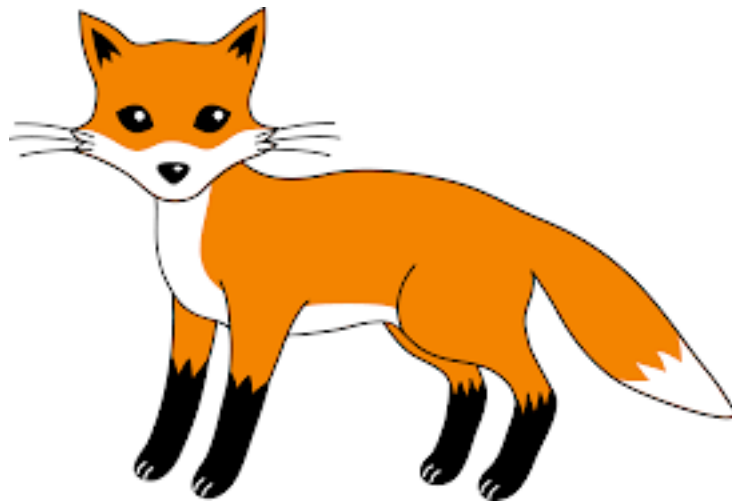


FARRELL STUDENT/PARENT HANDBOOK

LOUIS H. FARRELL ELEMENTARY SCHOOL

2017-2018
STUDENT/PARENT
HANDBOOK



NICHOLAS J. CIRULLI, JR
PRINCIPAL

Dr. William R. Hite, Jr.
SUPERINTENDENT

“Together We Can Make A Difference”

FARRELL STUDENT/PARENT HANDBOOK

Dear Parents and Students,

This booklet contains an overview of policies and procedures at Louis H. Farrell School. It addresses the issues of greatest importance to students and parents, and serves as a convenient reference. It is not intended as a comprehensive digest of our school policies, and you may have questions not answered here but can be found in School District's Parent Handbook. Please feel free to contact the school at any time if you need more information. I value your interest and your inquiries. All students will sign for acceptance of this handbook and it will be their responsibility for bringing it home. Failure to read this document will not exempt students from consequences stated within.

We have found that students experience success if they meet three fundamental expectations. Therefore, we require that students **attend school regularly, complete their in-school work as well as their homework, and treat peers and staff with respect.** Our school focus is on being Responsible, being Courteous, being Respectful, being Honest, and being the Best one can be.

Each student should expect a comprehensive instructional program in a safe and supportive environment. Parents and students will be treated with respect, and parents' inquiries will receive a timely response.

I welcome everyone to the 2017-2018 school year, and I encourage parents to become active members of the Home and School Association and/or the Student Advisory Council (SAC), as well as other school functions. A construction project will begin this Fall in which a two-story addition will be attached to the end of our current Annex. Due to this we will be adjusting our morning arrival and afternoon dismissal procedures. The changes will begin immediately as opposed to waiting until the construction actually begins. This will ensure fidelity to the new patterns. We will also need to adjust our lunch recesses in order to accommodate the smaller play area as the first grade trailers have been moved. We will spend the first week of school working with your children and preparing them properly in an effort to keep a safe and orderly environment. Please be patient during this school year and if all goes as planned the addition will be completed prior to the start of the 2018-2019 school year.

As always, please visit us, become a volunteer, and become active in our learning community. Thank you for your strong commitment to your child's education and your involvement and continued support.

Sincerely,

Nicholas J. Cirulli, Jr.

Nicholas J. Cirulli, Jr.
Principal

VISION STATEMENT

LOUIS H. FARRELL ELEMENTARY SCHOOL will provide every student with an environment in which they will become successful citizens and reach their full potential. To achieve this, the School Community will:

- provide standards-based and rigorous instruction.
- foster a life-long love of learning.
- accept and embrace all cultures.
- create a learning environment that includes high expectations, fosters confidence and encourages growth.

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COMMUNICATION

Parents are considered full partners in the educational process at Farrell. We encourage your active participation in all school activities, and you are welcome at the school at any time. **Please proceed to the Main Office anytime you enter the school.** In order to insure meaningful communications please follow the steps listed below.

A. Advising School of Problems

It is essential that we know about problems as they arise. All students are directed to report issues to the following authorities:

1. **The adult closest to the situation.** This would be the teacher, yard aide, crossing guard, bus driver, etc.
and/or
2. The Dean, Mrs. Hoyt, and/or the Principal, Mr. Cirulli.
and/or
3. Parent(s). **Parents are then asked to complete a Parent Concern Form** making the school aware of the problem and allowing the school to investigate and develop a plan to solve the problem or concern (24-48hrs).

B. General Questions

Contact the office for proper referral, 215-400-3230. Office personnel will be glad to help you and direct your call.

C. Teacher Questions - Three Ways to Contact a Teacher

- E-mail- utilizing the teacher's SDP email (...@philasd.org).
- Call the school office (215-400-3230) and leave a message.
- Send in a written note to the teacher.

All parent inquiries are to be responded to within 24-48 hours. If you fail to get a response within this time frame, please contact the main office.

Please do not engage in conversations with teachers during arrival time. It is important that the teachers get their classes inside as quickly as possible.

PARKING

It is illegal to park around the perimeter of the school on the roads adjacent to Farrell School during school hours. Warning signs are posted and you may be ticketed by the Philadelphia Police Department. Farrell School will assume **no responsibility** regarding parking or traffic tickets received when visiting the school or dropping off/picking up children. We will open the schoolyard for parking during many of our parent events. Our school buses utilize the side entrance of our building on Fox Chase Road and we ask that you do not park there. **NEW FOR 2017-18 – ALMA STREET IS NOW ONE-WAY GOING TOWARDS HOFFNAGLE STREET.** We also ask that you do not block the intersections at Hoffnagle and Alma as well as Fox Chase and Alma. Please do not double park in front of the school building on Castor Avenue as doing so creates a dangerous situation for you and our students. Please be courteous to our Farrell neighbors and refrain from parking in front of their driveways. Finally, Dunkin Donuts has notified Farrell Administration that their employees will call to have cars ticketed and/or towed should they be parked in their lot while visiting Farrell.

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SCHOOL INFORMATION

A. After School Detentions

After school detentions run from 3:09 – 3:39 or 3:09 – 4:09 PM. A Detention notice will be sent home **before** the detention is to be served. **Failure to return the notice signed will not exempt the student from serving the detention.**

B. Attendance

All students are expected to attend school every day. If a child is absent for any reason, **THE STATE REQUIRES** that a **PARENT PROVIDE A WRITTEN EXCUSE**. Please send the excuse note to the classroom teacher with your child on the day that he or she returns to school. **Failure to provide a written excuse within three (3) days will result in the absence being counted permanently as illegal. All absences of three (3) or more consecutive days must be supported by a physician's statement verifying the illness.** Absences over 10 days will result in the student being dropped from our roll. If students arrive in school after 10 AM without a valid note or leave before 1PM without a valid note they will be marked as a **half-day unexcused absence**. The half-day unexcused absences will accrue to full days. The trigger for a truancy referral remains 10 unexcused days. After a third illegal absence a C-31 will be mailed home. After **nine (9) cumulative absences for illness** the parent/caregiver must secure a **doctor's note** for any future absences for illness.

Our **Lateness Policy** will continue this year as our Chronic Tardiness rate dropped from 18.7% to 10.6% for last year:

- A phone call will be made the first time a child is late (after 8:30 AM) and parents will be warned that demerits or behavior notices will be handed out the next time the child is late. Accumulating three (3) demerits or behavior notices for lateness will result in an afterschool detention.
- Students arriving late due to a valid excuse will not be given demerits/behavior notices.

C. Extracurricular Activities

A variety of sports and special interest program are available to students. The programs run before school or after school.

D. Inclement Weather

On inclement weather days the school doors **will open at 8:20 AM** and children will go to the following areas to wait for their teachers:

- Kindergarten students in rooms A2, 100, 101, & 103 will enter through the side Annex doors and will report to the library.
- Grade 1-5 students will enter through the auditorium doors and remain there.
- Grade 6-8 students will enter through the cafeteria doors and move to the gymnasium.

***Please note that the school will NOT open until 8:20 in the event of bad weather. Children should not arrive at school before that time, as staff will not be available to receive and supervise them. Students will not be permitted to enter through the main doors of the school until after 8:35.**

E. Picking Up Students before Dismissal Time

Parents who wish to pick their children up before dismissal time must come to the Main Office and sign them out. **Please be prepared to show some form of picture identification.** Students are called down to the office upon a parent or guardian's arrival. **At no time should a parent or guardian go their child's classroom.** Students **returning from an early dismissal MUST REPORT** to the Main Office for an admit-to-class slip along with a note from doctor/dentist to present to the teacher.

Students may not be picked up for early dismissal after 2:30 PM.

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F. School Closings Due to Severe Weather Conditions

All school closings are announced on KYW-1060 A.M. radio station. **Please listen** during periods of inclement weather. **DO NOT CALL THE SCHOOL.** A calendar is issued at the beginning of each month and special half-days or days off are indicated. **Please let the school know when there are changes to your contact or emergency number, so that the changes can be made in the SCN.**

**SCHOOL DISTRICT OF PHILADELPHIA
SNOW HOTLINE and INFO NUMBER
215-400-INFO (4636)**

G. School Day

School starts promptly at 8:30 a.m. for all students, grades K - 8. **All children must be in line in the yard at that time.** Kindergarten children will lineup in the schoolyard with the other children. **If your child will be arriving late, please send in a note.** All school rules apply to students from the time they leave home to come to school until the time they return home. This allows us to provide an extended protective environment to all students. This applies to walkers as well as to students who ride the bus. **All late students must report to the Late Desk located in the front hall or to the main office when arriving after 8:35 a.m.**

H. School Hours

- 8:10 - Yard Opens (There is no supervision for children before 8:10)
- 8:30 - School starts
- 3:09 - School is dismissed (3:00 for kindergarten students)

OFFICE HOURS – 8:45 – 2:45

Lunch Periods

- 10:35 - 11:20 – Grades 7 & 8
- 11:20 -12:00 – Kindergarten, Grade 1, & Grade 6
- 12:05 - 12:50 – Grades 2 & 3
- 12:50 - 1:35 – Grades 4 & 5

*** LUNCH is free for all students.**

SCHOOL RULES

A. Acceptable Use Policy

The School District of Philadelphia has committed to ensuring our students use technology in an appropriate manner. Guidelines for responsible use thwart unlawful plagiarism, copyright violations and network criminal behavior. The Acceptable Use Policy (AUP) governs student, employee and guest usage and behavior, tempered by legal, institutional and practical management concerns. Use is defined as a privilege, not a right. AUP rules define proper use of the district network. Unacceptable use, its penalties, and liabilities forewarn users that Internet privileges can, and will, be revoked. The AUP also addresses safety concerns and risks of inappropriate use. Parents have an important role in the implementation of the AUP. It is not enough that guidelines and responsibilities of School District personnel and students control Internet usage. Parental authorization is required for student SchoolNet use. Parents may deny student's access to SchoolNet or revoke SchoolNet privileges upon request. Students given written parental permission to use SchoolNet must also sign an acceptable use agreement. This agreement incorporates the terms and conditions of the AUP.

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B. Accommodation Room (In-School Suspension)

The Accommodation Room serves the purpose of providing an educational alternative site for students who consistently fail to follow school rules. Students who do not follow the School District Student Code of Conduct and receive disciplinary referrals may be assigned to the Accommodation Room. Parents will be contacted when their child is assigned to the Accommodation Room.

C. Anti-Discrimination & Anti-Harassment Policy

The School District of Philadelphia maintains a firm policy prohibiting all forms of discrimination and harassment. Below is brief summary of the Code. The complete policy can be found at www.philasd.org.

Students have a right to learn in an environment free from harassment and discrimination. Harassment is defined as a demand for sexual favor or any conduct which harasses, threatens, intimidates or otherwise creates a hostile school environment because of someone's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived, national origin, religion, disability, socioeconomic status and/or political beliefs. Discrimination is defined as treating an individual differently because of someone's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/ or political beliefs. This list is in itself not all-inclusive.

If a student feels as though he or she is a victim of discrimination or harassment, he or she shall report such conduct as described in the "Code of Student Conduct" handbook.

Upon such complaint, the District shall investigate the complaint thoroughly and completely. To the extent possible and allowed by law, the District will maintain confidentiality within the confines of the investigation or the alleged prohibited behavior. All parties will be treated with dignity and the District will not retaliate against anyone making a report.

Nothing contained in this policy prevents a student from contacting the police if the matter involves an alleged criminal offense.

D. Birthday Celebrations

Birthday celebrations involving cupcake, donut, and/or cake deliveries to classrooms **are not permitted**. Acknowledgement of individual student birthdays will take place over the loud speaker each morning and children may sing or celebrate in other ways during their lunch recess; however, birthday food items will not be allowed in school. **Students or parents are also not permitted to bring birthday balloons or other paraphernalia to school.**

E. Bullying Policy

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 (1) person is physically larger, stronger, mentally quicker or socially more powerful).

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

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

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A student or an adult can report bullying and we ask that a Parent Concern Form or Incident Statement be filled out so an investigation may be performed.

Consequences for Violations:

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

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

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

F. Care of School Books/Textbook Policy

Students are responsible for the care, maintenance and timely return of all textbooks and borrowed classroom library books. Students and/or their parents will be assessed penalties for lost or damaged books. Imposition of one or more of the following penalties is permitted:

- a charge for replacement of the textbook or library book
- delayed receipt of a report card
- loss of privileges such as participation in sports or other extra curricular activities, school dances and other special events or commencement-related activities

G. Cell Phones

Cell Phones **are not permitted in school**. Cell phones will be confiscated and returned after school or at a later time upon a first offense. Repeat offenders will have their cell phones returned to their parents and/or may have their phones returned at the end of the school year. Farrell School will assume **no responsibility** regarding damaged, lost or stolen cell phones.

H. ChildLine

All staff members at Farrell Elementary School are **mandated reporters** of any suspected forms of child abuse or neglect.

I. Demerits/Behavior Notices

Demerits may be issued for various offenses in grades 4 through 8 and Behavior Notices in grades K through 3. One copy goes to the student (parent), one copy remains with the teacher, and one copy is to be returned to the Dean. Any accumulation of 5 demerits will result in a one-hour detention administered by the teacher or administration OR a thirty-minute detention for any accumulation of 5 behavior notices. The accumulation of 20 demerits or behavior notices may result in an In-School suspension.

J. Destruction of School Property

Any student who defaces or vandalizes school property will be disciplined, possibly arrested, and charged the full price for the repair or replacement of damaged items. It should be understood that even small areas of graffiti is a costly expense. Parents are required to reimburse the School District for damages.

K. Detentions

Detentions are permitted before school, after school, and/or during lunch periods. Twenty-four (24) hour notice will be given for attending a formal detention. **Failure to return the signed detention notice will not void a detention.**

- **Any student receiving five (5) demerits or behavior notices will receive a 60-minute or 30-minute afterschool detention.**

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- **The accrual of 20 demerits may result in an In-School-Suspension.**
- Failure to attend detentions will lead to further disciplinary actions.

L. Drugs

Students who possess, sell, or distribute any drugs, including alcohol, will be referred for a disciplinary transfer and turned over to the police. All schools are "Drug Free" Zones.

M. Fighting

A fight is defined as a physical confrontation between two students in which one student hits another student, and the student who has been attacked hits back. Students involved in fighting may be suspended and parents will be notified and will be required to attend a reinstatement conference. Farrell School has "Zero" tolerance for physical violence.

N. Homework Policy

Every elementary classroom teacher will **require regularly assigned homework based upon classroom instruction no less than four times a week.** Because homework is an important part of the instructional program, failure to submit homework will be reflected in the student's grade. Students should review their daily lessons every night as a **vital** part of homework. Reading should be taking place each night.

O. Positive Behavior Intervention System (PBIS)

There are five rules of conduct the students and staff follow on a daily basis. They are known as *The Farrell Five*:

BE RESPECTFUL
BE COURTEOUS
BE RESPONSIBLE
BE HONEST
BE YOUR BEST

We expect our students to behave appropriately in school so that learning can take place. Students are expected to follow the rules of the classroom and the school, and respect each other and all adults. No student has the right to disrupt the learning day and prevent others from learning. Nor do students have the right to threaten, bully or physically harm other students. We expect good citizenship and look to the parents/caregivers and the home for support. *The Power of 3*, a new concept for the 2017-18 school year, will also be implemented across the entire school and will replace all classroom rules. There are three rules included in this concept: We Take Care Of Ourselves, We Take Care Of Others, and We Take Care Of The Classroom. These rules will be discussed and expanded upon within each grade and the hope and expectations are that between our Farrell Five and the Power of 3 the students and staff of Louis H. Farrell Elementary School are sure to have a phenomenal year.

The Farrell Five Matrix will be distributed to each staff member and all staff is expected to teach and model appropriate behaviors. The matrix will also be posted in various areas throughout the school. Starting with the first day of school and all throughout the school year it is expected that staff members will discuss, explain, demonstrate, and model proper behaviors and revisit them on a frequent basis. There will be various assemblies throughout the year in which the students will be reminded of the positive way we act and behave at Farrell. *The Power of 3* posters will be displayed in each classroom.

Caught Being Good coins will be distributed to **all staff members** and these coins will be given to children upon witnessing appropriate modeling of *The Farrell Five* and a reason will be provided to the student for why they are receiving the coin. Each month students will be called to the office and allowed to trade their coins for small prizes. *Pillars of Character* will also be celebrated on a monthly basis.

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Teachers will select a student of the month based on these eight characteristics: KINDNESS, RESPECT, TRUSTWORTHINESS, RESPONSIBILITY, CITIZENSHIP, CARING, FAIRNESS, and TOLERANCE.

P. Racial / Ethnic Intimidation

The School District of Philadelphia has a firm policy regarding race, gender, religious and political tolerance (Policy 102). Offensive expressions concerning another student's race, sex, ethnic background, national origin, religion or disability are prohibited. Any action of this type will result in a suspension and a review by the School District.

Q. Sexual Harassment

Sexual harassment includes a course of conduct involving unwelcome sexual advances, propositions or sexual comments such as sexually-oriented gestures, sounds, remarks or comments about a student, staff member or visitor's sexuality or sexual experiences and will not be tolerated. Any action of this type may result in a suspension and a review by the School District or other consequences.

R. Sports Equipment

Sports equipment should not be brought from home as Socialized Recess replaces the need for any of these items. Farrell School will assume **no responsibility** regarding lost or stolen items. Children should not be running around in the schoolyard before the start or end of school, as this will increase the risk of unnecessary injury.

S. Suspensions

Demerits (grades 4-8), behavior notices (grades K-3), detentions (all grades), loss of trip privileges, pink slips (EH-20), behavior & attendance contracts, suspensions and community service are all viable consequences for students choosing to disregard the Code of Student Conduct and Farrell school rules.

Suspensions are typically our last resort and may be In-School (ISS) or Out-of-School (OSS), and the procedure follows what is presented in the *Code of Student Conduct*. Also:

- **Three (3) out-of-school suspensions** may result in a student being excluded from all extracurricular activities including sports and trips and/or a Behavior Contract.
- The accumulation of **three (3) in-school suspensions** may result in a Behavior Contract.
- Disruptive behavior exhibited by a student while in the in-school suspension room may result in that student being issued an out-of-school suspension.

T. Transportation

Transportation is a privilege that continues as long as eligible students behave responsibly. Bus rules will be reviewed for students who ride the yellow school buses. Students who ride SEPTA must listen to the driver and must cross the street at a corner with a crossing guard. Students who fail to follow these directions will lose bus privileges, and parents will assume responsibility for transporting their children.

U. Trespassing

Students are always assigned to areas under adult supervision. At no time is a student permitted in an unauthorized area without permission. This includes before and after school as well as lunch and recess periods. Failure to follow this rule will result in a detention or possible suspension. **Suspended students are not permitted on school property while serving the suspension and will be arrested for trespassing.**

V. Uniform Policy

The School District of Philadelphia approved a mandatory school uniform policy for all students effective September 2000 as follows: The uniform shall be defined as clothing of the same style and or color; each school will be responsible for determining its uniform program within the guidelines of the district wide

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uniform policy. **Non- compliance with the uniform policy is addressed in the School District Code of Student Conduct. Please send a note in with your child if they are ever unable to come to school in their uniform. The note should give a reasonable explanation and whether this is a one-day event or more.**

The school uniform for the 2017-18 continues to be as follows:

- **Solid Hunter Green short sleeve, collared polo style shirt with the Farrell logo.** Shirts will be available for purchase throughout the school year.
- **Tan/Beige Khaki pants, shorts or skirts** – pants must be straight-legged or boot cut and may be full-length pants, cropped pants, or straight-legged Capri pants and shorts and skirts must reach the knee.
- **Walking shorts (straight-legged shorts that are to the knee)** will be permitted only during the summer/fall and spring seasons. **Specific dates will be provided at a later time.**
- **Shoes:** Sneakers or sensible, comfortable shoes. **No sandals, flip-flops or other open-toe or open-heel shoes, and no "heelies".**
- **No hats on while in the building.**
- **Gym uniform:** Farrell grey gym shirt and **solid grey or black** sweatpants or shorts. **Gym uniforms may be worn to school only on scheduled gym days.** A solid grey shirt may replace the Farrell gym shirt.
- **Large hoop or dangling earrings are not permitted, as they create a safety hazard.**
- **Hoodies are not to be worn in the building.**

Failure to wear the school uniform will result in progressive disciplinary action starting with a demerit or behavior notice.

W. Valuables/Electronic Devices

Students are not to bring valuable items such as fidget spinners, silly string, trading cards, video games, iPods, fine jewelry, cash, etc. to school. Farrell School will assume **no responsibility** for their loss, theft, or damage.

X. Weapons (Act 26)

Any student bringing a weapon to school **voluntarily or involuntarily** will be immediately suspended for up to ten (10) days and referred for the EH-21 process, including a disciplinary transfer and possible expulsion and the police will be notified. As per the School District of Philadelphia's Code of Student Conduct: A weapon includes any of the following, but is not limited to, any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm; any firearm, whether loaded or unloaded; cap guns; simulated guns; pellet or BB guns; knives; box cutters, cutting instruments; nunchaku; scissors; mace; simulated weapons; or laser pointers. **There are no exceptions.** (See "Act 26" policy)

School District of Philadelphia Discipline Policy - Please refer to the 2017-18 *Student Code of Conduct Handbook*.

SCHOOL SAFETY

The School District of Philadelphia is committed to protecting the safety of all our students and staff members. Here at Farrell we are continually assessing and improving our safety procedures and programs to respond to safety concerns. We have plans in place to deal effectively with emergency situations that could occur in and around our school and our goal is to be as proactive and as prepared as possible for any potential situation. We practice three types of drills throughout the school year:

- **EVACUATION:** This action moves students and staff out of the building to escape a threat or danger inside (fire drill).

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- **LOCKDOWN:** This action protects students and staff from a threat inside or outside the building. This response involves students and staff remaining in a secure location in the building, locking the doors and remaining quiet and out of sight.
- **SHELTER-IN-PLACE:** This action occurs during a weather event, natural disaster or other situations when it is not safe to go outside the building. The specific meeting location within the building is determined by the event.

It is not possible to practice every situation in which a serious threat may occur, but we do try to run a minimum of two lockdown and shelter-in-place drills per year and a fire drill each month. Our school safety team reviews the drill experiences to refine our responses and procedures if needed.

Evacuation of Building Reunification Procedure

In the event of an immediate off-site evacuation of the building, the following schools are designated as an emergency evacuation sites:

- Northeast High School, Cottman Avenue & Algon Avenue – grades 5-8
- Rhawnhurst Elementary School – Castor Avenue & Rhawn Street – grades K-4, AS, and LSS classes.

School auditoriums will be the Student Areas where Farrell students will be housed until picked up by parent/caregiver.

Robin Hoyt, Ed Cox, Denise Weiler, Nikki Wong Shing, and Christina Lee will be site coordinators.

Upon entering Northeast High School/Rhawnhurst School parents/caregivers will be escorted to the auditorium area where they will follow the reunification procedure:

- Sign in at the Check-In tables. **Parents will need to show a picture I.D. in order to pick up their child.**
- Parents will receive a signature form and move to the auditorium where they will sign the release form.
- Their child will be escorted to the reunification area and after staff have crosschecked the child's name/I.D.# with our alpha list, they will be permitted to leave the area with their parent/caregiver.
- The process continues until all children have been safely released.

SCHOOL SERVICES

A. Extracurricular Activities

1. Instrumental Music

Instrumental musical lessons (string and wind) are provided to children in grades 4-8 who demonstrate a talent. Lessons are provided by Ms. Brady (string) and Mr. John Frazier (wind). Students must audition for this program. Auditions are completed during the first few weeks of school.

2. Extra Curricular / Extended Day Program

A variety of activities are offered during the Fall and the Spring:

- EC Programs run for 6-8 weeks and provide enrichment and remediation opportunities in areas such as homework club, art, sports, drama, dance, chess, and computer. These programs run after or before school hours and arrangements must be made for prompt

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pickup. You will be notified if a club must be canceled for any reason. Additional information should be sent home in October.

- Paley & Methodist - After school enrichment and support programs. Programs run from dismissal time to 6:00 PM **(both programs are not affiliated with Farrell School)**.

3. Home & School Association & SAC

Farrell has a very active Home and School Association. This group gives parents a vehicle for meaningful input into the operation of the school. Messages can be left for H & S at 215-400-3230. There are Home & School representatives in the school during the morning hours on most days.

B. Food Services

1. Breakfast

The breakfast program operates from **8:00 - 8:30 AM for ALL students in grades K through 8 and is FREE to all students. Students in 1st grade will receive breakfast in the cafeteria prior to the start of the school day after arrival.** Students must cooperate by demonstrating positive behavior and cleaning up after themselves as there is limited help available. Those who do not cooperate will be removed from the program.

2. Breakfast and Lunch Costs

Farrell participates in the Federal Lunch Program and **all breakfasts and lunches will be free for the 2017-18 school year.**

3. Lost or Forgotten Lunches

No child will be denied a lunch. If a student forgets his/her lunch, **they must inform the lunch staff and a lunch will be provided.** All school lunches are free of cost. Please make sure your child understands that lunch will be provided if they ask. Parents may call, **Food Services Manager, at 215-783-1544** if there are any questions.

4. Lunch Program

Lunch is served daily during regularly assigned periods and is free. Farrell offers freshly prepared meals every day.

- Socialized Recess is a safe and fun program utilized during lunch recess

C. Student Support

1. **Bilingual Counseling Assistants** are available to assist parents with translating for counseling issues.

2. **Counseling** - Two full-time counselors, **Nikki Wong Shing (last names from A-J) and Christina Lee (last names from K-Z)**, are available to assist and support students and families. Both counselors will oversee the High School admission process for grade 8 students. Parents and students with questions may contact them by calling the school, 215-400-3230.

3. **Homebound Services** - Students who will be out for medical reasons for a period of 4 weeks or longer are eligible for home teaching. Contact the School Nurse and/or Counselors for further information.

4. **Honor Roll** – students in grades 4 through 8 will have the opportunity to achieve Distinguished Honors and Meritorious Honors. Distinguished Honors is achieved when a student earns **A's** in **all** subjects and Meritorious Honors is achieved when a student earns all **A's** & a maximum of two (2) **B's** in **all** subjects.

No 3's in behavior are allowed for Honors or the Wall of Fame.

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Students in grades 1 through 3 will be named on the **Wall of Fame** for achieving academic excellence (all A's) in **all** of their classes, in addition to **being on or above grade level** for their Reading Level.

5. Lost and Found - All lost and found items are to be turned into the office.

Parents are encouraged to label everything that is sent to school (lunch boxes, clothes, eyeglass cases, gloves, books, etc.). Parents can call the office (215-400-3230) with inquiries about lost items. The "Lost & Found Bin" is located outside the cafeteria.

6. Nursing Services - Ms. Denise Weiler, our school nurse, is assigned to Farrell five days a week. She provides medical attention to students who become ill at school, as well as providing routine vision and hearing screenings. If your child has a specific medical condition that we should be aware of, please call the nurse at **215-400-3230**. **Parents must also contact the nurse prior to sending any medication to school.**

7. MTSS – Multi-Tiered System of Support (otherwise known as RtII- Response to Instruction & Intervention)

The MTSS process provides support to students experiencing academic, behavioral, or attendance-related difficulties. Short-term interventions are developed by the team in conjunction with the student's parents and teachers to ensure success in the classroom.

Thank you for your cooperation in reviewing this information with your children. We will work closely with all parents, faculty, and students to create an environment that is safe, supportive, disciplined, and responsive.



Harvard Family
Research Project



Parent-Teacher Conferences: A Tip Sheet for Parents

As a parent, you are your child's first and most important teacher. You and your child's school have something in common: You both want your child to learn and do well. When parents and teachers talk to each other, each person can share important information about your child's talents and needs. Each person can also learn something new about how to help your child. Parent-teacher conferences are a great way to start talking to your child's teachers. This tip sheet suggests ways that you can make the most of parent-teacher conferences so that everyone wins, especially your child.

What should you expect?

- **A two-way conversation.** Like all good conversations, parent-teacher conferences are best when both people talk *and* listen. The conference is a time for you to learn about your child's progress in school: Ask to see data about your child's attendance, grades, and test scores. Find out whether your child is meeting school expectations and academic standards. This is also a time for the teacher to learn about what your child is like at home. When you tell the teacher about your child's skills, interests, needs, and dreams, the teacher can help your child more.
- **Emphasis on learning.** Good parent-teacher conferences focus on how well the child is doing in school. They also talk about how the child can do even better. To get ready for the conversation, look at your child's homework, tests, and notices before the conference. Be sure to bring a list of questions that you would like to ask the teacher.
- **Opportunities and challenges.** Just like you, teachers want your child to succeed. You will probably hear positive feedback about your child's progress *and* areas for improvement. Be prepared by thinking about your child's strengths and challenges beforehand. Be ready to ask questions about ways you and the teacher can help your child with some of his or her challenges.

Checklist: Before the conference

- ✓ Schedule a time to meet. If you can't go at the scheduled time, ask the teacher about other times.
- ✓ Review your child's work, grades, and progress reports.
- ✓ Talk with your child about his or her progress in school.
- ✓ Talk with others—family members, after school staff, mentors, etc.—about your child's strengths and needs.
- ✓ Make a list of questions to ask during the conference.
- ✓ Think about ways you would like to be involved in your child's learning so that you can discuss them with the teacher.

Continued →

What should you talk to the teacher about?

- **Progress.** Find out how your child is doing by asking questions like: Is my child performing at grade level? How is he or she doing compared to the rest of the class? What do you see as his or her strengths? How could he or she improve?
- **Assignments and assessments.** Ask to see examples of your child's work. Ask how the teacher gives grades.
- **Your thoughts about your child.** Be sure to share your thoughts and feelings about your child. Tell the teacher what you think your child is good at. Explain what he or she needs more help with.
- **Support learning at home.** Ask what you can do at home to help your child learn. Ask if the teacher knows of other programs or services in the community that could also help your child.
- **Support learning at school.** Find out what services are available at the school to help your child. Ask how the teacher will both challenge your child and support your child when he or she needs it.

"BE HEARD"

Keep these principles in mind for a great parent-teacher conference:

- Best intentions assumed
- Emphasis on learning
- Home-school collaboration
- Examples and evidence
- Active listening
- Respect for all
- Dedication to follow-up

How should you follow up?

- **Make a plan.** Write down the things that you and the teacher will each do to support your child. You can do this during the conference or after. Write down what you will do, when, and how often. Make plans to check in with the teacher in the coming months.
- **Schedule another time to talk.** Communication should go both ways. Ask how you can contact the teacher. And don't forget to ask how the teacher will contact you too. There are many ways to communicate—in person, by phone, notes, email. Make a plan that works for both of you. Be sure to schedule at least one more time to talk in the next few months.
- **Talk to your child.** The parent-teacher conference is all about your child, so don't forget to include him or her. Share with your child what you learned. Show him or her how you will help with learning at home. Ask for his or her suggestions.

For more resources on family involvement, visit www.hfrp.org.

2017-2018
Academic Mini-Calendar



THE SCHOOL DISTRICT OF
PHILADELPHIA

SEPTEMBER

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OCTOBER

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NOVEMBER

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First/Last Day of School

First Day of Kindergarten

Half Day for Students

Schools Closed

Administrative Offices and
Schools Closed

SRC Action Meeting

FARRELL STUDENT/PARENT HANDBOOK



THE SCHOOL DISTRICT OF
PHILADELPHIA

Assessment Calendar 2017-2018

Assessment	Administration Dates
AIMSweb Grades K- 8: Sp. Ed. Grades K-5: Gen Ed.	September 11 – September 29, 2017 January 8 – January 29, 2018 May 1 – May 18, 2018 All three testing windows apply for Sp. Ed. and Gen. Ed.
DRA2 – Reading Kindergarten: All students Grades 1-3: All students	Kindergarten: All 4 Terms Grades 1-3: At minimum, once during Term 1 and once during Term 4
Gates-MacGinitie – Reading Grades 4-5: Students identified as “at-risk” by AIMSweb Grades 6-8: All students	At minimum, once during Term 1 and once during Term 4
PSAT Grade 9-11 SAT Grade 12	October 11, 2017
Benchmarks Grades 3-8: ELA & Math Grades 9-12: Algebra 1, English 2, & Biology ONLY	November 1, 2017 – November 17, 2017 (Grades 3-8 & 9-12) January 29, 2018 – February 13, 2018 (Grades 3-8 & 9-12) April 9, 2018 – April 20, 2018 (Grades 9-12 ONLY) May 9, 2018 – May 25, 2018 (Grades 3-8 ONLY)
Keystone – Algebra 1, Biology, & Literature Grades 7-11	January 8, 2018 – January 22, 2018
English Language Proficiency Assessment Grades K-12: ACCESS & Alternative ACCESS for ELLs	Limited scope: ***Not Yet Released
National Assessment of Educational Progress (NAEP) Grade 4: Math, Reading, Writing Grade 8: Math, Reading, Writing, Civics, Geography, US History	Limited scope: January 30, 2018 – March 10, 2018
PASA - Low Incidence Assessment Grades 3 - 8, and 11: Reading, Math, and Science	Limited scope: February 19, 2018 – April 13, 2018
NOCTI – Occupational Competency Testing Grade 12	Limited Scope: March 12, 2018 – April 27, 2018
PSSA - English Language Arts Grades 3 – 8	April 9, 2018 – April 13, 2018
PSSA - Math Grades 3 – 8	April 16, 2018 – April 20, 2018
PSSA - Science Grades 4 and 8	April 23, 2018 – April 27, 2018
PSSA - All Make-ups Grades 3 – 8	April 30, 2018 – May 4, 2018
International Baccalaureate Exam (IB)	Limited scope: April 26, 2018 – May 18, 2018
Advanced Placement Exam (AP)	Limited scope: May 7, 2018 – May 18, 2018
Keystone – Alg. 1, Biology & Literature Grades 7-11	May 14, 2018 – May 25, 2018
SAT (on Saturdays)	Oct 7, 2017 Nov 4, 2017 Dec 2, 2017 Mar 10, 2018 May 5, 2018 Jun 2, 2018
ACT (on Saturdays)	Sept 9, 2017 Oct 28, 2017 Dec 9, 2017 Feb 10, 2018 Apr 14, 2018 Jun 9, 2018 Jul 14, 2018

Limited scope = only certain, designated students

***The Assessment Calendar will be amended once the dates are received.

Office of Curriculum, Instruction, & Assessment (updated 7/20/17)

FARRELL STUDENT/PARENT HANDBOOK

SCHOOL DISTRICT OF PHILADELPHIA

LOUIS H. FARRELL SCHOOL

PARENT INVOLVEMENT POLICY

2017 - 2018

PART I. GENERAL EXPECTATIONS

The **Louis H. Farrell 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.

FARRELL STUDENT/PARENT HANDBOOK

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

1. The **Louis H. Farrell 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:

Parents are members of our Home & School Association, which assists in the coordinating and planning of all activities. Parents are invited to attend monthly Home & School meetings where input is garnered and school status and upcoming events are discussed.

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

Parents who participate in the Home & School Association help to coordinate the planning of all activities including school improvement. These parents are invited to attend meetings and work with staff during Professional Development activities in academic areas where school improvement and school data is discussed.

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:

The Principal, School-based Teacher Leader, and/or NCLB Liaison will present information to parents and will support the school as needed at our annual Back to School Night and at monthly parent workshops relating to Title I requirements.

4. The **Louis H. Farrell Elementary School** will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

Parents will be invited to participate in school planning through the following activities: MTSS/RTII Team meetings; Monthly parent workshops; Home & School Association planned workshops; Quarterly Report card conferences; School Improvement Planning meetings, and Parent Workshops with an academic focus.

5. The **Louis H. Farrell 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.

FARRELL STUDENT/PARENT HANDBOOK

The Leadership Team will annually evaluate our Parent Involvement Program and revise it as necessary based on feedback from parents and staff. The Parent Involvement Policy is sent home to each family in the first month of school, giving all parents the opportunity to review, request a different format, and or discuss with school staff. Parents are invited to share their suggestions for plan revisions at the October and March Home & School Meetings.

A parent involvement survey will be distributed to all families and the information collected will be reviewed to help update the Parent Involvement Policy.

The Leadership Team, along with the Home and School Association, plan a parent involvement calendar of activities based on parental input.

6. The **Louis H. Farrell 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:
 - A. The **Louis H. Farrell 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 --
 - 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.

Workshops and events, such as learning how to access Family Net, Literacy & Math workshops, Preparing for High School, and Standardized Test Information, will be held during the monthly Home & School Association meetings or other scheduled workshop sessions, as needed. The monthly Home & School meetings will alternate between day and evening in an effort to accommodate a greater number of parents based on their schedules. Bi-lingual Counseling Assistants will hold meeting with parents of their designated language groups to further enhance their involvement. Our annual Special Title I Meetings will be held on our Back to School Nights on September 26 and 28, 2017, at the October 2017 Home & School Association Meeting (Date TBD), and at the April 2018 Home and School Association Meeting (Date TBD).

- B. The **Louis H. Farrell 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:

Workshops and events such as Learning to Access Family Net, Literacy & Math workshops, Preparing for High School, and Standardized Test Information.

FARRELL STUDENT/PARENT HANDBOOK

Flexing the time of the monthly Home & School Association meetings to alternate between day meetings and evening meetings in order to accommodate a greater number of parents based on their schedules. Students will have access at home to materials used for instruction, and web-based activities in reading and mathematics that can be accessed from home. This will give parents the opportunity to explore these materials with their children. Written documents that support the academic process, such as booklets and pamphlets, will be distributed to parents in various languages when feasible.

- C. The **Louis H. Farrell Elementary School** will, with the assistance of the School District, educate its teachers, pupil services personnel, principals and other staff, on 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:

Contributions from parents on effective teacher-parent communication are always welcome. A specific time for input is designated at the October Home & School Association meeting and other meetings that follow, and the information is passed on to teachers and staff. Professional Development sessions will be held, and information will be sent by the Principal through email and a Weekly Gram, including articles focusing on "tips" for parent meetings, parent access to teachers' "email", and "parent link". A Professional Learning Community has been established to address the collaborative and educational needs of classroom and support teachers. A School-based Teacher Leader (Instructional Support Leader) is available for support on an individual or group basis. Farrell will also have an Early Literacy Specialist assigned to the school providing daily professional development to all Early Literacy teachers.

- D. The **Louis H. Farrell 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:

- *Principal's attendance at meetings at a local pre-school and greeting pre-school parents.*
- *distributing Kindergarten registration information.*
- *inviting teachers at neighborhood pre-schools to attend kindergarten instructional planning sessions.*
- *having a Kindergarten teacher act as a liaison between our school and local pre-schools.*
- *Arranging Open Houses and site visits for incoming kindergarteners.*

- E. The **Louis H. Farrell 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

FARRELL STUDENT/PARENT HANDBOOK

the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language the parents can understand:

Each Tuesday parents will receive flyers and newsletters, with translations where possible, that inform them of important events and concerns. A parent information desk is present in the front hall along with a "PAD" bulletin board. Arabic, Chinese, Russian, Albanian, Portuguese, and Spanish Bi-lingual Counseling Assistants are available and meet with parents and administration to further school/parent communication. School staff also utilizes Pacific Interpreters, when BCA's are unavailable. Parent meetings will be held monthly and parents will be invited to participate in professional development opportunities at the school and network level, when possible.

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:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide 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.
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents;
- Arrange 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.
- Adopt and implement model approaches to improving parental involvement;
- Establish a district wide Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and provide other reasonable support for parental involvement activities under section 1118 as parents may request.

FARRELL STUDENT/PARENT HANDBOOK

- **Points of Pride that include parent collaboration and participation at Farrell School.**

Parents are invited and encouraged to participate directly and indirectly in the following programs and activities:

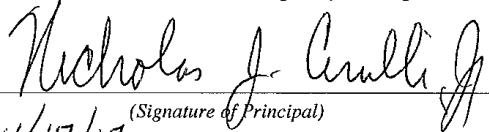
- “Farrell Five” & “Power of 3” School-wide Behavioral Supports
- “Student of the Month” Pillars of Character Program
- “Caught Being Good” Coin Incentives Program
- “Grow Your Stamina” Reading Program
- Instrumental Music Program – Winter and Spring Concerts
- “First In Math” Program
- “Imagine Learning” School-wide Intervention Program
- PhillyAims
- Honor Roll for grades 4-8
- Student Council
- Muffins with Mom Day
- Doughnuts with Dad Day
- Graham Crackers with Grandparents Day
- Workshops for Parents
- Project Pride Prevention Services
- Second Step Program
- RSVP Volunteer Program
- Family Net / School Net
- Sports Clubs
- After School Academic Support and Enrichment for Math and Reading
- After School Extracurricular Activities
- After School *Methodist Services* Program and *Paley Daycare* Program

* * * * *

PART IV. ADOPTION

The Louis H. Farrell School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by **Farrell Home and School Meeting Agenda, March 20, 2017.**

The school will distribute this policy to all parents on or before **October 13, 2017.**



(Signature of Principal)

4/17/17

(Date)