are at their best when students, parents/guardians and the school work towards the common goal of developing productive citizens.

We must be dedicated to the success of our students and our school. Therefore, I charge you to be the best, to be great and to be extraordinary.

This school year will be exciting and productive. I look forward to working with you and for you to build on the great traditions of Southern while boldly pushing forward.

We wish all of you a successful, healthy and joyful 2016-2017 school year.

Ms. Chek-Taylor & The Southern Family

South Philadelphia High School's Anti-Discrimination and Anti-Harassment Policy

The students and staff at South Philadelphia High School ("SPHS") come from varied backgrounds. Respect for different backgrounds is essential to a school community. All students and staff are reminded that students are prohibited from harassing and discriminating against other students on school grounds, school buses and at all school sponsored activities, programs and events on the basis of race, color, national origin (includes groups of persons of common ancestry, heritage, background, or students from the same country), ethnicity, religion, gender, gender identity, sexual orientation or disability. This policy and procedure addresses only harassment or discrimination by students against other students. Misconduct by teachers against students should be promptly reported pursuant to the Student Handbook. The School District of Philadelphia Code of Student Conduct prohibits harassing or discriminatory conduct, subject to appropriate discipline. All forms of harassment/discrimination are prohibited at SPHS.

1. DEFINITION OF HARASSMENT

What constitutes discriminatory or harassing behavior under this policy? Prohibited conduct includes, but is not limited to the following:

threatening or harassing, intimidating or physically assaulting another student because of his or her race, color, ethnicity, national origin, religion, gender, gender identity, sexual orientation, or disability; using derogatory language in reference to another student's race, color, ethnicity, national origin, religion, gender, gender identity, sexual orientation, or disability; teasing or taunting another student because of his or her race, color, ethnicity, national origin, religion, gender, gender identity, sexual orientation, or disability.

Examples of conduct which may constitute harassment under this policy include but are not limited to the following:

writing graffiti containing offensive language which is derogatory to others because of their race, color, national origin religion, gender, gender identity, sexual orientation, or disability, making derogatory jokes or name-calling or slurs directed at others because of their race, color, national origin, religion, gender, gender identity, sexual orientation, or disability, negative stereotypes or hostile acts which are derogatory to others because of their race, color, national origin, religion, gender, gender identity, sexual orientation, or disability, written or graphic material containing comments or stereotypes which are either posted, circulated or are written or printed on clothing which are derogatory to others because of their race, color, national origin, religion, gender, gender identity, sexual orientation, or disability.

2. DESIGNATION OF SPSH STAFF MEMBER

Antonio Anderson, Climate Manager, is responsible for receiving and investigating complaints of discriminatory or harassing behavior against students by other students.

The designation of the SPSH staff member responsible to receive and investigate complaints of harassment will be made available to all staff and students on an annual basis at the beginning of each school year. The name of the designated staff member will be posted for students in the guidance office, near the main office, and in the cafeteria by the first day of the school year.

3. PROCEDURES FOR REPORTING HARASSMENT

Students who believe that they have been the victim of discriminatory behavior by another student, and all students with knowledge of such behavior, are encouraged to report it immediately to school staff.

Complaints of discrimination or harassment can be submitted in writing or orally to Mr. Hackney, or to any other staff.

Complaints should be reported as soon as possible after the incident(s) in order to be effectively investigated and resolved.

In addition to Mr. Anderson, students may also report incidents to any staff member including, but not limited to, teachers, guidance counselors, coaches, administrators, climate managers and/or school police or security staff.

Staff members are obligated to report promptly to Mr. Anderson: (1) complaints of harassment they receive, and (2) incidents of harassment that they witness or have reason to believe occurred. Staff members must report such incidents to Mr. Anderson later than one school day after the staff member receives the complaint or witnesses or has reason to believe such an incident occurred.

Staff members are required to take reasonable steps to stop any harassment that they witness unless the staff member believes in good faith that such action would pose a risk to his or her safety and/or the safety of others.

Mr. Anderson shall use authorized interpretation services at SPSH to assist students who are unable to communicate in English to communicate their complaints in a language the student understands. Students may also submit written complaints in any language.

4. INVESTIGATION OF HARASSMENT

Instances of student-on-student harassment shall be investigated as follows: SPHS will promptly investigate and address all complaints of discrimination or harassment. The designated staff member is responsible for investigating the complaint.

As soon as practicable, but not later than fourteen days following receipt of the complaint, the designated staff member must conduct an investigation of the complaint which should include the following steps to the extent appropriate:

- a. Interview the alleged victim and document the conversation.
- b. Ask the alleged victim to prepare a written statement which includes as much detail as possible, including a description of the behavior, when it took place and who may have witnessed it.
- c. Interview the accused student and advise him/her that if the conduct has in fact occurred it must cease immediately.
- d. Ask the accused student to prepare a written statement.
- e. Separately interview appropriate witnesses and obtain their written statements.

In determining whether alleged conduct constitutes a violation of this policy, the staff member investigating the complaint should consider the surrounding circumstances, the nature of the behavior, any past incidents, the relationship between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

At the conclusion of the investigation, the designated staff member will make a written determination whether the conduct occurred and whether the conduct constitutes harassment or discrimination, and shall complete the Student-on –Student Harassment Complaint Report.

The completed report should be referred to the principal or his designee for appropriate disciplinary action.

5. RESPONSE TO INSTANCES OF HARASSMENT

Students who have been found to have violated the SPHS Anti-Discrimination and Anti-Harassment Policy will receive appropriate corrective remedial action which may include disciplinary action pursuant to the Code of Student Conduct.

SPHS will offer appropriate counseling services by school guidance counselors to victims of harassment and to the accused student, if appropriate. Counseling sessions will include appropriate translation and/or interpretation services. As soon as practicable after a complaint is made, SPHS will use reasonable efforts to contact the parents of victims and the accused students to notify them of a harassment complaint. Notification shall be made not later than three (3) days after the investigation determines that the anti-harassment policy has been violated. If requested, the Principal or his designee shall promptly meet with all victims of harassment. SPHS will use authorized interpretation services to communicate with parents when necessary. The principal or his designee shall report to the School District compliance officer all complaints of student-on-student harassment that may be based on race, color and/or national origin within ten (10) days of the receipt of the complaint. The principal or his designee may report to the Philadelphia Police Department any incidents that he or she believes involves criminal conduct within 72 hours of the report of the incident.

6. CONFIDENTIALITY

It is SPSHS policy to respect the privacy and anonymity of all parties and witnesses to complaints brought under this policy. However, the need for confidentiality must be balanced against the obligation to cooperate with police investigations, to provide due process to the accused or to take necessary action to resolve the complaint. Therefore information regarding the complaint may be disclosed in appropriate circumstances to individuals with the need to know.

7. RETALIATION

Retaliation under this policy is defined as: adverse action against either a student or staff member because they reported or participated in an investigation of an alleged incident of discrimination or harassment on the basis of race, color, or national origin. Retaliation against a student, teacher or school employee is prohibited and will be subject to appropriate discipline. Student complaints of retaliation may be addressed to Principal Otis Hackney. Staff may make complaints to Principal Otis Hackney.

8. Any student or parent who has a complaint concerning the school's response to a complaint of student-on-student harassment may report the matter to General Counsel Michael A. Davis by calling 215-400-5144.

THE SCHOOL DISTRICT OF PHILADELPHIA PROHIBITION OF WEAPONS AND DRUGS PROTOCOL

WHAT IS PROHIBITION OF WEAPONS AND DRUGS?

Any and all property prohibited by District policy and/or the law.

WEAPONS ARE DEFINED AS THE FOLLOWING:

Any object, device, or instrument designed as a weapon or capable of threatening or producing bodily harm, or which may be used to inflict self-injury including, but not limited to:

1. Any firearm, shotgun, rifle (whether loaded/unloaded, including cap guns, simulated guns, toy guns, pellet guns, and/or BB guns).
2. Any cutting instruments/tool, including any knife, box cutter, and scissors.
3. Any nunchuku, pepper spray, mace, laser pointers, or simulated weapons.

DRUGS ARE DEFINED AS THE FOLLOWING:

Any illegal contraband with the intent to distribute or use including, but not limited to:

1. Controlled *and* non-controlled substances.
2. Unauthorized prescribed medication.

WHAT SHOULD YOU DO WHEN YOU KNOW SOMEONE IS IN POSSESSION OF A WEAPON AND/OR DRUGS?

1. Immediately report such incidents to the school Principal or designee, or to any other school staff member.
2. Any staff member who receives such a report shall immediately notify the Principal or designee.
3. Notify the **School District Safety Police at 215-400-6000.**
4. Notify local authorities**911** (police).
5. If the incident is likely to generate media attention contact:
SDP Office of Communications: 215-400-4040

WHAT WILL HAPPEN WHEN AN INCIDENT OF WEAPON AND/OR DRUG POSSESSION IS REPORTED?

There will be an expedient 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 possessed a weapon or drug the results of the investigation and provide student an opportunity to respond to the allegation.
2. Consequence the behavior relative to the offense (suspension) etc., (following all due process requirements).

WHAT HAPPENS TO THE STUDENT WHO POSSESSED DRUGS OR WEAPONS?

Students who violate the possession of weapon and/or drugs policy will be subject to the following discipline procedures:

1. Long-term Suspension (4-10 days).
2. Parent conference within three (3) days following suspension.
3. Review of student records, witness statements, and evidence (video/ photographs) at parent conference (if applicable).
4. Inform parent of further discipline action.
5. A referral for placement in an alternative education program; or expulsion.

SDP BULLYING POLICY

(Adopted by the SRC on December 17, 2008)

Resolved, that the School Reform Commission hereby adopts the attached primary Policy on Bullying and its prevention/intervention in order to ensure compliance with HB 1067 (PA), amending "Article XIII-A Safe Schools" in the Pennsylvania School Code of 1949, that requires each school entity to adopt a policy relating to bullying.

The School Reform Commission (SRC) is committed to providing a safe, positive learning environment for district students. The SRC recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The SRC 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. The SRC prohibits bullying by district students and personnel.

Definition:

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

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

Bullying, as defined in this policy, refers to direct or indirect action, which may include but is not limited to:

- *Physical*: hitting, kicking, pushing, shoving, getting another person to hurt someone;
- *Verbal*: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading 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, or websites)

Bullying is the intentionally harmful (electronic, written, verbal, non-verbal, psychological or physical) act or series of acts that is directed at another person, in and/or outside of a school setting or using school property and is severe, persistent, or pervasive and has the effect of doing the following:

1. Substantial interference with a student's education
2. Creation of a threatening environment
3. Substantial disruption of the orderly operation of the school

School setting means in the school, on school grounds, in school vehicles, at a designated school bus stop or at any activity sponsored, supervised or sanctioned by the school. **School property** means the school computer or telephone.

Authority:

The SRC prohibits all forms of bullying.

The SRC encourages students who have been bullied or witnesses bullying to immediately report such incidents to the building administrator or manager of non-instructional support services. If there is no response, the target of such acts is encouraged to report the incident to the regional office and the district's bullying hotline (215-400-SAFE). [**BULLYING HOTLINE**](#)

The SRC directs that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

Delegation for Responsibility:

Each adult and 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 regulations to implement this policy.

The Superintendent (or designee) shall ensure that this policy and administrative regulations are reviewed annually with staff, students, and parents.

The Superintendent (or designee), in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the SRC.

District administration shall annually provide the following information with the Safe School Report:

1. SRC's 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.

Guideline:

The Student Code of Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district web site.

This policy will be reviewed with every district student within 90 days after the adoption by the SRC, and annually on the first day of school thereafter.

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.

All district bullying prevention and intervention efforts shall be aligned with the framework of the research-based Blueprint Olweus Bullying Prevention Program and shall be approved by the district's Bullying Prevention Coordinator in the Office of School Climate and Safety.

Consequences for Violations:

Upon receipt of a complaint of bullying, the principal or manager of non-instructional support services shall meet with the student(s) who is bullied and student(s) who bullies separately, starting with the student(s) who is bullied, and investigate the reported allegations.

If the allegations are confirmed, the principal or manager of non-instructional support services shall 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. Give the consequences for the behavior relative to the number of offenses and the severity of the behavior.
4. Notify the parents of the student(s) who bullies, including the actions of the student and the consequences.

A student who violates this policy shall be subject to the following disciplinary procedure:

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

Depending on the severity of the incident, cases of bullying may immediately warrant the disciplinary actions of a third offense and may result in expulsion and/or referral to law enforcement officials.

CAREER AND TECHNICAL EDUCATION PROGRAMS

COMMERCIAL AND ADVERTISING ART: This program prepares individuals to use artistic techniques to effectively communicate ideas and information to business and consumer audiences via illustrations and other forms of printed media. This program includes instruction in concept design, layout, paste-up and techniques such as engraving, etching, silkscreen, lithography, offset, drawing and cartooning, painting, collage and computer graphics.

COMPUTER TECHNOLOGY: This program includes instruction in basic computer design and architecture, programming, problems of specific computer application, component and system maintenance and inspection procedures, hardware and software problems diagnosis and repair and report preparation. This program prepares individuals to apply basic engineering principles and technical skills in support of professionals who use computer systems.

CULINARY ARTS: This program offers theory, laboratory and work experience related to planning, selecting, preparing, and serving of quality food and food products; nutritive values; commercial equipment safety; sanitation and precautions. This program prepares students for employment related to institutional, commercial or self-owned food establishments or other food industry occupations.

HEALTH PROFESSION & RELATED CLINICAL SCIENCE: This program offers core instruction in medical terminology, anatomy and physiology, clinical laboratory procedures, basic clinical skills, aseptic techniques, OSHA regulations and infection control. Clinical education is an integral part of the program. The program prepares individuals whose career objective is one within the technical allied health field. The program is designed to promote careers in health care and to permit graduates to pursue postsecondary education.

PROGRAM INFORMATION
BOK TECHNICAL INSTITUTE AT SOUTH PHILADELPHIA HIGH SCHOOL
ACADEMY COURSE DESIGN

**Culinary / Health
Technology/ Child
Care**

Culinary Arts:

Baking
Cooking
Serving
Sanitation
Nutrition



Child Care

Health Technology:

Certified Nursing
Assistant
CPR
EMT



Shop Electives: 6 classes of shop (grade 10 – 12) represents 6 (2credits per year) elective credits
(Required for Vocational Certification)

Other Electives: All students are required to take 2 Art and Humanities Credits.

2017–2018 ACADEMIC and VOCATIONAL/TECHNICAL COURSE SEQUENCE

Grade 9 Academy Course Work

- * Freshman Seminar/Health
- * English 1
- * Physical Science
- * Algebra 1
- * World History
- * Gym

Grade 10 Academy Course Work

- * English 2
- * Algebra 2 (Pre. Req. pass Alg. 1)
- * African American History
- * Biology
- * Spanish 1
- * CTE Academy Course (2 periods)

Grade 11 Academy Course Work

- * English 3
- * Geometry
- * U.S. History
- * Spanish 1 & 2
- * CTE Academy Course (2 periods)
- * Chemistry

Grade 12 Academy Course Work

- * English 4/AP English
- * Social Studies
- * Humanities
- * Environmental Science/Anatomy/
Environmental Science/ Physics
- * CTE Academy Course (2 periods)

****** Based on State Requirements all seniors must complete a comprehensive Senior Project in order to meet graduation requirements.***

12th Grade Academy / Shop Classes:

- Commercial Art & Advertising
- Culinary Arts
- Health Related Sciences
- Network & Computer Repairs

COMPLETED CREDITS REQUIRED FOR EACH GRADE LEVEL

9TH GRADE	5	CREDITS
10TH GRADE	11	CREDITS
11TH GRADE	17.5	CREDITS
12TH GRADE	23.5	CREDITS

QUICK REFERENCE GUIDE GRADUATION REQUIREMENTS

STUDENT STATUS	STUDENT WILL
Meet PA requirements, 23.5 credits in required academic courses Earn 6 shop credits and Senior Project Total 26.5 credits	Earn diploma Participate in graduation exercises Earn CTE certificate (State approved trades only)
Meet PA requirements, 23.5 credits in required academic courses Fail to earn 6 shop credits/Senior Project	Earn diploma NOT EARN CTE CERTIFICATE
Meet PA requirements, 23.5 credits in required Academic courses Earn 6 shop credits NOT FROM THE SAME SHOP Senior Project	Earn diploma Participate in graduation exercises NOT EARN CTE CERTIFICATE
DID NOT meet 23.5 credits in required courses by deadline for senior grades	-NOT EARN DIPLOMA NOT PARTICIPATE IN ANY GRADUATION ACTIVITIES, INCLUDING PROM, SENIOR CLASS TRIP, SENIOR LUNCHEON, ETC.
Score proficient or advanced in state issues Keystone Exams	Must earn either Proficient or Advanced or Complete Project in - Composition - Algebra I - Biology

***Completion of Senior Project is required to earn a PA diploma.

Graduation requirements have been established in accordance with the Pennsylvania Department of Education regulations. **Students shall be required to earn at least 23.5 credits. Students must also meet 6 credits (1080 hours) of instruction in vocational/technical education to qualify for a shop certificate.** The following policies apply as appropriate:

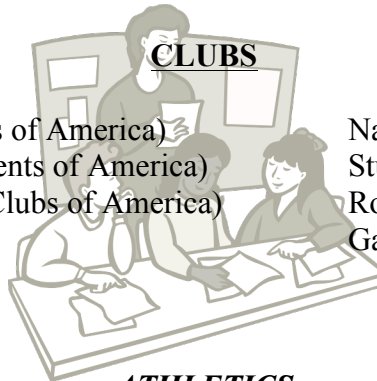
1. English Language Learners (ELLs) at the Pre-Emergent, Emergent, Basic and Intermediate levels will be promoted unless the parents/guardians and the school agree that retention would be in the best interest of the child. In addition to the above requirements, grade 12 English Language Learners, in accordance with No Child Left Behind requirements, will graduate in June, if they have taken a language proficiency assessment administered in spring of grade 11 or grade 12 and scored at or above the intermediate levels.
2. The Individualized education Program (IEP) team will determine whether or not a student with disabilities is promoted based on documented progress in accordance with his or her IEP goals and objectives. Students with disabilities who satisfactorily complete

a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act shall be granted and issued a regular high school diploma by the School District of Philadelphia.

3. Based on School District and Private Agency funding, summer school may not be available, so students are encouraged to complete coursework during the regular school year.
4. **Grade twelve students** must have completed a senior project successfully in order to graduate.
5. All debts must be paid in full before a student is permitted to graduate from South Philadelphia high school.

EXTRA CURRICULAR ACTIVITIES

ANY SCHOOL SPONSORED EXTRA CURRICULAR ACTIVITY IS A PRIVILEGE AND CAN BE REVOKED AT ANY TIME THE STUDENT DOES NOT MEET GRADE OR THE CODE OF CONDUCT REQUIREMENTS.



CLUBS

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| FBLA (Future Business Leaders of America)
HOSA (Health Occupation Students of America)
DECA(Distributive Education Clubs of America)
Computer Repair Club | National Honor Society
Student Government
Robotics
Gay/ Straight Alliance |
|--|--|



Football

ATHLETICS

FALL SPORTS

Cross Country



Soccer

WINTER SPORTS

Bowling

Cheerleading
Girls Volleyball

Basketball

SPRING SPORTS

Badminton

Softball

Baseball

Track & Field

ATHLETICS AND ACADEMICS

Students must meet required academic and behavior standards in order to remain eligible for participation in sports. Failure to adhere to the academic policies and/or the code of conduct established by the School District of Philadelphia, PIAA and South Philadelphia high school will result in ineligible status.

Bell Schedule SY 2017-2018

SCHOOL DISTRICT OF PHILADELPHIA

ACADEMIC CALENDAR 2017 – 2018

September 4, 2017 Labor Day - *Administrative Offices and Schools Closed*

September 1-3 2017 Staff Only- *Professional Development*

September 22-23, 2017 Rosh Hashanah- *Administrative Offices and Schools Closed*

September 5, 2017 First day for Grades 1-12 student attendance

November 7, 2017 Staff Only - (*Election Day*) *Schools Closed*

November 10, 2017 Veterans' Day Observed - *Administrative Offices and Schools Closed*

November 23 - 24, 2017 Thanksgiving Holiday - *Administrative Offices and Schools Closed*

December 26 - 29, 2017 Winter Recess - *Schools Closed*

January 1, 2018 New Year's Day - *Schools Closed and Administrative Offices Closed*

January 2, 2018, Staff Only, Professional Development

January 15, 2018 Dr. Martin Luther King Day - *Administrative Offices and Schools Closed*

February 14-16, Report Card Conferences

February 19, 2018 President's Day - *Administrative Offices and Schools Closed*

March 14-16, 2018, Interim Reports

March 16, 2018, Professional Development, Half Day

March 29-April 2, 2018 Spring Recess - *Schools Closed*

April 27, 2018 Professional Development, Half Day

May 2-4, 2018 Report Card Conferences

May 15, 2018 PA Election Day, Schools Closed

May 28, 2018 Memorial Day - *Administrative Offices and Schools Closed*

June 8, 2018 Graduation Day

June 12, 2018 Last Day for Students

June 13, 2018, Last Day for Staff



ACADEMIC POLICY INFORMATION

RIGHTS AND RESPONSIBILITIES OF STUDENTS

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. South Philadelphia high school shall foster a climate of mutual respect for the rights of other students, teachers and staff. Students shall exercise their rights and responsibilities in compliance with rules established for the orderly conduct of the school's educational mission. The rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote adherence by all students to their responsibilities as citizens in the school community.

Student responsibilities for achieving a positive learning environment at school-related activities shall include:

- Attending all classes daily and on time except when ill or otherwise lawfully excused
- Being prepared for each class with appropriate materials and assignments
- Exhibiting respect toward individuals and property
- Conducting yourself in a responsible manner
- Paying required fees and fines

RIGHTS AND RESPONSIBILITIES OF PARENTS

Parents are encouraged to:

- Lead your child to develop proper study habits at home;
- Keep informed of school policies and academic requirements;
- Maintain up to date home, work, and emergency telephone numbers and other pertinent information at the school;
- Participate in meaningful parent-teacher conferences to discuss your child's school progress toward graduation.

DISTINGUISHED HONORS & HONOR ROLL

After each marking period, students with all A's will be listed on the Distinguished Honor Roll.

Students with A's and B's will be listed on the Honor Roll. These lists will be displayed in recognition of student academic achievements. At the end of each semester, those students who have achieved perfect attendance (no absences and no lateness) will be honored also. To be honored, students must have no "3"s in behavior, acceptable attendance is also required.

HOMEWORK POLICY

It is the policy of the South Philadelphia high school that teachers should assign homework. Homework is an important extension of the instructional program.

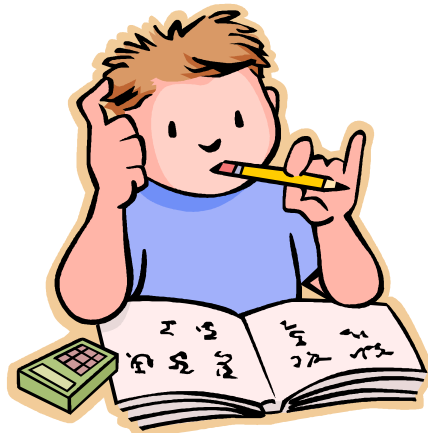
PURPOSE OF HOMEWORK

- Strengthen basic skills
- Extend classroom learning
- Reinforce study habits
- Stimulate independent thinking
- Develop initiative, responsibility and self-direction
- Increase range and scope of interests
- Foster worthwhile use of leisure time

Academic Integrity

A learning environment is based on trust, honesty, and integrity. Any form of academic dishonesty that violates or devalues the educational process is unacceptable and will not be tolerated. Violations against academic honesty include but are not limited to copying and submitting another's homework as one's own as well as cheating on an essay, paper, quiz or test. Cheating is defined as obtaining or giving information that assists one's own or another's performance. This includes activities that take place both in and out of the classroom.

The writing of a paper is an important aspect of the educational process. To avoid plagiarism in any work, all ideas gained from research and sources must be cited. Plagiarism may be as blatant as direct copying of quotations or whole papers. It is important to document all sources of information in your bibliography and to "footnote" where necessary. **Plagiarized work will be given a failing grade for the assignment.**



SCHOOL DISTRICT OF PHILADELPHIA SOUTH PHILADELPHIA HIGH SCHOOL PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

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

The South Philadelphia High 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 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 **South Philadelphia High 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:

Parents were invited to participate in the joint development of the school-wide parental involvement policy. While it has been difficult getting high school parents involved, we continue to communicate regularly with parents via letters, conference and phone calls. Parents will receive a copy of South Philadelphia High School's Parent Involvement Policy and Parent Compact.

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

- Implement a Home and School Association
- Form a School council that will review, plan and provide feedback about all programs at South Philadelphia High School
- It is the goal of administration to start a monthly chat and chew with parents, community based organizations and all other stakeholders

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 Grants Compliance/Title I Office will provide technical assistance to schools and parent organizations, such as the Title I Parent Advisory Committee (PAC), Home and School Associations, The Philadelphia Right to Education Task Force, PARENT POWER, and other organized parent groups.
- Provide coordination of professional development efforts through the Office of 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 2012, 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 Improvement Plan and Title I Budget.

4. The South Philadelphia High 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:

High School ~ Not Applicable!

5. The **South Philadelphia High 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 district 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.

Evaluation surveys will be conducted at a spring Home and School meeting in order to get feedback from parents regarding the programs and workshops that were provided for parents/students. This will help us plan more effective workshops for the future and help parents help their child academically. Results will be compiled by staff.

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

On Oct.4, 2012, Our principal explained and reviewed the following topics for our parents:

- 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.

In addition, parents will be informed in scheduled report card conferences to address the above concerns. All invitations and announcements will be sent home to parents in their native language. All bilingual Counselor Assistants and Tutors will be available for translating and supporting our ELL parents.

B. The South Philadelphia High School principal 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 through this school year in library, by:

- train parents how to use Family-Net to track their child’s progress
- conducting workshops on parent skills
- interpreting data/benchmark results to help parents work with their child to improve academic achievement

C. The South Philadelphia High 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:

providing professional development on the topic of “customer service” on Oct.4, 2012. We will use strategies provided at these sessions to professionally development our office staff. South Philadelphia High school will continue to encourage parents to volunteer in the school and serve on one or more of the parent committees (Home and School, School Council, etc.)

D. The South Philadelphia High 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:

providing parent resource center in room 101 for all parents through out the school year. We purchased 2 computers, a printer, books, and magazines for parents to use to participate in their child’s education.

E. The South Philadelphia High 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:

All correspondence with parents will be sent home in the family’s native language. In the event that the ELL parents need help, the BCA will work as a liaison between the school and the parents.

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;
- in order to maximize parental involvement and participation in their children's education, 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;
- 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, and opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as is practicably possible.

A School-Parent Compact has been developed which outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.